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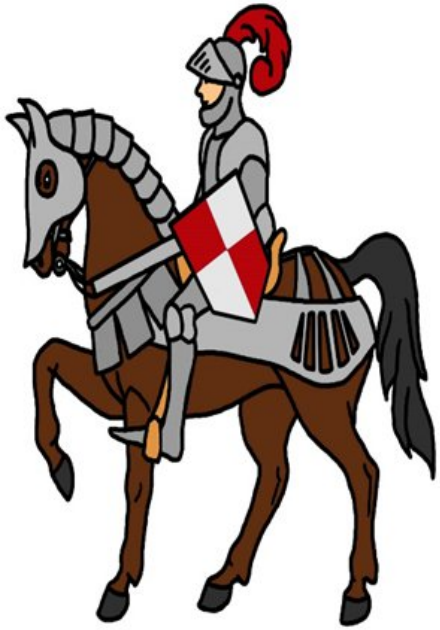


History GCSE- Early Elizabethan England, 1558-88 - Homework Tasks.









Homework Task 1.

Due-



Elizabethan Government

The government in Elizabethan England centred on the monarch. Monarchs believed they had the right to rule by 'Divine Right of Kings.' Which meant they were only accountable to God. Due to this, Elizabeth I made all government policy. She could; declare war, call and dismiss parliament, rule in legal case and grant titles and land. To provide someone with an important job or position was known as patronage. This could involve a grant, land or championing a cause. Patronage was a very successful way of controlling people and gaining support from them. Patronage could be stopped at any point a person displeased the queen. Elizabeth's most important Privy Council member was the secretary of state. He was the person she was closet to and advised the queen on the issues that were most important to the crown. The most important Secretary of state was Sir William Cecil, who held the position until 1573.

The Court- a body of people who lived in, or near the same palace as the monarch, mostly made up of members of the nobility. They were the monarch's key servants, advisers and friends. The job of the court was to entertain and serve the monarch. Courtiers had influence rather than actual power.

The Privy Council- was made up of leading courtiers and advisers as well as nobles and very senior government officials. There were approximately 19 members of the Privy Council chosen by the monarch. Their job was to debate current issues and advise on policy and to make sure the monarch's final decisions were carried out.

Parliament- could only be called and dismissed by the monarch. Elections were held before each new parliament, but very few people could vote. Their job was to offer advice to the monarch, pass laws (Acts of Parliament) and to grant extraordinary taxation (this is taxation that is on top of ordinary taxes that is needed on occasion e.g. to fund wars).

Lords Lieutenant-Each county had a Lord Lieutenant chosen by the monarch. They were members of the nobility and were often also on the Privy Council. They were in charge of rising and training local militia (military force of ordinary people) and overseeing the country's defences.

Justices of the Peace (JPs)- JP's were large landowners who kept law and order in their local area. They were unpaid and they reported to the Privy Council. Being a JP was a position of status and so was a very popular job. Their role was to make sure that all social and economic policies were carried out.

Who was the most important person in Elizabethan Government?

In your own words, briefly describe these roles:

Courtier:

Privy Council member:

MP:

Lord Lieutenant:

JP:

Who was Sir William Cecil?:

BONUS- 5a. Describe two features of the Elizabethan system of government (4)

Homework Task 2.

Due-

The Virgin Queen: suitability, personality, legitimacy question.



1. Women were not considered to be physically or mentally capable of governing, as even the home was supposed to be under the authority of the husband or father.

2. Many though that Elizabeth should marry. However, she had no intention of doing so. Elizabeth was however determined to be a Queen regnant. This is when a queen rules in her own right not with a husband.

3. Elizabeth was highly intelligent and well educated. She had learnt Greek, Latin, French and Italian.

4. Elizabeth was not accepted as a legitimate queen by all. Her mother Anne Boleyn was beheaded for treason and she was declared illegitimate by Henry VIII in 1536. It was only when Henry VIII married his sixth wife Catherine Parr that Elizabeth was welcomed back to court in 1543 and was once again in the line of succession.

5. Many people were suspicious of having another queen after the disastrous reign of Elizabeth's half sister Mary (1553-58).

6. Elizabeth I had experience of being considered a traitor. She had been a prisoner in the Tower of London, where she was held in 1554 on suspicion of treason against Mary I. She understood the dangerous world of court politics, where ambitious courtiers schemed and plotted to gain power. Elizabeth was ruthless- disloyalty could lead to the execution of courtiers.

7. Religion was extremely important. Everyone believed in God and attended church. The country had been Catholic for over 1000 years. In 1533 Henry had replaced the pope as the Head of the Church and set up the Protestant Church of England. Mary I returned the country to Catholicism but Elizabeth was a Protestant like her father and mother. Elizabeth had to decide whether to carry on as a Catholic country or return to Protestantism. Some Catholics thought she should not be allowed to rule.

8. Elizabeth was very charismatic and confident. She gave great speeches and was able to win over many of her subjects. She had a great temper and many people feared her and obeyed all orders. She was sometimes slow to make decisions which the Privy Council found frustrating. In reality it meant decisions were thought out and not made in haste.

Why was Elizabeth <u>suitable</u> to rule England?	Why was Elizabeth <u>not suitable</u> to rule England?
•	•
•	•
•	•

Give 3 key dates and describe what happened

Date	What happened

BONUS – 5a. Describe two reasons that Elizabeth was not considered to be a suitable queen by some people (4)

Homework Task 3.

Due-

Domestic problems –taxation, poverty, religious division

Poverty:

All monarchs need to enforce the law fairly and try to reduce hardship and poverty. If bad harvest continued then poverty and unemployment would increase. This could increase her unpopularity and lead to rebellion. In 1601 Elizabeth passed the Poor Law to try to deal with this problem.

Why was poverty a problem for Elizabeth?



Religious division:

Religion was extremely important. Everyone believed in God and attended church. The country had been Catholic for over 1000 years. In 1533 Henry had replaced the pope as the Head of the Church and set up the Protestant Church of England. Mary I returned the country to Catholicism but Elizabeth was a Protestant like her father and mother. Elizabeth had to decide whether to carry on as a Catholic country or return to Protestantism.

Why was religion a problem for Elizabeth?

Taxation:

England's finances were particularly poor in 1558. Although England's monarch's ruled by 'Divine Right', they needed money and the support of the people to be successful. Elizabeth's government did not have a lot of money. England had been involved in costly wars and the crown had sold of land to fund them. When she took the throne Elizabeth was £300,000 in debt and the annual income of the crown was £286,667.

Elizabeth cut back on government spending and strictly monitored the cost of her household. Exchequer officials were told to call in all debts and balance the books. Crown lands were sold off across twenty years bringing in £600,000 to the crown. By 1585, Elizabeth had paid off Mary I's debt and built up a reserve of £300,000. However, after 1585 she needed the support of parliament to raise taxes to fund the war with Spain.

Why was taxation a problem for Elizabeth?

BONUS- 5b. Explain why domestic problems made it harder for Elizabeth to rule England. (12) – Poverty – Financial problems

Homework Task 4.

Due-



The Religious Settlement



The religious settlement was established in 1559 and came in three parts:

- The Act of Supremacy made Elizabeth supreme governor of the Church of England - all clergy and royal officials had to swear an oath of allegiance to her as the Head of the Church (8000 of the 10,000 priests in England at the time made this oath, but only one bishop did – all the others stepped down and were replaced by 27 new bishops appointed by Elizabeth). She changed her title from Supreme Head of the Church to Supreme Governor (to appease Catholics who saw the Pope as the Head of the Church).
- The Act of Uniformity made England a protestant country again. It established the appearance of churches and the form of services they held which kept some catholic traditions within a Protestant system. It also said that everyone had to attend church on Sundays and holy days. If they did not they would be fined
- The Royal Injunctions was a set of instructions, issued by Sir William Cecil on behalf of the queen to the clergy, on a wide range of issues to reinforce the acts of Supremacy and Uniformity. It included instructions on how people should worship God and the structure of services. Members of the clergy whose loyalty was in doubt could be punished. The Church was responsible for helping to enforce the religious settlement. Visitations were inspections of churches and clergy by bishops to ensure that everyone took the oath of supremacy and were following the terms of the religious settlement. The first visitations were in 1559 and resulted in up to 400 clergy being dismissed. In some places those carrying out the visitations caused a great deal of destruction of decorations and statues in churches, which was more action than Elizabeth wanted. In addition, she made it clear that she did not want people's religious beliefs investigated too closely.

The majority of ordinary people accepted Elizabeth's Religious Settlement and attended the Church of England services, even though many of them held on to Catholic beliefs. The wording of the new Prayer Book helped this because it could be understood to mean different things by Catholics and Protestants according to their beliefs. Elizabeth made it clear that she did not want the settlement enforced too strongly, even if people were recusant. In most of the country the change of religion was smooth. However, in some places Protestants welcomed the new Elizabethan Religious Settlement with sometimes violent enthusiasm. In London, for example, there was a great deal of destruction of church ornaments and statues of saints. Elizabeth chose a Church that would be acceptable to the majority of people. The result was that most people accepted the Church. There were no immediate rebellions or threats to her power. However, in the long-term the threat of the Catholic faith did not completely disappear.

Why did Elizabeth introduce the religious settlement?

How did the religious settlement try to appease Catholics?

How did the religious settlement try to appease Protestants?

Was the religious settlement a success?

BONUS- Explain why Elizabeth introduced the religious settlement. (12)

Homework Task 5.

Due-

Mary Queen of Scots

Mary, Queen of Scots, was a Catholic with a strong claim to the English throne. Born on 8 December 1542, she became queen of Scotland at six days old after her father, King James V, died. Her mother, Mary of Guise, was from a very powerful Catholic, and French, noble family. Mary married the French king Francis II. This made Mary more of a threat as with French help Mary would be able to invade England and take Elizabeth's throne.

In 1560, Elizabeth helped Scotland's Protestant lords defeat Mary by sending money and troops. The rebellion ended with the Treaty of Edinburgh in 1560 which said that Mary would give up her claim to the English throne. Although Mary was queen, the Protestant lords controlled the Scottish government. Mary herself never approved the treaty, and maintained that she had a claim to the English throne. She wanted to be named as Elizabeth's heir. Elizabeth had no intention of naming any heir, however, and choosing Mary would divide England: she would be popular with Catholics, but not Protestants. Divisions would weaken Elizabeth's position.

Francis II died in 1560. Mary married her second husband, Henry Stuart, Lord Darnley, in 1565. She gave birth to their son, James, in 1566. In 1567, Darnley was murdered, probably by the Earl of Bothwell and Mary was suspected of being involved. In fact, she married Bothwell soon after Darnley's death, which for many was admission of her guilt. The scandal led to the Protestant Scottish lords rebelling again. They forced Mary to abdicate (give up her throne) in favour of her baby son, James. She was imprisoned but escaped in 1568 and raised an army in an attempt to win back her throne, she was defeated at Langside, and fled to England, seeking Elizabeth I's help against the rebels.

The two queens never met, although they did exchange letters. Mary had asked for a meeting with Elizabeth to persuade her of her innocence in Darnley's murder, but her request was refused. A court was convened to hear the case against her between October 1568 and January 1569. The Scottish lords brought letters with them apparently proving Mary's guilt. Mary said that the court had no right to try her because she was an anointed monarch and would not offer a plea unless Elizabeth guaranteed a verdict of innocent. Elizabeth refused.

Many of Elizabeth's enemies wanted to replace her with Mary, and this led to some of the most dangerous threats to Elizabeth's reign. Mary was imprisoned for 19 years in England as she was seen as a threat to the queen. In 1587 she was found guilty of being part of a plot to kill Elizabeth and was executed,

Why did Mary have a claim to the English throne?

Why was Mary such a threat to Elizabeth?



Name 2 things Elizabeth did to try to deal with the threat Mary posed:

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-

BONUS- Describe two reasons Mary Queen of Scots was a threat to Elizabeth I. (4)

Homework Task 6.

Due-

The Plots of the Northern Earls, Ridolfi, Throckmorton and Babington.

The nobility in the North of England were mostly Catholic and did not like Elizabeth because she was a Protestant and because they felt that Elizabeth had reduced their power and wealth. In 1569 a serious rebellion broke out in the north of England led by the Earls of Northumberland and Westmoreland, who wanted to replace Elizabeth with the Catholic Mary Queen of Scots. Mary did not agree to the rebellion as she did not think that it would succeed.

The **Ridolfi Plot (1571)** planned to replace Elizabeth with Mary Queen of Scots and have her marry one of the main conspirators, the Duke of Norfolk. The conspirators were led by Roberto Ridolfi, who gathered support in Spain, Rome and the Netherlands for an invasion if England. The plot was discovered and Norfolk was arrested and executed for High treason. Ridolfi was abroad when the plot was uncovered and escaped. Mary admitted giving Ridolfi a money but strongly denied any other part in the scheme. Elizabeth did not want to order the execution of a fellow queen, but Mary was kept under tighter surveillance. Although unsuccessful, the plot concentrated the minds of the English government on assassination attempts on Elizabeth, and, increased calls for Mary's execution.

The **Throckmorton Plot (1583)** was a plan to murder Elizabeth and replace her with Mary. One of the main conspirators was the Spanish Ambassador Mendoza who was exiled from London and vowed to return with an army. Other conspirators were executed. This led to panic in England and convinced Parliament to pass the Bond of Association in 1584, calling on all Englishmen to take an oath to seek out and kill anyone plotting to murder the Queen. This plot also contributed to the Act of Association of 1585 after which Mary would be held responsible for any plot carried out in her name – whether she knew of it or not.

The **Babington Plot (1586)** was when Catholic Nobleman Anthony Babington exchanged letters with Mary, Queen of Scots, telling her of his plans to replace Elizabeth with Mary. Mary replied implying she favoured the plan. The letters were intercepted by Elizabeth's spy, Sir Francis Walsingham. The men responsible were hung, drawn and quartered publically. This concentrated the minds of the English government on assassination attempts on Elizabeth, and, increased demands for Mary's execution.

What was the main aim of all of these plots?

How did Elizabeth treat conspirators?



What role did Mary, Queen of Scots play in each plot?



Ridolfi:

Throckmorton:



Babington:

BONUS- Describe two features of the Throckmorton Plot of 1583 (4)

Homework Task 7.

Due-

Foreign Policy- Aims and relations with other powers, the new world



Elizabeth's foreign policy was driven by a desire to keep England strong. To do this she believed that she needed to: develop and improve trade to help England's economy, avoid costly wars which might threaten her power, protect England's borders, and protect her position as ruler.

In the 1500s the main European powers were Spain and France. These were both Catholic countries and both had the potential to threaten England. Elizabeth wanted England to remain free of any outside influence and to show that England was as powerful as these countries. In the Elizabethan era land was very important as countries with more land had bigger populations, more resources and so could be richer and more powerful. Elizabeth wanted England to increase the amount of land it controlled and prevent its rivals increasing theirs. She was especially concerned that if either France or Spain controlled the entire coastline facing England they could invade or cut off trade prospects.

England's limited resources and small population made trade very important in Elizabethan England. English Merchants sought out new trade partners in the Netherlands, Hamburg, Russia, China, India and the New World (the Americas). In 1600 the East India Company was set up to challenge Spanish and Portuguese dominance of the spice trade. There was also conflict with Spain in the New World where many English merchants traded illegally in Spanish territory (e.g. Mexico, Peru, the Caribbean) and some attacked Spanish ships and ports. The most famous example is Francis Drake who was hired by Elizabeth as a privateer.

Elizabeth's refusal to marry meant that she was able to avoid making enemies. If she had married it would likely have upset many people who did not like her choice either because of their religion (there was intense competition between Catholics and Protestants) or the country that they came from. The possibility that she might marry also meant that other countries wanted to avoid upsetting Elizabeth so that their princes remained in with a chance of marrying her.

What were Elizabeth's main foreign policy aims?

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-
-
-



Which company was formed in 1600?

What was the purpose of this company?

What did Elizabeth avoid by refusing to marry?

BONUS- Explain how Elizabeth attempted to protect England's international power. (12)

Homework Task 8.

Due-

The problem of the Netherlands

The Spanish king, Philip II, was a strict Catholic and worried about English merchants spreading Protestantism in the Netherlands (which Spain ruled). In 1563 Philip banned the import of English cloth to the Netherlands. Elizabeth retaliated by stopping all trade with the Netherlands. This harmed both countries and only lasted one year.

There was growing unhappiness in the Netherlands about Spanish interference. When Philip II reorganised the Dutch government and Church, both Catholics and Protestants were united against Spain, leading to the Dutch Revolt of 1566. In 1567, Philip sent 10,000 soldiers to the Netherlands to put down the revolt. They succeeded by 1568. Elizabeth and her Protestant privy councilmen were concerned about a large Spanish army being dangerously close to England. Elizabeth did not want to risk war with Spain but supported the rebels financially. She also allowed the Sea Beggars, Dutch rebels who attached Spanish ships, to shelter in English harbours.

By 1576, the Spanish government in the Netherlands was all but bankrupt. Spain's army in the Netherlands mutinied in November 1576, rampaging through the Dutch provenances, robbing homes and businesses in Antwerp (known as the Spanish Fury). The violence in Antwerp united all 17 Dutch provinces (Catholic and Protestant) against the Spanish. They drew up the Pacification of Ghent which demanded that all Spanish troops be expelled from the Netherlands, the restoration of political autonomy and an end to religious persecution. Elizabeth I sent a loan of £100,000 to the Dutch rebels and agreed that in the future she would send military support to make sure this happened. Spain initially seemed willing to cooperate, but less than six months later Philip sent a new army to the Netherlands. Elizabeth hired a mercenary (a soldier who fights for money and not a country), John Casimir, with an army of 6,000 English and Scottish volunteers to help the Dutch. However because the mercenaries destroyed Catholic churches the Catholic provinces decided to make peace with Spain.

In August 1585, Elizabeth signed the Treaty of Nonsuch with the Dutch Protestants. It effectively put England and Spain at war: Elizabeth agreed to directly intervene in the Netherlands. England financed an army of 7,400 troops led by Elizabeth's long term ally Robert Dudley, to work with the rebel Council of State. The campaign was a not a great success for Elizabeth in the Netherlands as she did not provide Dudley with enough men or troops. Elizabeth was also furious that Dudley accepted the title 'Governor General of the Low Countries.' This implied that England wanted control of the area and would enrage the Spanish. The English army did however slow down the advance of the Spanish army under the Duke of Parma, and prevented him from capturing the deep water port of Flushing.

For each date describe the event that happened:

1563	
1566	
1576	
1585	

What role did Robert Dudley play in the Netherlands?



Why was religion important in the debate over the Netherlands?

BONUS- describe two features of the Dutch revolt of 1566. (4)

Homework Task 9.

Due-

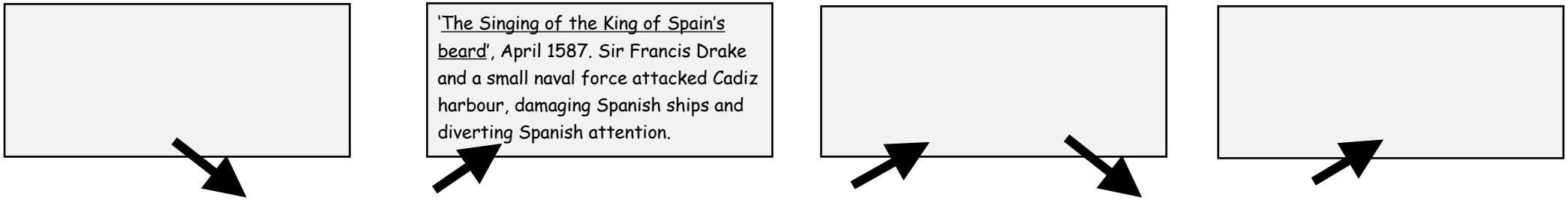
The War with Spain

The relationship between England and Spain was difficult for the entire Elizabethan Era. This escalated into a war which lasted from 1585 to 1604 due to escalating religious tension and the war in the Netherlands. When the Treaty of Nonsuch was signed in 1585, King Philip saw this as an act of war and declared war on England. However, it was three years before the most important battle, a naval battle, of this war was fought. Elizabeth spent this time strengthening England's defences, ordering every county to provide soldiers to defend the coast, setting up warning beacons, and converting trading ships onto fighting ships.

When news reached England that King Philip was assembling a fleet, known as The Spanish Armada, Sir Francis Drake convinced Elizabeth that attack was the best form of defence. In April 1587 a small but carefully selected group of ships set sail for a daring raid, they sailed to Cadiz harbour in Spain, avoiding its forts and guns, and inflicted heavy damage on the Spanish ships anchored there. In England this is known as 'the singeing of the King of Spain's beard.' It delayed the construction of the Armada by destroying Spanish ships and diverting Spanish warships in pursuit of Sir Francis Drake. This left the Spanish admirals in confusion and dread, and bought Elizabeth another 12 months to prepare England's defences.

When the Spanish Armada finally attacked in 1588, they had 130 ships and 17,000 men. The ships were tall, wide, heavy, and slow, and moved in a two mile wide defensive crescent shaped formation. The plan was for them to meet up with more Spanish soldiers in the Netherlands and then attack the English using their medium range cannons. They would then board the English ships and capture them for Spain, therefore building the Spanish fleet further. The Spanish were met by 55 British ships all crewed by experienced sailors. These were sleek, slender, light, and fast. Their plan was to scatter the Spanish ships and then sink them using long range cannons. They followed the Spanish for 8 days, damaging a few Spanish ships, however the Spanish successfully reached the French port of Calais. While they were docked there, the English sent 8 unmanned, burning ships, filled with gunpowder, into the harbour. This caused the Spanish to panic, cut their anchors, and scatter. This prevented them from keeping formation or from meeting up with their reinforcements in the Netherlands. It was then that the English attacked. The battle of Gravelines began at daybreak on 8th August 1588 and lasted over a day. It was fought in tough weather conditions with poor visibility and rough seas. By the end of the battle the Spanish had lost many ships and 1000 Spanish sailors had been killed. The English on the other hand had lost no ships and only 50 Englishmen were killed. Realising they were defeated, the Spanish gave up their attempt to invade England although the war continued for many more years, it's most important and famous battle was over.

Create a flow diagram showing events of the Anglo-Spanish War. Try to include *<u>at least three</u>* pieces of SFD.



8th August 1588…

Homework Task 10.

Due-

BONUS- Explain why England was able to defeat the Spa

Education and Leisure



Sport

Bear baiting was popular but in 1585 the House of Commons tried to ban in due to it's cruelty. Elizabeth I however blocked the ban as she was a fan of bear baiting. The upper classes enjoyed Real Tennis, an indoor sport similar to modern tennis but played inside, and jousting. Both were expensive as they required expensive equipment and specially built places to play. One of Elizabeth's first public appearances after her coronation was a pageant in Greenwich which included jousting as well as a banquet and fireworks.

Football was very popular with the lower classes. It was played between villages and was especially popular on holidays such as Ascension Day. Many of the wealthy disapproved of football as they saw it as a distraction from more useful pastimes such as archery.

Which sports were enjoyed by each class:

Upper class:

Working class:

Why was the type of sport people played dependent on class?

Theatre

Theatre had traditionally been controlled and limited by the Catholic Church who would only allow plays that told religious stories. As a Protestant, Elizabeth was keen to put and end to this and allowed secular (non- religious) plays. This led to an innovation in new types of theatre including comedies and romances. However while there was a greater degree of theatrical freedom, Elizabeth was concerned about plays being used to criticise her and so introduced censorship in 1572.

The first royal patent for a group of actors was issued in 1574 to the 'Servants of the Earl of Leicester'. They were soon joined by other groups including the 'Lord Chamberlain's Men', who included William Shakespeare. Shakespeare wrote 28 plays and 156 poems which are still read today.

There were also many new theatres built including the Red Lion (1567), the Rose (1587) and the Globe (1597), where Shakespeare and his company played.

Why did theatre boom in the Elizabethan era?

Give 3 key dates to do with Elizabethan theatre and what happened on each:

Education

There was no national education system in Elizabethan England, however an increasing acknowledgement of the value of education led to the growth of various types of school:

- Dame Schools for girls and Petty Schools for boys were run by educated housewives who taught children aged 5-7 basic reading and writing as well as proper behaviour and Christian religion for a small fee.
- Grammar Schools allowed intelligent working and middle class boys to receive a more formal, classical education. They enforced long hours and strict discipline which enabled their studnets to attend top universities or gain jobs in trade, the law, and other professions. Between 1560 and 1580, 72 new grammar schools opened in England.
- University education began at age 14 and was only open to boys. They taught the elite classical liberal arts, theology, medicine, and law. The most respected universities were Oxford and Cambridge.

The children of the elite would also often take a tour of the major European cities as part of their education.

	Who attended?	What did they learn?
Petty/Dame Schools		
Grammar Schools		
Universities		

Homework Task 11.

Due-

Poverty and the Poor Laws

During the Elizabethan era, about one third of people were poor. This meant that they spent 80% or more of their income on food. Those who could not work for reasons viewed as legitimate were known as the 'Deserving Poor', this included the elderly, orphans, or widowed mothers. The 'Undeserving Poor', also known as 'sturdy beggars', were those who could work but chose not to.

Homework Task 12.

Due-

BONUS- 'The biggest problem facing Britain in the Elizabethan era was the increase in poor people.' How far do you agree? (16)

The Age of Discovery- Drake and Raleigh

This era is sometimes known as the Age of Exploration or the Age of Discovery. Men from across Europe

Sir Walter Raleigh was an English adventurer who established a colony near Roanoke Island, in present-day North Carolina which aimed to provide a base for trade and to attack the Spanish New World from. He named the colony "Virginia" in honour of the virgin queen, Elizabeth. Delays, quarrels, disorganization, and

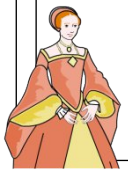


Francis Drake was an English explorer and merchant who became rich and famous trading in the New World. A lot of what Drake did could be considered piracy and King Philip II of Spain offered 20,000 ducats £4million) to anyone who could kill 'El Draque' (The Dragon), as he was nicknamed. Elizabeth however liked Drake and hired him as a privateer in 1572. During his first journey as a privateer he captured £40,000 of Spanish silver. In 1580 Drake became the first Englishman to circumnavigate the globe. During this trip he captured the Spanish ship *Nuestra Senora de la Concepcion* gaining large amounts of treasure, claimed San Francisco for England (naming it *Nava Albion*), and traded for spices around the Indian Ocean. As a reward Elizabeth honoured Drake with £10,000 and a knighthood. Drake's actions increased tension with Spain, for example in 1587 he was involved in the destruction of a Spanish fleet at Cadiz. When the Spanish Armada attacked in 1588, Drake's idea of using broadside positioning helped to defeat the Spanish.

Choose 3 key dates linked to Drake and describe briefly what happened then:

Date	Event

How would these people describe Francis Drake? Why they would think this?

Elizabeth I of England	Philip II of Spain
	

BONUS- 'The main reason Elizabeth supported exploration was because of the threat from Spain' How far do you agree? (16)

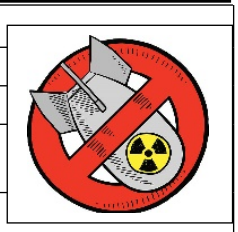
Elizabethan England knowledge organiser

Key dates	
1533	Birth of Elizabeth to Henry VIII and Anne Boleyn
1558	Elizabeth accedes to the throne on the death of her sister, Mary Tudor
1559	The Elizabethan religious settlement: the Acts of Supremacy and Uniformity
1568	Mary, Queen of Scots flees to England
1569	Revolt of the Northern Earls aims at placing Mary, Queen of Scots on the throne
1570	Pope Pius V excommunicates Elizabeth from the Catholic Church, declaring her deposed from the throne
1571	The Ridolfi Plot, the second major Catholic threat to Elizabeth and the first plot.
1572	Act for the Punishment of Vagabonds (poor) establishes harsh treatment of offenders
1576	Act for Setting the Poor to Work displays a more enlightened attitude towards poverty
1577	Drake begins his circumnavigation of the globe: the expedition lasts three years
1583	The Throckmorton Plot, a further Catholic plot against Elizabeth
1584	Bond of Association – passed by Francis Walsingham, Mary will be blamed for any plot against Elizabeth
1585	-War begins between England and Spain -The Treaty of Nonsuch -Dudley's disastrous expedition to the Netherland -All Catholic priests ordered to leave the country - First English colony in Virginia is established
1586	The Babington Plot. Ciphered letters prove that Mary, Queen of Scots was directly implicated in the plot
1587	-Execution of Mary, Queen of Scots - Drake's assault on the Spanish fleet in Cadiz harbour
1588	The Spanish Armada sent against England. The Spanish suffer serious losses at Calais, leading to the failure of the whole enterprise.
1590	English sailors arrive at Roanoke to find it abandoned.

Key Individuals	
Elizabeth I	Elizabeth I was the second daughter of Henry VIII. Her mother was Henry VIII's second wife Anne Boleyn. She became queen in 1558 and ruled until 1603.
Henry VIII	Henry VIII was King of England before Elizabeth I. He established Protestantism in England so that he could divorce his first wife and marry Anne Boleyn.
William Cecil	Secretary of state and member of the privy council. He advised the Queen on key issues.
Mary Queen of Scots	Mary, Queen of Scots was Elizabeth's cousin (not to be confused with Mary I, who was Elizabeth's sister), so she had a claim to the line of **succession** to the English throne. She was Catholic.
The pope	The pope was the head of the Catholic church. He ruled from Rome and expected loyalty from all Catholics.
Westmoreland and Northumberland	Catholic Northern Earls who led a revolt against Elizabeth in the hope of restoring the Catholic faith and placing Mary Queen of Scots on the throne.
Francis Walsingham	Member of the privy council and a spy for Elizabeth. He was responsible for uncovering the plots against her.
Francis Drake	An English explorer and merchant who became rich and famous trading in the New World. He fought the Spanish Armada and was knighted by Elizabeth. Circumnavigated the globe.
Phillip II of Spain	The King of Spain. He was a Catholic and supported Mary Queen of Scots claim to the throne after Elizabeth I introduced the Religious Settlement and rejected his proposal. He launched the Spanish Armada.
Duke of Orleans	Led Elizabeth's support for the Dutch rebels in the Netherlands.
Walter Raleigh	Attempted to establish the colony of Virginia.
William Shakespeare	An English playwright who became famous during the Elizabethan period as theatre became increasingly popular. He wrote non-religious plays to perform in the Elizabethan court.

Key terms	
Protestant	A branch of Christianity that support simple churches, an English Bible and the English monarch as its leader. Puritans were a more extreme strand of Protestantism. Both Henry VIII and Elizabeth were Protestants.
Catholic	The Pope is the leader of the Catholic church where all services were in Latin. Before Henry VIII all English people were Catholic and supported the church fully. During Elizabeth's reign, Scotland and the north remained Catholic.
Privy Council	A group of 19 men tasked with advising Elizabeth about key decisions. They could only influence her choices as she had ultimate power due to the divine right of kings. Cecil and Walsingham were members of the privy council.
Illegitimate	Elizabeth was not accepted as a legitimate (rightful) queen by all. Her mother Anne Boleyn was beheaded for treason and she was declared illegitimate by Henry VIII in 1536. It was only when Henry VIII married his sixth wife Catherine Parr that Elizabeth was welcomed back to court in 1543 and was once again in the line of succession. Not everybody agreed with this decision as she was both an unmarried woman and a Protestant.
Religious Settlement 1559	This aimed to solve religious division in England between the Catholics and the Protestants. **The Act of Supremacy** made Elizabeth the Supreme Governor of the Church. The term 'Supreme Head' was avoided because Christ was seen as Head of the Church. **The Act of Uniformity** made Protestantism England's official faith and also set out rules of religious practice and worship in a revised prayer book. This retained some Catholic traditions which Elizabeth hoped would make a good compromise and keep her people happy.
Claim to the throne- Mary Queen of Scots	Many English Catholics supported the idea of Mary being named as Elizabeth's successor, if the queen did not marry and have children. A minority of Catholics supported the idea of Mary replacing Elizabeth as Queen of England, because they thought Elizabeth was **illegitimate** and Mary would restore the supremacy of the Catholic Church. Therefore some Catholics supported Mary's claim to the throne over Elizabeth's.
Threats at home	1569 The Northern Revolt: The Catholic Earls of Northumberland and Westmoreland hatched a plan to get Mary, Queen of Scots out of jail and on to the throne. They gathered an army of 6,000 soldiers in their attempt to return England to Catholicism. Elizabeth got wind of the plan and sent a huge army to crush the rebellion. Elizabeth put 800 rebels to death and the two Earls fled to Scotland. 1871 The Ridolfi Plot: Roberto Ridolfi, an Italian banker, planned to assassinate Elizabeth and make Mary queen. He had the support of King Philip II of Spain, the Duke of Norfolk, and Mary, Queen of Scots herself. The plot was uncovered by Elizabeth's advisor, Cecil. Ridolfi and the Spanish ambassador were arrested and expelled from the country. 1583 The Throckmorton Plot: A young Catholic man, Francis Throckmorton, organised a plan for a French army (paid for by the Pope and King Philip II of Spain) to invade England and replace Elizabeth with Mary, Queen of Scots. Throckmorton was executed and Mary was moved to Tutbury Castle in Staffordshire, where she was held in isolation and allowed no visitors. 1586 The Babington Plot: Sir Anthony Babington planned to rescue Mary, Queen of Scots from jail and murder Elizabeth. Secret letters between the plotters and Mary were discovered which gave Elizabeth's advisers the evidence needed to prove Mary's guilt. This finally led to the execution of Mary Queen of Scots, Babington and six other plotters.
Threats abroad	The Spanish Armada: The greatest challenge to Elizabeth was first sighted in the English Channel on 29 July 1588. This was the Spanish Armada, a fleet of 130 armed ships sailing towards England in a crescent formation. The Spanish were met by 55 British ships all crewed by experienced sailors. The English attacked with 8 fire ships forcing the Spanish to break their formation. The battle of Gravelines began at daybreak on 8th August 1588 and lasted over a day. It was fought in tough weather conditions with poor visibility and rough seas. By the end of the battle the Spanish had lost many ships and 1000 Spanish sailors had been killed.
Age of exploration	Men from across Europe were attempting to make money for themselves and their country through conquest and trade, especially in the Americas. Elizabeth was keen for England to benefit and supported ventures to this end. This involved Francis Drake and Walter Raleigh.
Colonisation of Virginia	Walter Raleigh established a colony near Roanoke Island, which aimed to provide a base for trade and to attack the Spanish New World from. He named the colony "Virginia" in honour of the virgin queen, Elizabeth. Delays, quarrels, disorganization, and hostile Indians forced some of the colonists to return to England and ultimately the colony failed.
Expansion of education	There was an increasing acknowledgement of the value of education led to the growth of various types of schools including Dame Schools for girls and Petty Schools for boys, grammar schools for intelligent boys and new universities at Oxford and Cambridge. Between 1560 and 1580, 72 new grammar schools opened in England.
Popularity of theatres	Theatre had traditionally been based around religious stories. As a Protestant, Elizabeth allowed secular (non- religious) plays. William Shakespeare. Shakespeare wrote 28 plays and 156 poems which are still read today. There were also many new theatres built including the Red Lion (1567), the Rose (1587) and the Globe (1597), where Shakespeare and his company played.
Poverty	During the Elizabethan era, about one third of people were poor. This meant that they spent 80% or more of their income on food. Those who could not work for reasons viewed as legitimate were known as the 'Deserving Poor', this included the elderly, orphans, or widowed mothers. The 'Undeserving Poor', also known as 'sturdy beggars', were those who could work but chose not to.
The Poor Laws	The 1563 Poor Law gave JP's the power to collect funds to support the poor of the parish and to draw up lists of the deserving and undeserving poor to help in the distribution of this money. The 1572 Poor Law Act gave Justices of the Peace (JPs) the right to collect compulsory taxes to support the poor of the parish. They could also issue licences to beggars if these rates were not sufficient to support all of the local poor. The 1576 Poor Law Act declared that every town must provide work and relief for the unemployed, and a House of Correction for vagrants and beggars. The 1697 Poor Law Act was a response to the bad harvests of the 1690s. It gave the JP's more power to raise funds and created the job of Overseer of the Poor. The Overseer of the Poor was responsible for calculating, collecting, and distributing aid. The 1601 Poor Law formalised the existing local system into the first national system by enforcing taxation in every parish in order to provide work, relief, and work training for the deserving poor.

Super Power relations and the Cold War, 1941-1991: Knowledge Organiser



	Key Dates
1941	Germany declares war on the USA – the origin of the Grand Alliance (US, USSR, Britain)
1943	Tehran Conference
1945	Feb: Yalta Conference July-Aug: Potsdam Conference, US A-bomb in Japan. Germany divided into zones
1946	Feb: The Long telegram Mar: Churchill's 'Iron Curtain' speech; formation of a Soviet dominated Eastern bloc in Europe Sept: Novikov's telegram
1947	March: Truman Doctrine announced June: Marshall Plan announced. This leads to -Sept: Cominform set up
1948	Feb: Soviet intervention in Czechoslovakia April: 'Trizonia' in Germany agreed and Berlin Blockade begins
1949	Jan: Comecon set up Apr: NATO set up May: Berlin Blockade ends and Federal Republic of (West) Germany founded Aug: Soviet Union tests A-bomb Oct: (East) German Democratic Republic founded
1952	H-bombs developed by USSR and USA
1955	May: West Germany joins NATO and Warsaw Pact set up
1956	Feb: Khrushchev's 'Secret Speech' Oct-Nov: Hungarian Uprising
1958	Nov: Khrushchev's ultimatum to West
1959	Jan: Castro takes over Cuba Sep: Khrushchev visits Washington
1960	May: U2 spy plane shot down and Khrushchev walks out of Paris Summit
1961	Apr: Bay of Pigs invasion in Cuba June: Vienna Summit Aug: Berlin Wall constructed
1962	Oct: Cuban Missile Crisis
1963	June: Kennedy visits Berlin July: Limited Test Ban Treaty Aug: Hot Line established between Washington and Moscow
1967	Oct: Outer Space Treaty ratified
1968	Apr: Prague Spring announced by Dubcek Jul: Nuclear Non-proliferation Treaty signed Aug: Soviet invasion of Czechoslovakia Jul: Nuclear Non-proliferation Treaty signed Aug: Soviet invasion of Czechoslovakia Nov: Brezhnev Doctrine
1969	SALT talks begin – Détente
1971	Jul: SALT I signed
1975	Aug: Helsinki Accords signed
1979	June: SALT II signed Dec: Soviet invasion of Afghanistan
1980	Jan: Carter Doctrine; US boycott of Moscow Olympics announced
1983	Mar: Reagan's 'Evil Empire' speech; Reagan proposes Strategic Defence Initiative ('Star Wars')
1984	May: Soviet boycott of Los Angeles Olympics announced
1985	Mar: Gorbachev becomes Soviet leader Nov: Geneva ("Fireside") Summit
1986	Oct: Reykjavik Summit
1987	June: 'Tear down this Wall' speech by Reagan Dec: Washington Summit – INF Treaty signed
1988	Dec: Gorbachev announces the end of the Brezhnev Doctrine
1989	Aug: Hungary opens its borders to East Germans Oct: Soviets announce Eastern bloc states can go their way Nov: Berlin Wall falls Dec: communist governments fall in Czechoslovakia and Bulgaria. The Malta Summit.

Key Individuals	
Winston Churchill	Prime Minister of Britain between 1940 and 1945 when he led Britain to victory in the Second World War. His Iron Curtain speech in 1946 i was the first time there had been a public acknowledgement of the beginning of the Cold War.
Josef Stalin	Leader of the USSR from 1929 to 1953. Stalin sought to expand its territory and promote communism at the end of World War II, notably through the creation of the Eastern Bloc.
Harry Truman	Truman became President in April 1945, just weeks before the end of World War Two. He attended the Potsdam Conference and made the decision to drop two nuclear bombs on Hiroshima and Nagasaki in August 1945 to end World War II. He was committed to containing communism post-945.
Nikita Khrushchev	Leader of the Soviet Union from 1953 to 1964. He attempted to de-Stalinise the Eastern bloc and thaw relations in the Cold War.
Imre Nagy	Nagy became leader of the Hungarian Revolution of 1956 against the Soviet-backed government, for which he was executed two years later.
John F. Kennedy	JFK was the President of the USA from 1961-1963. He was key figure in the Cuban Missile Crisis and gave his "Ich bin ein Berliner" speech in West Berlin in 1963.
Castro and Guevara	These two men lead a communist revolution in Cuba in 1958. Cuba is only 145Km away from the US mainland.
Alexander Dubcek	Leader of the Communist Party in Czechoslovikia from 1968-1969. His liberal reforms ('Socialism with a human face') led to the Soviet invasion and occupation of Czechoslovakia in August 1968 (The Prague Spring).
Richard Nixon	President of USA from 1969 to 1974. e He is often associated with the period of Détente and the MAD theory.
Henry Kissinger	Appointed National Security Adviser to Nixon in 1973. He was the key figure in the US policy of détente (the period of peace).
Leonid Brezhnev	Leader of the Soviet Union from 1964-1982. His leadership is known for its massive build-up of nuclear arms, but at great cost to the Soviet economy.
Jimmy Carter	President of the USA 1977-1981. **Détente** ended after the **Soviet** intervention in Afghanistan, **which led** to the United States boycott of the 1980 Olympics in Moscow.
Ronald Reagan	President of the USA from 1981 to 1989. Associated with the Second Cold War and Arms Race. He announced the Regan Doctrine which stated that USA would support anti-communist governments and groups and increased military spending by 13% in 1982.
Mikhail Gorbachev	Leader of the Soviet Union from 1985 to 1991. He introduced the policies of **glasnost** (openness with the West) and **perestroika** (rebuild and modernise the Soviet Union) in an attempt to improve relations with the West. His 'New Thinking' policies were significant in ending the Cold Wall and the breakup of the Eastern bloc.

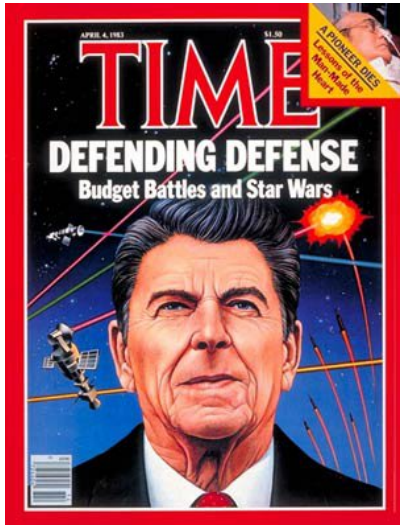
Key Terms	
Allies	In World War Two the Allies initially included France, Poland and the UK but they were joined by USSR and USA. France was defeated in 1940 and further nations joined the group. However, Italy and Japan were enemies.
Arms Race	A competition between America and the USSR to build more destructive and a higher number of nuclear weapons.
Buffer zone	An area giving someone protection against a threat, e.g. the USSR wanted a buffer zone around them after being invaded by Germany in both World Wars.
Capitalism	An economic system based on privately owned, as opposed to state-controlled, businesses and the creation of profit.
Communism	A classless society where all property is owned publicly.
Containment	An American policy to try and stop communism from spreading, to restrict it from spreading to other countries.
Eastern Bloc	The communist countries of eastern and central Europe that were dominated by and allied with the Soviet Union after World War Two.
Iron Curtain	A phrase used by Winston Churchill to describe the division in Europe between the communist east and capitalist west
Marshall Aid	A plan introduced by the American government to provide financial support to European countries to help them recover from the effects of World War Two.
MAD theory	Mutually Assured Destruction-Situation that developed due to the nuclear arms race where both America and Russia knew if they started a war it would destroy the world.
NATO	North Atlantic Treaty Organization - a military alliance of western powers that was originally created to provide a counterforce to the Soviet armies of Eastern Europe.
USSR	Union of Soviet Socialist Republics - collection of states, also known as the Soviet Union.
The Warsaw Pact	A collection of twelve communist countries who agreed to defend each other if one of them was attacked.

Name: Teacher:		1. The end of the Grand Alliance
2. Telegrams, Truman Doctrine, Marshall Aid, Cominform and Comecon.	3. The Berlin Blockade and Airlift	4. The Soviet Invasion of Hungary
5. The Berlin Crisis and the Berlin Wall	6. The Cuban Missile Crisis	7. The Prague Spring
8. Détente	9. Afghanistan	10. Reagan, Gorbachev



History GCSE- International Relations 1945-1991- Homework Tasks.







Homework Task 1.

Due-

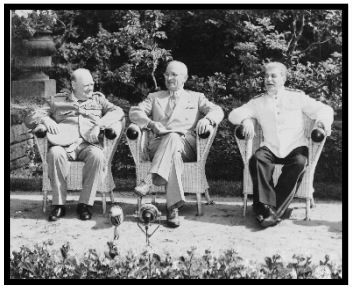
The end of the Grand Alliance

- **The Grand Alliance – 1941**: Prior to the Cold War, the USA and Russia worked together to defeat the Nazis in World War Two. Between 1943 and 1945 the leaders of the Grand Alliance met at three conferences.
- **The Teheran Conference**: This was in 1943 and attended by Churchill, Stalin and Roosevelt. It was agreed that The USA and Britain would open up a second front to split the German defences and take pressure off the USSR. The USSR would declare war on Japan once Germany were defeated. Poland would be given land from Germany but lose some to the USSR. However, they disagreed as Churchill wanted to invade the Balkans but Stalin did not want this as it would stop communism spreading more quickly.
- **The Yalta conference:** This was in February 1945 and was attended by Churchill, Stalin and Roosevelt. It was decided that; Germany when defeated would be reduced in size, be demilitarised and would have to pay reparations. Plans were begun for how Germany would be divided and the Nazi Party would be banned and war criminals tried. The USSR would declare war on Japan three months after the defeat of Germany. Poland would be in the 'Soviet sphere of influence' but be run on a 'broader democratic basis' .However, splits were growing and Britain and the USA were reluctant to agreeing to Poland being communist. However, Stalin desperately wanted Poland as a buffer against the West
- **The Potsdam Conference**: This was in July and August 1945 and was attended by Churchill, Stalin and Truman. The powers agreed about what would happen to Germany:

- Ban the Nazi Party and prosecute surviving Nazis
- Reduce the size of Germany
- Divide Germany into four zones
- Divide Berlin into four zones even though it was in the USSR's main zone
- The USSR could have industrial equipment from the other three zones as it was the least developed.

However, there was disagreement about reparations. America wanted to rebuild Germany but the USSR did not. Stalin had agreed to set up a government in Poland including communists and capitalists but it was evident that by Potsdam he had broken his promise. The USA had dropped the atomic bomb on Japan and Truman wanted this to send a message to the USSR that the USA had most power.

Why did the Grand Alliance exist?



Describe the relationship between the USA and the USSR at the Teheran Conference.

What problems existed at the Yalta conference?

How did relations change due to the Potsdam conference?

BONUS- 1. Explain the importance of the Potsdam Conference for the relationship between the super powers. (8)

Homework Task 2.

Due-

The increase in tension- Telegrams, Truman Doctrine, Marshall Aid, Cominform and Comecon.

The Long Telegram: Truman received worrying news in a report from Kennan, America's ambassador in Moscow. The Telegram reported that:
Stalin had given a speech calling for the end of capitalism
There could be no peace with the USSR while it was opposed to capitalism
The USSR was building up its military power
Novikov's telegram: Novikov, the Soviet ambassador to America sent a telegram to Stalin which was equally concerning; It reported:
America desired to dominate the world
Following Roosevelt's death, the American government was no longer interested in co-operation with the USSR
The American public was being prepared for war by the USSR

The Truman Doctrine (1947) –. After the Second World War, much of Europe was devastated and Italy, France, Greece, Turkey and the UK were suffering. It was appealing for some countries to think that the wealth of the rich be shared out amongst the poor. To try and stop this threat, the Truman Doctrine said that:
The world had a choice between communist tyranny and democratic freedom
America had responsibility to fight for liberty wherever it was threatened
America would send troops and economic resources to help governments **threatened** by communism
Communism should not be allowed to grow and gain territory
The Marshall Plan (1947) – Truman sent 13 billion dollars to rebuild the economies of European countries damaged by war. Countries who received the Marshall Plan had to trade with the USA. Many countries were keen to receive Marshall Aid and sixteen countries including Britain and France welcomed the offer as a way to rebuild their economies and defeating communism in their own countries.

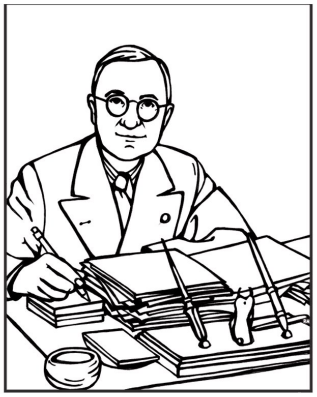
In response to the Truman Doctrine and Marshall aid, Stalin set up the **Cominform and Comecon.** The Cominform represented Communist parties across Europe and brought them under the leadership of the USSR. The Comecon aimed to encourage economic development in Eastern Europe. It wanted to prevent trade with the USA and the West. It wanted to keep the benefits of economic recovery in the East and mean that the West and the USA were not as wealthy.

How did the telegrams change relations between the USA and USSR?

Who were the Truman Doctrine and Marshall Aid aimed at? Give examples of countries that received aid.

What did Stalin introduce in response to the Truman Doctrine and Marshall aid?

What impact did these have on relations?


33. Harry S. Truman 1945–1953

BONUS 2- Explain two consequences of the Marshall Plan (8 marks)

Homework Task 3.

Due-

The Berlin Blockade and Airlift

At the Potsdam conference it had been agreed that Germany would be divided into four, with Britain, Russia, the USA and France each receiving a zone. Berlin, in the Russian sector, would also be divided into four zones.
The USA, France and Britain wanted to set up a new currency to help their areas of Germany recover. The Deutschmark would be the official currency for the area. The three powers wanted to set up a new German constitution to help Germany grow stronger again. However they did tell Stalin about these changes and he believed they were attempting to permanently divide Germany.
Stalin decided to prevent a separate state being created and prove that a divided Germany would not work.

The Berlin Blockade – 1948 - 49

Stalin blocked West Berlin in June 1948. His plan was:

- Cut Western Germany off from its capital (Berlin) so that the new government based in Berlin could not control the rest of West Germany
- Stalin hoped to prove that a divided Germany would not work – remember, he wanted to limit the power that the USA had in Germany and did not want West Germany becoming strong.

The Berlin Airlift – June 1948 – May 1949

- President Truman responded with the Berlin Airlift where Allied planes transported supplies into Berlin around the clock. America was transporting 600 – 700 tonnes of food and supplies every day. This increased to 1000 tonnes a day within a couple of weeks. The airlift prevented the blockade from succeeding. It made Truman seem peaceful and Stalin aggressive. It was a failure for the USSR and a propaganda success for the USA. West Germany created its own state (FDR) in September 1949 and the Russians did the same (GDR) in October 1949.

Consequences:

1) NATO – An alliance to 'keep the USA in and the USSR out' was established. NATO members agreed that if any NATO country came under attack, all members of NATO would come to their defence.
2) The Warsaw Pact – In 1955 the USSR responded with the Warsaw Pact by forming a military alliance of Eastern European countries that mirrored NATO. The eight countries included Poland, Czechoslovakia, Hungary and East Germany.



What did the USA, Britain and France do that angered Stalin?

Why did Stalin introduce the blockade?

3 pieces of SFD about the airlift:

How did the blockade and airlift change relations?

BONUS- Write a narrative account analysing the key events of the Berlin Blockade. You may use – Trizonia –Airlift (8 marks)

Homework Task 4.

Due-

The Soviet Invasion of Hungary

In 1949, the Cominform imposed an oppressive regime on Hungary. This involved:

- Hungarian land was redistributed to other Eastern European countries
- Hungarian coal, oil and wheat were shipped to Russia while Hungarian people did not have enough food
- Non-communist political parties were abolished
- Matyas Rakosi was appointed as Hungary's dictator

This was very unpopular. When Stalin did and Khrushchev became leader of the USST he gave a secret speech where he promised to be more liberal and introduce more freedoms.

Khrushchev made Nagy Prime Minister of Hungary and Nagy announced reforms designed to help Hungary improve in 1956.

1) Hungary would leave the Warsaw Pact
2) Hungary would hold free elections
3) There was hope of more support from Western Europe
4) Hungary would be recognised by the UN as a neutral country and any Russian army entering Hungary would be breaking the rules of the UN so they could send in troops to remove them.

Khrushchev could not allow Hungary to continue with the reforms In November 1956 he sent 200,000 Soviet troops into Hungary in support of a rival government that had been created by a man called Kadar. About 2,500 people were killed and 20,000 wounded and around 200,000 fled to Western Europe. About 650 Soviet troops were killed and the fighting continued until 1957 with the USSR regaining full control by November 1957, Nagy tried to get protection but he was found guilty of treason in a trial overseen by Khrushchev and hanged in June 1958. Khrushchev said his execution was a 'lesson to the leaders of all socialist countries'.

In response, America offered food and medical aid worth $20 million to Hungary and allowed 80,000 Hungarian refugees to move to the US. No military action was taken against the USSR to support Hungary,



Why were the people of Hungary unhappy with Soviet rule?

What reforms were introduced by Nagy?

How did Khrushchev respond to the reforms?

How did the USSR's response change the balance of power?

BONUS-4. Explain two consequences of the Hungarian invasion in 1956 (8 marks)

Homework Task 5.

Due-

The Berlin Crisis and the Berlin Wall

The East German government was extremely unpopular and so many East Germans went to live in West Germany. Between 1949 and 1961 2.7 million refugees, many of whom had skilled jobs, escaped to West Germany.

This was a political disaster for Khrushchev. In **November 1958,** Khrushchev declared that the whole of Berlin officially belonged to East Germany any gave American troops six months to withdraw.

Three conferences were held:

1. Geneva- May 1956: Foreign representatives from the USA and USSR. No agreement but the relationship developed and Khrushchev and Eisenhower agreed to meet.
2. Camp David- September 1959: Eisenhower and Khrushchev. A further conference was agreed for 6 months later. Khrushchev agreed to end his six month challenge.
3. Paris- May 1960: Eisenhower and Khrushchev. The conference was a disaster as a USA spy plane had been shot down over Russia and the pilot captured. Khrushchev walked out and Eisenhower refused to apologise.
4. Vienna- June 1961: Kennedy and Khrushchev. Neither side was willing to back down. Khrushchev thought he could take advantage of Kennedy being new. He reintroduced the 6 month ultimatum.

Kennedy would not remove American troops from Berlin. He committed the US government to an additional $3.2 billion on defence spending. He spent $207 million dollars on building nuclear shelters. Khrushchev knew that the USSR could not win a nuclear was as the USA had 20x more nuclear weapons.

12 August 1961: East German troops secretly built a barbed wire fence around the whole of West Berlin.

- It stopped East Germans from escaping to the West and ended Khrushchev's refugee crisis
- It allowed Khrushchev to avoid war with the USA and still appear strong
- It became a powerful symbol of the division of Germany and also of Europe between East and West

Why was Berlin a problem for Khrushchev?

How did relations develop between the USA and USSR during the conferences?

How did the building of the wall change relations?



Identify 3 pieces of SFD about the Berlin crisis.

BONUS- 5. Explain the importance of the building of the Berlin Wall for relations between the super powers (8 marks)

Homework Task 6.

Due-

The Cuban Missile Crisis

In 1959 there was a Communist revolution in Russia. Cuba had traditionally been an ally of the USA as it was only 90 miles away. This caused problems for the USA:

- January 1959 Castro went to the USA and President Eisenhower refused to see him or accept his government.
- February 1960 Castro made an agreement to sell the USSR sugar and buy its oil.
- March 1960 Oil from the USSR arrived. The US-owned refineries refused to take it so Cuba nationalised it.
- July 1960 The USA banned all trade with Cuba. Castro nationalised all US businesses in Cuba. The USSR agreed to buy more sugar and provide goods and loans.

Bay of Pigs: Kennedy became president of the USA and was convinced by the CIA to overthrow Castro's government. A Cuban-exile army of about 1,400 invaded in April 1961 but they were met with about 20,000 of Castro's troops. They surrendered. USSR began to negotiate with Castro to provide military 'protection' that would bring Soviet nuclear missiles very close to the USA.

Events of the CMC: Khrushchev decided to place Russian nuclear weapons in Cuba in August 1961. This led to the 13 days crisis in October 1962 when Kennedy introduced a naval blockade around Cuba on 20 October. Khrushchev receives news that the USA is planning to invade Cuba in less than 24 hours. He proposes a deal: Russia will withdraw missiles from Cuba if the USA never invade Cuba and remove its nuclear missile from Turkey. Khrushchev's deal is accepted but the USA removing weapons from Turkey is kept secret. Khrushchev's power was weakened. The USA removing nuclear weapons from Turkey was kept a secret so it seemed like Khrushchev had backed down and betrayed his allies in Cuba.

Consequences of the CMC:

- In June 1963 the 'hotline' was set up which was a direct communications link between the US President in Washington and Russia leader in Moscow
- August 1963 – Limited Test Ban Treaty: Both sides agreed to ban all testing of nuclear weapons in space, sea and above ground. Underground nuclear tests were allowed.
- Detente – In June 1963 both super powers decided to find 'common interests' which aimed to relax tensions between them.
- In 1965 the USA and Russia were equal in terms of nuclear weapons power. They realised that a nuclear war would destroy both countries. This was called MAD (Mutually assured destruction) and gave both countries a reason to avoid war



Why did relations between the USA and USSR break down?

How was the Cuban Missile Crisis solved?

How did relations between the USA and USSR change during the crisis?

As a result of the crisis?

BONUS- 6. Explain two consequences of the Cuban missile crisis. (8 marks)

Homework Task 7.

Due-

The Prague Spring and the Soviet invasion of Czechoslovakia

Czechoslovakia was a Soviet satellite state and communism brought the people there few benefits.

- The majority of the people were suffering from a low standard of living
- The secret police crushed all political opposition
- On 5 January 1968 Alexander Dubcek became the Communist Party leader and the most powerful man in Czechoslovakia

Dubcek wanted to introduce reforms to strengthen Communism, these were known as the Prague Spring reform. He wanted to introduce 'socialism with a human face'. This involved relaxation of press censorship, legalisation of political opposition groups, toleration of political criticism and market socialism. These were welcomed by students, intellectuals, workers and young members of the Communist party.

This made it difficult for Brezhnev as Dubcek had not tried to leave the Warsaw pact. From April to July he tried to persuade Dubcek to reverse his reforms. However he would not do this and so in August 1968 he introduced the Brezhnev doctrine.

The Brezhnev Doctrine: The USSR had the right to invade any country in Eastern Europe whose actions appeared to threaten the security of the eastern bloc. Dubcek's actions threatened to undermine the Warsaw Pact and communist control. USSR had the right to invade because they were helping to stop any threats for the benefit of communism and the eastern bloc.

Soviet tanks entered Czechoslovakia on the 20 August 1968. Students stood in front of the tanks holding protest banners.

Dubcek was arrested and taken away to Moscow where he was told he had betrayed socialism and forced to sign the Moscow Protocol saying he would reintroduce censorship and removing political opposition. America condemned the invasion but did nothing to stop it.



What were the problems in Czechoslovakia?

What reforms did Dubcek introduce into Czechoslovakia?

What was the Brezhnev Doctrine?

In what ways was the invasion of Czechoslovakia different to the invasion of Hungary?

BONUS- Write a narrative account of the key events of the Czechoslovakia Revolution. You may include- Socialism with a human face –Brezhnev Doctrine

Homework Task 8.

Due-

Détente

During the late 1960s and early 1970s the US and Soviet leaders had tried to reduce the tension in their relationship. Russia and America signed THREE important treaties that showed their detente relationship:

- **The Outer Space Treaty 1967**: This stopped the arms race spreading to outer space as it pledged that no nuclear weapons would be placed in space by the USA or Russia.
- **Nuclear Non-Proliferation Treaty 1968:** Neither superpower would supply nuclear weapons to other states or help other states to develop nuclear weapons.
- **Strategic Arms Limitation Treaty 1972:** The USA and Russia agreed there would be no further production of ballistic missiles (short range, lightweight missiles). Both powers agreed that submarines carrying nuclear weapons would only be introduced after existing stocks of ballistic missiles were no longer used.

The Apollo-Soyuz mission, 1975 was a joint space mission in which an American Apollo spacecraft and a Russia spacecraft docked high above earth. This marked the cooperation of the two superpowers and also put an end to the competitive race to the moon.

The Helsinki Agreement, 1975: Representatives from 35 countries met. They discussed security, cooperation and human rights.

- **Security:** All country boundaries were accepted. All disputes were to be settled peacefully, not by threats or use of force. No country would interfere with internal affairs of another country
- **Cooperation:** Economic cooperation would be achieved through trade (the USA would buy oil from the USSR who would buy wheat from the USA). Scientific cooperation through sharing information and research, (medicine or space research). Educational cooperation (learning languages, student exchanges)
- **Human Rights:** Freedom of speech, freedom of movement, freedom of religion, freedom of information.



How did the three treaties change relations between the USA and USSR?

Why was the Helsinki agreement important?

Why do you think détente was introduced during this time?

BONUS- Explain two consequences of Détente

(8 marks)

Homework Task 9.

Due-

The Soviet invasion of Afghanistan



In April 1978 there was a Communist revolution in Afghanistan. Soviet leader Brezhnev saw the **communist revolution** in Afghanistan as an opportunity to extend his power in the oil-rich Middle East. The new president, **Mohammed Taraki** was a communist. The USSR quickly made him an ally. However, Amin was made Prime Minister and his supporter's assassination Taraki. Amin became president.

Reasons for the invasion:

- Although Amin was a communist, the USSR did not trust him. The Soviet secret police reported that he was an American spy. He was unpopular with large numbers of Muslims in the country. Brezhnev feared these Muslim groups might try to take over the country and it would become an Islamic country and no longer support Communism.
- Barbrak Karmal was an Afghani communist and he said he had enough military support to form a new government but needed help from Russia to defeat Amin
- Brezhnev believed America would tolerate the invasion and not get involved so decided to invade Afghanistan. They killed Amin and Kamal was declared president.

The invasion:

- It lasted ten years, killed around 1.5 million people including 15,000 Russian soldiers and greatly angered the USA who took steps to stop the invasion.

The impact of the invasion:

President Carter was appalled by the Soviet aggression and made a statement called the 'Carter Doctrine'. He said that the USA would not allow Russia to gain control of the oil rich Middle East and instead try to remove the Soviets from Afghanistan using **three tactics**:

- He formed an alliance with China and Israel to support Afghan rebels who were against Russia and the communist government. They provided the rebels with weapons and funds to help the fighting
- He made economic restrictions on Russia by stopping nearly all trade with them
- He ended peaceful, diplomatic relations with Russia. This meant he ended SALT II negotiations.

The Olympic boycott

Carter led a boycott of the 1980 Moscow Olympic Games. Around sixty countries, including China, Malawi, West Germany and Zaire, followed the American lead and refused to attend the games in protest at the Soviet invasion of Afghanistan. The American press ridiculed the official Olympic Games and nicknamed Misha Bear, Russia's Olympic mascot, Gulag Bear – a reference to Soviet prison camps, which were known as gulags.

The 1984 Los Angeles Olympic Games was also highly political. In retaliation for the 1980 boycott, the USSR and 14 communist countries refused to attend the Los Angeles Olympic Games. The USSR organised **the Friendship Games** as a communist alternative.

Détente had ended.

Why did the USSR invade Afghanistan?

What was the Carter Doctrine?

What was the impact of the Soviet invasion of Afghanistan?

Bonus-Explain the importance of the invasion of Afghanistan on the relationship between the Super powers after 1978. (8 marks)

Homework Task 10.

Due-

Reagan, Gorbachev and the end of the Cold War

Reagan: wanted to win the Cold War and so wanted America to begin fighting again.

- Reagan made his opinion of the Soviet Union clear in his 'Evil Empire' speech in March 1983.Reagan argued that the Cold War was a fight between good and evil and that America fought with God's blessing. Reagan pointed out that the Cold War was a moral duty and that American had to invest in new nuclear weapons to defend their freedom from the 'evil' Soviet Union.

Strategic Defence Initiative: Reagan proposed a 'nuclear umbrella' which would stop Soviet nuclear bombs from reaching American soil.

Reagan's plan was to launch an army of satellites equipped with powerful lasers which would intercept Soviet missiles in space and destroy them before they could reach America. SDI ensured that the USSR could no longer keep up in the arms race. Before this, detente had seen the superpowers being equally matched and worked together to limit the development of nuclear weapons. With SDI, this was now not possible.

Gorbachev: Became president of the USSR in 1985 and wanted to save communism.

Gorbachev decided to revive communism with a programme of reform:

1) **Perestroika** (restructuring) – **economic reforms** designed to help the Russia economy
2) **Glasnost** (openness) – **censorship** of the press would be relaxed

He also hoped to end the arms race:

Geneva Summit 1985: First meeting between Reagan and Gorbachev after he was elected in 1985 Reagan was in the stronger position. Reagan's aim was to persuade Gorbachev he desired peace

INF treaty, 1987: Eliminated all nuclear missiles with a range of 500 – 5500kms

CFE treaty, 1990: Set limits on the non – nuclear forces that the Warsaw Pact and NATO could have in Europe.

Finally, satellite states were given independence. In 1991 the Berlin Wall fell after free movement was introduced. In 1991 the Warsaw Pact ended after free elections in 1989 in Hungary, Poland and Czechoslovakia.

Gorbachev was removed from power and Yeltsin became president, declaring an end to Communism.



How did Reagan change the cold war?

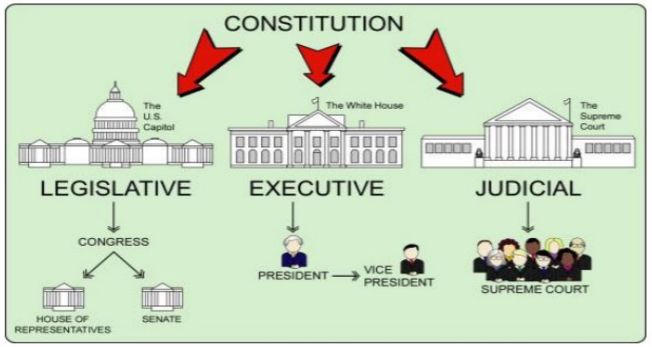
Why was SDI important?

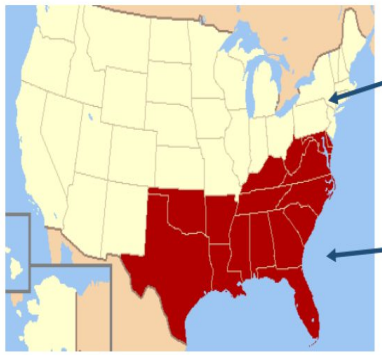
How did Gorbachev change Communism within the USSR?

Why did the Cold War end?

Bonus: Explain two consequences of Gorbahev's new thinking policies (8 marks)

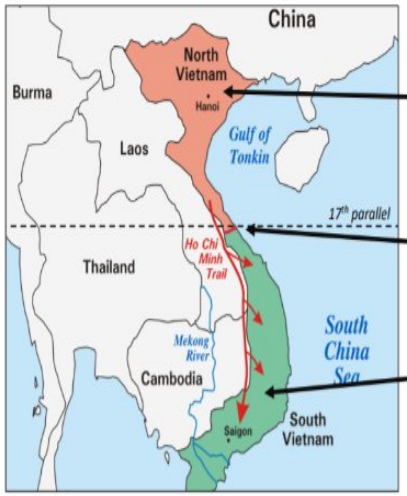
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In the **North**, segregation was caused by **discrimination**. Black people had the worst jobs and houses.

In the **South,** segregation was **enforced by law**. There were laws which said black people must have separate facilities to white people.



North Vietnam, ruled by **Ho Chi Minh (Communist)**

*A **demilitarised zone** (DMZ) separated the two countries along the **17th parallel**.*

South Vietnam, ruled by **Bao Dai (anti-communist)**, then **Ngo Dinh Diem** from 1955

Paper 3: The USA, 1954-1975: Conflict at Home and Abroad.

Homework Tasks.

Homework Task 1.

Due-

Topic 1: Black Americans in the early 1950s.

How were black people treated in the 1950s?

-Black Americans faced both segregation, separation of races, and discrimination, unfair treatment.

-This came in the form of poorly paid jobs, meaning that black people had to live in the ghettos, poorer areas of towns

-In the South, Jim Crow Laws enforced segregation in public spaces, such as public transport, cinemas and restaurants. Attitudes in the South were extremely prejudiced and racist:

a) Black people were seen as racially inferior, childlike and unintelligent

b) Most black people worked on farms or were domestic servants, receiving lower pay than their white equivalents

c) Blacks were beaten until they confessed to crimes they didn't commit

d) Police and law courts were made up of racist white officials, some were members of the KKK

Effect of WW2: After 1945-Many Southerners were more open to civil rights after the war, having worked alongside black people. Racial inequality was a political embarrassment for the USA, as they had labelled themselves the 'free world' during the Cold War, where they had been fighting for democracy and freedom in other countries. At the end of World War II Civil Rights groups began to campaign for an end to segregation and better conditions for African-Americans:

-The right to vote was crucial for the civil rights movement. If black people were free to vote, there would be more black politicians to further the movement and other politicians would have to make positive reforms in order to gain their support. By 1954, there were 143 Southern towns with black policemen. In 1956, about 20% of black Americans in the South had registered to vote, compared to the 3% before the war. However, southern states made it very difficult for Africa-Americans to vote- they faced threats from employees, white gangs physically harassed black people on registration day, those who went to court were beaten or murdered and African-Americans were given people were given almost impossible literacy test which they had to pass to be able to vote- obviously most failed.

Civil Rights Groups

Name of Group	Abbreviation	Formed	Aims
National Association for the Advancement of Coloured People	NAACP	1909	Civil rights in court, set up the Legal Defence Fund in 1940 to help wrongly accused black victims.
Congress of Racial Equality	CORE	1942	Conducted non-violent protests, like sit-ins, boycotts and pickets in segregated places. Also taught members the best position to lie-in whilst being attacked and how to respond
Church Organisations	n/a		Black clergymen were able to become involved in the CRM because they were paid by the church and wouldn't lose their jobs. They were also educated speakers, could negotiate with the white community, had good contacts and could gain widespread support in the community from people of all ages.
Regional Council of Negro Leadership	RCNL	1951	Worked on voter registration and against police brutality in Mississippi

What problems did African-Americans face in the 1950s:

1.

2.

3.

4.

What impact did World War II have on the position of African Americans and the Civil Rights Movement?

1.

2.

3.

4.

Bonus: Question 2: Explain why black Americans were treated as inferior in the early 1950s. (12) –Jim Crown Laws –Voting Rights

Homework Task 2.

Due-

Topic 2: Progress in Education: Brown v. Topeka, 1954.

Many parents went to court because their children were not able to attend their nearest school, which was white. The cases were dismissed because of the Supreme Court ruling of 1896: 'separate but equal':

-Brown vs Topeka: -In 1952, the NAACP takes 5 cases regarding segregated schools to court. It was argued that the education system was not equal, as segregation makes black children feel inferior. By December 1952, the pro-segregation judge that was hearing the case passed away and was replaced by Earl Warren (not pro-segregation). On 17th May 1954, the Supreme Court ruled that life had changed since the Plessy case, segregation had no place in education and was unconstitutional. There was no timescale set for desegregation, until one year later when the Supreme Court stated that it should occur 'with all deliberate speed'.

- <u>WHY WAS THE CASE SIGNIFICANT?</u>

• Brown reversed the Plessy ruling, and so encouraged more legal cases for desegregation.

• The Southern 'border' states (those nearest the North) desegregated their schools. By the end of the 1957, 723 school districts had desegregated

• The case increased awareness of civil rights issues.

<u>-WHAT LIMITATIONS WERE THERE?</u>

Many black people felt they were in a worse position after Brown. Though they had gained a legal right, it was clearly difficult to make it work in practice.

• Schools in the Deep South refused to desegregate. Many politicians called for 'massive resistance' to the ruling. Senator Harry F Byrd demanded 'massive resistance' to desegregation and threatened to close schools that did

• Some people set up White Citizens' Councils to fight against integration.

• Membership of the KKK grew, leading to more violence against black families.

• 11 Southern states signed the Southern Manifesto, which rejected the Brown ruling and argued for segregation.

• There was racism in integrated schools, meaning black children's education continued to suffer.

• Because of the ruling's vague timescale, many areas desegregated their schools only partially or very slowly.



Source A: Mother (Nettie Hunt) and daughter (Nickie) sit on steps of the Supreme Court building on May 18, 1954, the day following the Court's historic decision in Brown v. Board of Education. Nettie is holding a newspaper with the headline "High Court Bans Segregation in Public Schools."

<u>Brown v. Topeka, 1954.</u>	
a)Causes	
b) The Case	
c) Positive consequences	
d) Negative consequences	

Bonus: Question 1: Give two things that source A infers about the Brown v. Topeka Case (4 marks)

Homework Task 3.

Due-

Topic 3: Progress in Education: Little Rock High School, 1957.

Little Rock-After desegregation, 75 black students applied for Little Rock, the school board chose 25 students. Due to threats to the families' safety and jobs, only 9 were willing to attend. When the term started, Faubus, Governor of Arkansas, sent 250 state troops to prevent the black students entering, he claimed they were keeping the peace. On 4th September, there were 250 reporters and photographers outside the school. The publicity of this poor treatment was seen across the world.

The Presidential Order-Eisenhower did not approve of legally enforcing integration, thinking that it would do more harm than good. He ordered the removal of state troops from Arkansas, but there was still rioting. Eisenhower sent 1000 federal troops to Little Rock who made sure the Little Rock Nine could get to and from school safely. The next school year, Faubus closed every school in Little Rock, putting off integration.

Results-The government troops stayed until the end of term to protect the black students. However, black students continued to receive threats. The following school year (1958-9), Faubus closed every school in Little Rock in order to stop integration from happening. Because Little Rock was publicised across the world, the government became more concerned about the impact that segregation had on the USA's image

50 words: What happened at Little Rock High School?



50 words: What was the result of the Little Rock Nine case?

Bonus: Explain why there was progress in Education for Black Americans in the 1950s. (12) You may use –Little Rock High School -Presidential support

Homework Task 4.

Due-

Topic 4: The Montgomery Bus Boycott and its impact, 1955-60

The boycott began when Rosa Parks refused to give up her seat on a bus, for a white man. The boycott lasted 381 days and ended when buses were desegregated.

What caused the boycott? Unfair treatment of blacks on public transport e.g. separate, poor quality seating. Women's Political Council (WPC) set up in Montgomery in 1946 to fight discrimination focused on bus reform.

ARREST OF ROSA PARKS in December 1955- Rosa Parks was secretary of the Montgomery NAACP and leader of its Youth Council. She was arrested for refusing to give up her bus seat for a white man. In response, the Women's Political Council (WPC), a local group set up to tackle discrimination, organised a one-day boycott of the buses. They hoped this would get the bus companies to listen to their demands for fairer treatment. The boycott was very well supported: 90% of black people who usually took the bus stopped using them for the day.

Martin Luther King- Campaigners realised that the boycott could be a very powerful campaign method. A few days later, a new group called the Montgomery Improvement Association (MIA) was set up to continue the boycott. Martin Luther King was chosen as its leader because: • He was new in Montgomery, so had no friends or enemies • He was a clergyman, so was well respected and would not lose his job for taking part in the boycott • He was well educated and an effective public speaker • He believed in non-violent direct action.

The events of the Boycott- By 8th December, the MIA met bus company officials who were still refusing to make policy changes for buses. Knowing that some people wouldn't be able to get to work without the buses, car pools were set up and by 12th December, there were over 300 cars. Some boycotters lost their jobs and faced violence, but their persistence brought publicity to the movement. 30th January 1956 – King's house is bombed, but this worked well for publicity as it contrasted the white violent approach to the black peaceful one.

Opposition- Opposition: WCC membership rose, including Mayor Gayle, several of his officials and a police commissioner became members. MIA members arrested for minor offences, such as speeding. King and other leader arrested and taken to court for conducting a disruption to lawful business, during which evidence of violence and harassment by white drivers was produced, increasing publicity.

Browder vs Gayle-NAACP brought a case of desegregating buses to court. Lawyer filed bus segregation as a violation of the 14th Amendment. The Supreme Court stated that buses should be desegregated, the boycott stopped, and integrated buses ran the following day.

After the Boycott- White backlash continued, as the home of King and other MIA leaders were bombed. Bus stops remained segregated. 7 WCC members arrested for bombings, but cleared by an all-white jury

The 1957 Civil Rights Act-Strongly opposed by the Dixiecrats, leader Strom Thurmond, spoke for 24 hours and 18 minutes in a filibuster meaning that both houses would have to consider the bill again. Signed on 9th September, the Act allowed federal courts to prosecute state violations of voting rights. Yet, in the South, an all-white jury would dismiss such a prosecution.

The Southern Christian Leadership Council- The SCLC was set up in January 1957 to so-ordinate church protests in the South. Supported non-violent direct action and led a black and white membership. Focused on voter registration, preparing for the 1958 and 1960 elections.

Source B Part of the leaflet used to encourage the bus boycott, December 1955

Another Negro woman has been arrested and thrown in jail because she refused to get up out of her seat on the bus for a white person to sit down.

This has to be stopped. Negroes have rights, too. Three quarters of the riders are Negroes, yet we are arrested, or have to stand when there are empty seats. If we do not do something to stop these arrests, they will continue. The next time it may be you, or your daughter, or mother.

This woman's case will come up on Monday. We are asking every Negro to stay off the buses Monday in protest of the arrest and trial. Don't ride the buses to work, to town, to school, or anywhere on Monday. If you work, take a cab, or walk. But please, children and grown-ups, don't ride the bus at all on Monday. Please stay off all buses Monday.

What were the key events of the Bus Boycott?

1.

2.

3.

What was result?

1.

2.

3.

What were the consequences?

Bonus: Give two things you can infer from Source B about the Montgomery Bus Boycott. (4)

Homework Task 5.

Due-

Topic 5: Opposition to the Civil Rights Movement

Opposition to the Civil Rights Movement- Groups from white southern churches and the KKK claimed that the Bible said that integration was a sin. There was frequent violence against black people from these groups. An example of this violence is shown in the case of Emmett Till (see below). There were no black judges or black juries

Political Opposition- Civil rights acts were constantly blocked by Southern members of both the House of Representatives and the Senate. Significant opponents were the 'Dixiecrats' who formed a breakaway party after refusing to support a civil rights bill put forward by President Truman. There were enough of them in Congress that the President had to take their views into account. Dixiecrats' were Southern Democrat politicians who strongly believed in segregation, and the rights of states to make their own laws. They had a large influence in Congress, where they frequently blocked any laws that would give black Americans more rights. Many local politicians (governors, mayors etc.) also supported segregation. There were no black judges or juries, which meant that it was very difficult for black people to get fair treatment or justice.

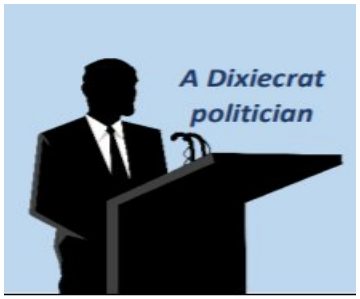
Example of violent opposition- Emmett Till was a black teenager who was murdered while visiting relatives in the southern state of Mississippi in 1955. He was from the northern city of Chicago, where strict Jim Crow Laws did not exist. While in Mississippi, Till was brutally beaten to death by a local shop owner after allegedly making inappropriate comments to his wife. The murder of a black person was not rare, but Till's murder became famous because his mother insisted on an open casket viewing of the body, so that everyone could see his horrific injuries. This caused shock and led to huge publicity. People were even angrier when Till's murderers were cleared of all charges; they later sold their story to a magazine and admitted to the murder. Some historians say that Till's murder started the rapid growth of the civil rights movement.

Source E From S. D. Cook (an African American Professor of Politics), *Political Movements and Organisations*, published in 1964

White Citizens' Councils, employing the powerful weapons of economic reprisal, political pressure, psychological and emotional terror sought to frighten and to silence not only African Americans but also liberal whites as well and to keep them from participating in desegregation activities.

Source F From the inauguration speech of Governor John Patterson of Alabama, January 1959

... white and black children should have access to equal school facilities but they must be segregated. I will oppose with every ounce of energy I possess and will use every power at my command to prevent any mixing of races in the classrooms of this state ... any attempt to integrate schools of this state by force would cause turmoil, violence and chaos ...



Tasks: Provide ten pieces of knowledge on opposition to the Civil Rights movement. Create a spider diagram around the Dixiecrat politician.

Bonus: How useful are sources D and F for an enquiry into desegregation in the South in the 1950s. (8)

Homework Task 6.

Due-

Topic 6: Progress, 1960-62: Greensboro, sit-ins, the Freedom Rides, KKK violence and the James Meredith case.

The Greensboro Sit-In: 1st February 1960: 4 black students sat at the lunch counter in Greensboro Woolworth's department store to be served. Staff refused to serve the students, who then sat at the counter until closing time. The following day, 25 students sat at the counter in shifts, attracting the attention of local newspapers and by the 4th February over 300 black and white students attended the protest. Becoming national news, the sit-ins spread across the country involving thousands of students. White southerners joined CORE and SNCC even in the face of adversity. Attracted 50,000 protesters by mid-April 1960. Accessible form of protest, didn't require massive scale organisation or educated people. News coverage was mainly supportive and spread the message of peaceful protest.

The Freedom Riders: Even after the Supreme Court desegregated state transport in 1956, bus station facilities were segregated until 1961. **CORE** activists rode the buses from the North to the Deep South on 'Freedom Rides' to test that the Supreme Court ruling was actually being put in action, knowing it wasn't. Freedom Riders aimed to draw attention to states in the Deep South which weren't abiding to the laws fully. 4th May 1961: 7 black and 6 white Riders left from Washington DC and only 2 were arrested by the Alabama border. The **Southern press** was united against the Freedom Riders, claiming that they were looking for trouble

Anniston: On 15th May 1961, the first bus reached Anniston in Alabama **100 KKK members** surrounded it, slashed its tyres and smashed its windows. A **firebomb** was thrown inside the bus and the doors were held shut, but the passengers escaped just before it exploded. Fred Shuttlesworth, leader of the **Alabama Christian Movement for Human Rights (ACMHR)** organised cars to take the riders to the airport. The second bus pulled up, unknowing of the previous events and were beaten in multiple locations by KKK members. **'Bull' Conor** told the police to allow them to be beaten. **Press coverage** was embarrassing for the government. **SNCC** joined the freedom rides. Whilst waiting for a bus in Birmingham, an angry mob waited outside. The federal government was forced to instruct Governor John Patterson to get them safely to Montgomery. In total there were over **60 Rides**, ending up with **300 riders going to jail**. Federal Government said that officers would enforce desegregation if states did not obey. The Rides ended as **Southern States began to desegregate**.

The James Meredith Case: In 1962, Meredith applied to the University of Mississippi ('Ole Miss') and was rejected. The rejection was challenged by the NAACP, arguing that this was on the grounds of race and the Supreme Court ordered the University to admit him. This order was ignored as University Officials and WCC members physically prevented Meredith entering the building. Meredith then returned with 500 federal officers who were attacked by a mob of over 3000. Kennedy called for calm on TV and radio but was ignored2 civilians died and hundreds were left injured, after which Kennedy sent in federal troops who stopped the riot. Meredith was eventually able to register and was accompanied by troops for an entire year, until he graduated.

Source C From an interview with James Peck, who rode the first Freedom bus. Here he is describing what happened when he arrived in Anniston in May 1961

As Charles Person and I entered the white waiting room and approached the lunch counter, we were grabbed and pushed outside into an alleyway. As soon as we got into the alleyway and were out of sight of the onlookers in the waiting room, six men started swinging at me with fists and pipes. Five others attacked Charles. Within seconds, I was unconscious.

Source E From an interview with James Zwerg in 1999. Zwerg was talking about his involvement in the freedom rides

Usually, a white man got picked out for the violence first.... I remember being kicked in the spine and hearing my back crack... I fell on my back and a foot came down on my face. The next thing I remember is waking up in the back of a vehicle... I passed out again and when I woke up I was in another moving vehicle with some very southern sounding whites.... A white nurse told me that another little crowd were going to try and lynch me. They had come within a half block of the hospital. She said that she knocked me out in case they did make it, so that I would not be aware of what was happening.

1960-61: Examples of Progress in gaining Civil Rights:

1960-61: Examples of continued prejudice and racism:

Bonus: How useful are sources C and E for an enquiry into the Freedom rides in the1961. (8)

Homework Task 7.

Due-

Topic 7: Peaceful Protests and their impact, 196-1965: King and the peace marches, the role of Presidents Kennedy and Johnson and the Civil Rights Act.

The Roles of Kennedy and Johnson

Presidents Kennedy and Johnson both supported civil rights, but at the same time they had to keep white voters and Dixiecrat politicians happy. Therefore, they generally took action on civil rights when things got out of hand, for example when white violence was creating bad publicity for the US.



KENNEDY
1961-63

- **High-profile appointments:** Appointed the first black Cabinet member (Robert Weaver)
- **Legislation**: Pushed for civil rights law but was assassinated before it was passed (1963)
- **Federal intervention**: Used executive orders to intervene, e.g. the James Meredith incident 1962



JOHNSON
1963-69

- **High-profile appointments**: Appointed the first black judge to the Supreme Court (Thurgood Marshall)
- **Legislation**: Passed the 1964 Civil Rights Act and 1965 Voting Rights Act
- **Federal intervention**: Used executive orders to intervene, e.g. Selma 1965
- **Influence**: Pressed Southern politicians to support civil rights laws (he was from the South himself)

Source J From a speech by President Kennedy after the University of Alabama was desegregated in 1963

It is as old as the scriptures and is as clear as the American Constitution. The heart of the question is whether all Americans are to be afforded equal rights and equal opportunities, whether we are going to treat our fellow Americans as we want to be treated. If an American, because his skin is dark, cannot eat lunch in a restaurant open to the public, if he cannot send his children to the best school available, if he cannot vote for the public officials who represent him, if, in short, he cannot enjoy the full and free life which all of us want, then who among us would be content to have the color of his skin changed and stand in his place? Who among us would then be content with the counsels of patience and delay?

Create a timeline of the Key events in the Civil Rights movement between 1963-64 (8 dates should be seen):

What role did Martin Luther King, President Kennedy and President Johnson play in the passing of the Civil Rights Acts?

Bonus: Give two things you can infer from Source B about President Kennedy's attitude towards Civil Rights. (4)

The Campaign in Birmingham, Alabama: 2nd April 1963: Campaign 'C' for Confrontation began which included sit-ins, mass meetings, peaceful marches and boycotts in shops in Birmingham (where it was almost entirely segregated, and Bull Conor lived there) 2nd May: 6000 students and other people of all ages marched, 900 of which were arrested. The next day, marches continued, but with the prisons full, Conor used dogs and fire hoses on protesters. News reports of the incidents spread worldwide, people were horrified (including Kennedy) and was bad for USSR propaganda in the Cold War.

The March on Washington: 28th August 1963: over 250,000 people of all races attended what was the largest political gathering in US history. Why was it so significant? The mass gathering showed widespread support and it was Broadcast live on television and across the world. King's Speech was so powerful and moving, it was iconic and memorable. His educated voice and peaceful nature gained the CRM a lot of respect. Black and white people protested together, all from diverse backgrounds.

Freedom Summer, 1964: Set up by the **SNCC and CORE** aimed to get black people registered in time for the election. It involved **1000 volunteers** who worked with local campaigners. During the summer, the **10,000 KKK members** in Mississippi burned **37 black churches** and **30 homes**. Out of **17,000 black people** who tried to register, only 1,600 were successful. The Mississippi Murders: 2 white and 1 black man were driving on their way home when they were stopped and murdered by the KKK which became a scandal.

Selma: In **Dallas County**, more black people were entitled to vote than white people, yet only **1% were registered**. It also had the largest WCC in Alabama. **January 1965**: King and the SCLC arrived in Selma. There were confrontations between people and police which turns violent, one protester died.**7th March (Bloody Sunday)**: **600 protesters** try to march from Selma to Montgomery but are stopped at the Edmund Pettus Bridge and attacked with clubs, electric cattle rods and tear gas which created world headlines. Johnson uses an **executive order** to federalise the state national guard who escorted the marchers to Montgomery, led by King. After introducing a strong Civil Rights Bill, Kennedy was assassinated which created a greater awareness of the CRM in the USA and put pressure on congress to pass civil rights laws

Key Civil Rights Laws: **1964 - The Civil Rights Act:** Banned discrimination in: Voter registration tests, Public spaces and businesses, Jobs, Schools, State funded projects. However, Southern communities still found ways to ignore these laws, and many black people were too scared to speak out. **1965 - The Voting Rights Act:** Qualification rules had to be approved by the federal government. In states where voter registration was under 50%, federal officials intervened. Resulted in 79,593 voters being registered.

Homework Task 9.

Due-

Topic 8: Malcolm X and Black Power and the urban riots, 1963-70

Malcolm X and Black Power: 1946: Malcolm X was imprisoned for burglary. During his time, he joined the Nation of Islam who believed in black nationalism (black people would never be equal in integrated communities, they worked towards a separate black nation). He greatly promoted the movement, increasing its membership from 500 to 30,000. He replaced his 'slave name' 'Little' with an X to represent his ancestors name. He rejected non-violent direct action as he thought it was ineffective and criticised King for working with white people. He also believed that, no matter what laws were passed, Americans would always see black people as second-class citizens. After a pilgrimage to Mecca, Malcolm X returned with changed views; he was willing to work for integration with white people, setting up the Organisation of African American Unity. This change in believes was no received well by the NOI who firebombed his home several times. He was shot 15 times whist making a speech, by NOI members. Hi funeral was attended by over 15,000 people. Many were enthused by the idea of black nationalism and wanted to promote it after Malcolm X's death.

The Mexico Olympics 1968: Black medal winners performed the black power salute while the US national anthem was playing. They were booed by the crowd and suspended from the team. Many people saw this as inspiring and to go against the status quo, in the hope of revolution.

The Black Panthers: One of the largest black power groups and one of the most feared. Attracted media attention when they carried guns through Sacramento. Believed that white officials and the police did not support black communities. Willing to work with white people to fulfil their aims. What was achieved? Improved living conditions in ghettos, breakfast clubs and medical clinics were successful. Panthers were arrested for robbing banks to fund projects. Provoked the police by calling them 'pigs' and engaged in shoot outs. There were never more than about 2,000 Panthers. Stokely Carmichael set up a party to represent black Americans, and he became chairman of SNCC in 1966. Like many, he had previously believed in non-violent direct action. Carmichael took SNCC in a more radical direction: he brought in more Black Power supporters and started more campaigns in Northern city ghettos, rather than in the South

Homework Task 9.

Due-

major riots in 257 US cities, 220 deaths, 8,371
er, when the heat made tempers short

ice had shot 65 black people, 25 of which were
ond to complaints about badly repaired road or
nemployed. More th
Inadequate quality education: schools were poorly equipped and lack fundi

King's Campaign in the North: King wanted to show that NVDA could still be effective. 1966: The Co-Ordinating Council of Chicago asked the SCLC to join a campaign for fairer housing. James Bevel and Jesse Jackson organised protests against Chicago's Real Estate Board because of unfairly high rents and Operation Breadbasket; boycotts to

of the urban riots of the 1960s.

Interpretation 1 From *Our Changing World: Modern World History From 1919*, Michael Scott-Baumann and David Platt, published in 1989

Many African Americans refused to accept Martin Luther King's call for non-violence. They did not want to seek white support. ... The anger and frustration of urban African Americans erupted in riots. These often started with incidents involving the police. Tempers flared. Punches were thrown, rumours spread and knives were drawn. One such riot broke out in Watts, Los Angeles in 1965.

Interpretation 2 From *The Modern World 1914–80*, P. Sauvain, published in 1989

Progress did not come fast enough for many militant African Americans, oppressed by the poverty of the slums and often unemployed. They resented the failure of many states to implement the Civil Rights laws and obey the rulings of the Supreme Court. 'We want Black Power' they said. Between 1965 and 1968 there were serious riots in the African American suburbs of over 100 US cities.

50 word Challenge: What role did Black Power play in the Civil Rights Movement?

50 word Challenge: What were the causes and consequences of the Urban riots?

Progress 1969-1975

From the late 1960s, the civil rights movement split. The **Vietnam War** became the biggest protest issue, as black people were protested at being expected to fight for a country that still treated them unfairly. The black boxer Muhammed Ali famously refused to fight.

PRESIDENT NIXON (1969-74)

Like earlier presidents, Richard Nixon spoke in support of civil rights but had to be careful not to lose the support of Southern politicians. He brought in several reforms for black Americans:

- He encouraged black people to set up their own businesses and own their own homes.
- He encouraged 'affirmative action' – choosing a black person for a job over a white person.
- He put more black people in government, e.g. James Farmer (founder of CORE).

Interpretation 1

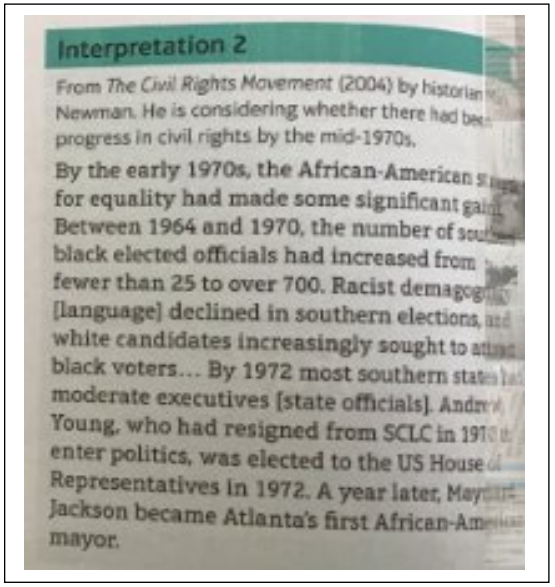
From *The American Dream* (1996) by historian Esmond Wright. Here, he is considering whether there had been progress in civil rights by the mid-1970s.

Despite the civil rights gains of the 1960s, however, racial discrimination and repression remained a significant factor in American life. Even after President Johnson declared a war on poverty and King initiated a Poor People's Campaign in 1968, the distribution of the nation's wealth and income moved towards greater inequality in the 1970s. Civil rights advocates acknowledged

'Civil Rights had been achieved by the mid-1970s' Do you agree?

Yes:

No:



Interpretation 2

From *The Civil Rights Movement* (2004) by historian [illegible] Newman. He is considering whether there had been progress in civil rights by the mid-1970s.

By the early 1970s, the African-American struggle for equality had made some significant gains. Between 1964 and 1970, the number of southern black elected officials had increased from [illegible] fewer than 25 to over 700. Racist demagoguery [language] declined in southern elections, and white candidates increasingly sought to attract black voters... By 1972 most southern states had moderate executives [state officials]. Andrew Young, who had resigned from SCLC in 1971 to enter politics, was elected to the US House of Representatives in 1972. A year later, Maynard Jackson became Atlanta's first African-American mayor.

Bonus-How far do you agree with Interpretation 1 about the progress of the Civil Rights Movement by the mid-1970s. Explain your answer using Interpretation 1 and 2 and your knowledge of the historical context.

Homework Task 10.

Due-

Topic 10: US involvement in Vietnam 1954-63.

Context:

1949: China turns communist and starts sending the Vietminh supplies, advisers and troops, so the USA began to send the same to the French (By 1954, the USA was paying for 80% of France's costs)

Support for Ho Chi Minh was weak in the South, so French troops set up the State of Vietnam here, ruled by Bao Dai

French Rule in Vietnam



The New Government

After the French surrendered, the Geneva Accords were held to discuss what would happen to Vietnam:

- ✓ Division along 17th parallel (with de-militarized zone)
- ✓ Ho Chi Minh would

Eisenhower and ehe Domino Theory: Eisenhower feared that is Vietnam turned communist, then surrounding countries would follow suit. Eisenhower set up the South East Asia Treaty Organisation (SEATO) in September 1954 with other countries, agreeing to act against the spread of communism in South East Asia, using force if necessary.

Diem's government: The government lacked support because there were still communists in Northern areas, religious, political and criminal groups had many supporters and their own armies, Diem was **Catholic**, which was not liked by the predominantly Buddhist population, as he mainly employed Catholics and **family**

Homework Task 11

Why did the Vietnamese win at Dien Bien Phu?

Local Conditions: they knew routes into mountainous regions

China's help: they were supplied with weapons, 20,000 bikes, planning advise and some troops

French Problems: not committed, underestimated the Vietnamese tactics

Vietminh Commitment: built roads and committed to fight for independence

Local Support: villagers helped to dig tunnels and roads, they also spied on the French

a) Why was there a civil war in Vietnam?

Topic 11: Escalation under Kennedy and Johnson- the Gulf of Tonkin Incident.

b) Why did the USA support Diem?

Bonus: Explain why the USA became involved in the w
use –Domino Theory –financial aid

Interpretation 2

From 'The Failed Search for Victory', an article by Lawrence J. Bassett and Stephen E. Pelz in *Major Problems in the History of the Vietnam War* (1995).

Diem regained some favour with Washington by accepting another part of the Kennedy plan for Vietnam – strategic hamlets. Roger Hilsman [an official in Kennedy's government]... correctly concluded that the villages of South Vietnam willingly provided supplies and a great majority of recruits to the NFL [Vietcong]. He argued that the South Vietnamese government had to provide villagers with civic action programmes [schools, clinics and self-defence training] and physical security by creating fortified hamlets.

Kennedy: Elected in 1961 and sent more advisers (+16,000 in November 1963). Kennedy instructed advisers to use counter insurgency (military + public support) tactics against the 12,000 VC members. He wanted a policy of pacification (winning hearts and minds), which included sending Green Berets to train villagers to protect themselves against the VC, yet it was difficult to gain trust due to the obvious language barrier.

Strategic Hamlet Programme: They were large new villages surrounded by barbed wire, with the aim of separating villagers from VC influencers. Also aimed to make villagers feel safe, protected and looked after which would build support. **5,000** were built by September 1962.

What were Kennedy's policies in Vietnam?

What were the strengths and weaknesses of the Strategic Hamlets programme?

The Gulf of Tonkin Incident- SFD collection:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Bonus: Question: Study Interpretation 1 and 2. They give different views about the reason for the strategic Hamlets programme. What is the main difference between these views? (4)

Homework Task 12.

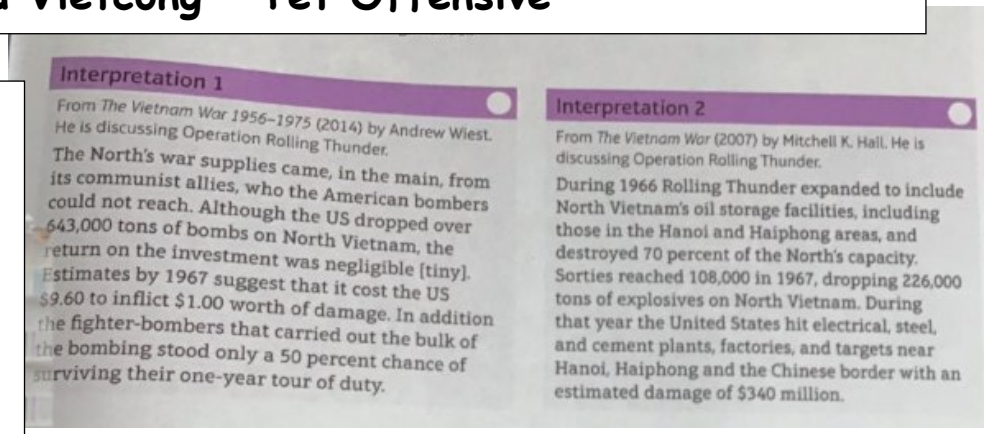
Due-

Topic 2: The nature of Conflict in Vietnam: Tactics used by the USA and Vietcong – Tet Offensive

Vietcong Guerrilla Tactics: Despite having fewer weapons and less money to spend than the ARVN, the VC were hugely resourceful and made best use of their situation. The US could not distinguish who was a member of the VC or not- they **were not identifiable by a uniform**, since they had **gained that support of the public** everyone involved themselves in providing them with food in secret. They were dressed in plain clothes. They got the support of the people by killing unpopular officials and using **propaganda.** They **ambushed** their enemy on roads, through tunnel their tunnel network and by using simple traps. They carried light weapons and stayed close to US troops, so that they wouldn't be heard or bombed by US planes. **The Tunnels**: The VC built a complex tunnelling system, this tactic was previously used by the Vietminh against the French. It came within 25 miles of Saigon, connected multiple villages and contained medical facilities, homes, storage and weaponry. The US's 'tunnel rats' were mostly unable to fit through the small gaps.

The US tactics: Rolling Thunder 1965 – 1968: Bombing campaign across North Vietnam, targeting the Ho Chi Minh Trail and the small amount of industry. They dropped napalms (petrol mixture that can burn skin) and pineapple bombs (canisters that explode and shoot out pellets, like bullets). Thousands of VC and North Vietnamese constantly repaired the trail and more supplies were sent than ever. Made North Vietnamese more determined. US public didn't approve-USSR aid increased from $210 million in 1965 to $505 million in 1967. **Search and Destroy (Cedar Falls 1967):** Small units of US soldiers searched the jungle for VC members, then called for helicopters to bomb or spray the area with chemicals. In the Iron Triangle, villagers were evacuated before the area was sprayed as a 'free-fire zone.' During the first wave, the US killed 1,100 VC and less than 100 US troops were killed. Chemicals harmed villagers and their homes. Created 4 million South Vietnamese refugees. **Chemical Warfare (Ranch Hand):** Over 24% of South Vietnam was sprayed with herbicide, one plane could spray 300 acres in 4 minutes. Agent Blue killed crops and Agent Orange killed jungles. 3,000 villages were sprayed, sometimes the villagers hadn't evacuated. Poisoned soil for decades. Public outrage in the USA. Chemicals caused birth defects

1968 - The Tet Offensive: It was a series of attacks, planned by the North Vietnamese and the Vietcong on 26 cities and US bases in South Vietnam. **How did the North Vietnamese and the Vietcong surprise the ARVN and the USA?** Tet lunar new year occurred on the 30th January in 1968, and there is usually a ceasefire. However, the Vietnamese used this opportunity to surprise the ARVN and US troops. They attacked areas around the DMZ to lure US and ARVN troops away from their bases. Fake peace negotiations made the US believe they were ready to give in. 20th January – North Vietnamese troops surrounded and attacked the US base at Khe Sanh near the DMZ. General Westmorland sent in 6000 troops and bombers to defend it. **Significance: N**orth Vietnamese troops entered the **US embassy** in Saigon, the Presidential Palace, ARVN headquarters, radio station and airport. This was hugely shocking to the US public who were under the assumption that the US had almost won the war. Unusually, the cities, which were usually areas of peace, were attacked. Attacks included **84,000 communist troops** which greatly opposed previous hit and run tactics. **City of Hue** was captured but regained by the US after weeks of fighting in the streets.VC suffered huge losses but gained a huge **propaganda** victory. . **Congress** was less willing to fund the war and an anti-war feeling developed. **Johnson** didn't run for president again.



Interpretation 1

From *The Vietnam War 1956–1975* (2014) by Andrew Wiest. He is discussing Operation Rolling Thunder.

The North's war supplies came, in the main, from its communist allies, who the American bombers could not reach. Although the US dropped over 643,000 tons of bombs on North Vietnam, the return on the investment was negligible [tiny]. Estimates by 1967 suggest that it cost the US $9.60 to inflict $1.00 worth of damage. In addition the fighter-bombers that carried out the bulk of the bombing stood only a 50 percent chance of surviving their one-year tour of duty.

Interpretation 2

From *The Vietnam War* (2007) by Mitchell K. Hall. He is discussing Operation Rolling Thunder.

During 1966 Rolling Thunder expanded to include North Vietnam's oil storage facilities, including those in the Hanoi and Haiphong areas, and destroyed 70 percent of the North's capacity. Sorties reached 108,000 in 1967, dropping 226,000 tons of explosives on North Vietnam. During that year the United States hit electrical, steel, and cement plants, factories, and targets near Hanoi, Haiphong and the Chinese border with an estimated damage of $340 million.

5: US tactics with SFD	5 Vietcong Tactics with SFD

Bonus: Question 2: How far do you agree with Interpretation 1 about the success of the Tet Offensive. Explain your answer using Interpretation 1 and 2 and your knowledge of the historical context.

Homework Task 13.

Due-

Topic 13: Changes under Nixon, 1968-1973.

The Nixon Doctrine: 25th July 1969-The USA would honour any treaty commitments it had made. The USA would ally against a nuclear threat. The USA would provide aid and training against non-nuclear threats, but not troops; the country under threat had to provide its own ground troops. **Vietnamisation – the application of the Nixon Doctrine**= Fewer troops in Vietnam and fewer US deaths. HOWEVER- Withdrawal was too slow, public outrage. Officers believed that the ARVN were too weak to cope alone, they were leaving them high and dry. South Vietnamese felt that they were left hanging.

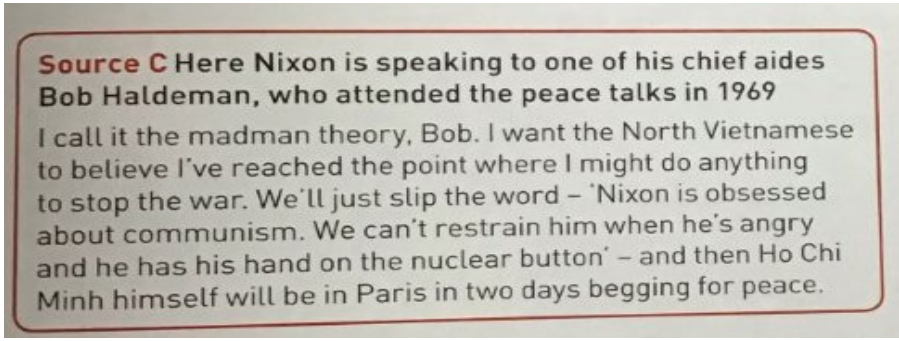
Nixon Expands the War:

Cambodia 1970: Pro-American General Lon Nol took over Cambodia and told the North Vietnamese to leave but was attacked by Cambodian communist guerrillas. So, Nixon agreed to invade Cambodia to support Nol and prevent the spread of communism. Bombing was originally kept a secret due to fear of public outrage, but Nixon later explained himself on live TV. 50,000 ARVN and 30,000 US troops (who could only go 19 miles across the border and had to be out by the 30th June. Damage caused to the HCM Trail, 11,000 communists killed, Nol's government kept in power and communist bases were destroyed. Communists hid in safe places, other sections of the HCM trail were used instead, public outcry including protests on university campuses, Congress furious and cancelled Gulf of Tonkin Resolution, called for less funding and faster withdrawal of troops.

Laos 1971: Several groups struggling for power, including communists. The USA agreed to provide air support for an ARVN mission of 21,000 troops because the North Vietnamese were using the Laotian section of the HCM trail. North Vietnamese went into battle for the first time since the Tet Offensive because they could not lose the HCM Trail, so they gathered 36,000 troops and tanks. No real victory for either side, but a very bloody battle and the struggle for political power continued. Raised concerns about Vietnamisation.

Bombing North Vietnam 1972: During the Easter Offensive, the North Vietnamese planned a huge attack on the ARVN, using 120,000 troops. This very much took the USA by surprise. In response, Operation Linebacker occurred in which the US bombed various parts of North Vietnam, but unlike Rolling Thunder there were no restricted areas. Nixon also ordered mines to be dropped on Haiphong Harbour and blockades to be erected to keep ships from China and the USSR reaching North Vietnam. This nearly wiped out the Vietcong supply line.

Leaving Vietnam: The was lots of pressure to end the war from the US public, but South Vietnam refused to sign the peace agreement of October 1972. Nixon promised continued support for South Vietnam.27th January 1973: Paris Agreement signed by the USA, South Vietnam and the Provisional Revolutionary Government (created by communists in South Vietnam) This agreed a ceasefire and a timetable for a peaceful reunification of Vietnam, South Vietnam refused to negotiate in the following months. March 1975: The North Vietnamese Army swept through the South who had no aid as the Americans were leaving as quickly as possible. With the fall of Saigon, Vietnam became united under communism.



Source C Here Nixon is speaking to one of his chief aides Bob Haldeman, who attended the peace talks in 1969

I call it the madman theory, Bob. I want the North Vietnamese to believe I've reached the point where I might do anything to stop the war. We'll just slip the word – 'Nixon is obsessed about communism. We can't restrain him when he's angry and he has his hand on the nuclear button' – and then Ho Chi Minh himself will be in Paris in two days begging for peace.

Reasons for policy	Events of Policy	Consequences of policy

Vietnamisation

Bonus: Give two things you can infer from Source C about Nixon's policies in Vietnam (4)

Homework Task 14.

Due-

Topic 14: Opposition to the War

Why did opposition to the war grow?

Students: Sought social change and rejected parent's values, became part of a 'counter culture'. Held sit-ins, boycotts, protest demonstrations and marches. Went on strike by not turning up to classes and burnt their draft cards. Protests became more progressed, radical, bigger and more violent in the 60s. Attracted massive media attention. Protesters were largely white and middle class. Students for a Democratic Society (SDS) set up in 1960, 5 years later it had 3,000 members. They angered people because they supported the North Vietnamese. 'Hey, hey, LBJ! How many kids did you kill today?'

The Draft: Compulsory service in the military forces, those selected were sent draft cards and had to be over 18. Very basic training course. Poor families were less able to avoid the draft as they couldn't afford to study or work abroad, which meant exemption. College students, clergymen, government workers, those experiencing 'hardship', only sons, the physically and mentally unwell and Conscientious Objectors were all exempt. Anti-war activists published pamphlets and set up 'clinics' to give advice on how to avoid being drafted. 15 million people avoided being drafted

The Media: First war that could be watched on TV – The Living Room War. Reports of protests increased the effectiveness of these movements. Uncensored details made the public lose faith in the government as secrets were revealed. People believed reporters, such as Walter Cronkite who reported on Tet, rather than the government.

The My Lai Massacre 1968: Charlie Company were sent to the village of My Lai expecting to be attacked by the VC. Despite not being attacked, Lieutenant Calley killed every single person and animal in the village, which included pregnant women and infants. The incident was covered up, saying that there were only 20 accidental civilian deaths. Ron Rindenhour collected eyewitness accounts and sent letters to Nixon, the Pentagon and significant politicians but received no reply. It was 2 years later that there was an investigation into events and Calley was charged with murder. 35 different newspapers revealed that 500 innocent civilians were killed by US troops which horrified the public and reinforced the belief that they should trust the press rather than the public. Calley was given a life sentence, but only served 3 years under house arrests and was then granted parole

The Kent State Shootings 1970: After Nixon announced that troops were being sent to Cambodia, 500 students began protesting against the war. Officer Training Corps Building on Campus was burned down by the now 1,000 protesters. The Mayor declared an emergency and 900 members of the National Guard were sent. 2,000 people continued to protest. After trying to stop the protesters with tear gas, the guard open fired on the crowd. 4 students were killed, 2 of which were not even taking part in the protest, only walking to their classes. The students were not posing a direct threat to the guard, only a few were throwing bricks at them. There was mass publicity, possibly because the murdered were white and middle class, whereas 2 weeks later 2 black students were shot during an anti-war protest in Jackson State University and this incident did not receive nearly the same amount of attention

Why did Americans oppose the war in Vietnam?

1.

2.

3.

4.

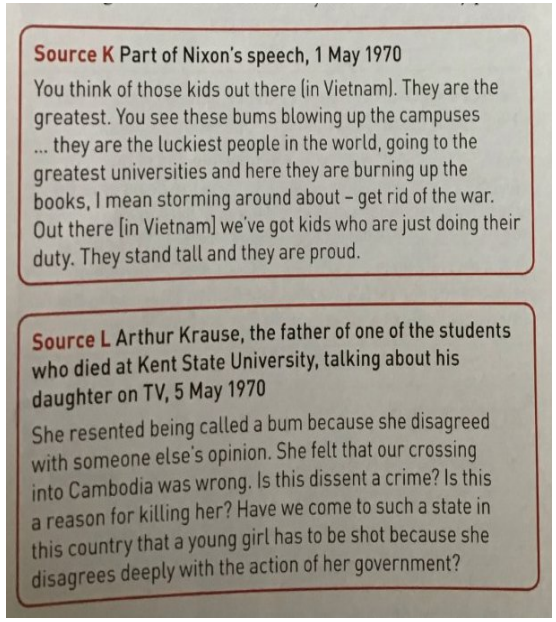
5.

Give SFD to prove opposition:

1.

2.

3.



Source K Part of Nixon's speech, 1 May 1970

You think of those kids out there (in Vietnam). They are the greatest. You see these bums blowing up the campuses ... they are the luckiest people in the world, going to the greatest universities and here they are burning up the books, I mean storming around about – get rid of the war. Out there [in Vietnam] we've got kids who are just doing their duty. They stand tall and they are proud.

Source L Arthur Krause, the father of one of the students who died at Kent State University, talking about his daughter on TV, 5 May 1970

She resented being called a bum because she disagreed with someone else's opinion. She felt that our crossing into Cambodia was wrong. Is this dissent a crime? Is this a reason for killing her? Have we come to such a state in this country that a young girl has to be shot because she disagrees deeply with the action of her government?

30 words: What was the My Lai Massacre? (use the yellow highlighted words to help):

30 words: What was the Kent State Shooting? (use the yellow highlighted words to help):

Bonus: Question: How useful are sources K and L for an enquiry into the Kent State University shootings. (8)

Homework Task 15.

Due-

Topic 15: Support for the War

Who supported the war and why?

Patriots came from all classes in the US. Patriots feared humiliation of being beaten by a developing country and did not want the USA to appear weak.

The Hard Hat Riot 1970: There were large student protests in New York after the Kent State Shootings, during which construction workers took to the streets to beat up the students. The Police did nothing to stop the workers. There were against the action taken by Mayor John Lindsay who had decided to fly the American flag at half-mast to honour the 4 dead students.

The 'Silent Majority': On 3rd November 1969, Nixon made a televised speech about policy in Vietnam in which he appealed to the 'silent majority'. In the following few days, polls revealed that 77% of people supported Nixon's policy in Vietnam. Over 50,000 telegrams and 30,000 letters of support for the war were sent to the White House. Because of Nixon proving that there were people who supported his foreign policy, the House of Representatives and the Senate were more willing to pass resolutions in support of the war. This proof also meant that he could tell North Vietnam he had support where it mattered (Congress and public), despite the current protests that were occurring, so the USA was in a good position to gradually withdraw troops and an 'honourable peace'

Political Support: No Political party wanted the USA to seem like they had been defeated by Vietnam. Remember: Politicians always have the agenda of gaining support and votes from people, so they may have tried to support both sides at once. Johnson's own democratic party were hawks, but when republican Nixon took over, they became doves.

Support within Congress:(This was something that changed a lot over time). The Gulf of Tonkin Resolution in 1964 was passed unanimously in the House of Representatives and with only 2 votes against in the Senate, which showed clear support for the war effort. In contrast, this may have been a reaction purely based on the idea that the USA had been attacked by the North Vietnamese. It may also have been passed because Congress didn't know how much was being spent supporting the South Vietnamese. Congress supported the war less over time but still funded it, partly because the military kept assuring them that they were very close to winning the war and partly because they didn't want to be beaten by North Vietnam. Congress was also swayed by public opinion, they would generally support peaceful anti-war protests, but as soon as they turned violent they would begin to support the war again. After 1970, Congress restricted spending, but still funded the war.

Who supported the war in Vietnam?

1.

2

3.

Give SFD to prove support:

1.

2.

3.

Source B

From a speech made by President Nixon on 3 November 1969. In this speech, he urged support for his policies and said that 'the silent majority' of Americans supported him.

In July, on my visit to Vietnam, I changed General Abrams' orders so that they were consistent with the objectives of our new [Vietnamisation] policies. Under the new orders, the primary mission of our troops is to enable the South Vietnamese forces to assume the full responsibility for the security of South Vietnam.

Our air operations have been reduced by over 20 percent.

... By December 15, over 60,000 men will have been withdrawn from South Vietnam including 20 percent of all of our combat forces.

The South Vietnamese have continued to gain in strength. As a result they have been able to take over combat responsibilities from our American troops.

Why did support from Congress change over the cause of the war?

Bonus: Question: Give two things you can infer from Source C about support for the Vietnam war (4)

Homework Task 16.

Due-

Topic 16: The War ends and America's failure in Vietnam.

Negotiations up to 1972: Nixon had promised to end the war as soon as possible when he was elected president in 1968. However, the USA wanted an independent South, whereas the North wanted a united Vietnam

Secret Talks: Nixon holds talks with China and the USSR hoping to end the Cold War. North Vietnam saw this as a risk of no more aid from these countries, so agreed to hold peace talks in 1970, without the knowledge of South Vietnam. The USA was considering abandoning the South if they couldn't negotiate a separate state.

Restarting talks 1970 – 1972: Nixon kept pressure on North Vietnam to agree peace by continuing both secret and official negotiations, Vietnamisation, fighting and bombing and meetings with USSR and China. The main problem for the North Vietnamese was losing the support of China and the USSR. The Easter Offensive in 1972 surprised the USA at how much power they still had and were prepared to use.

More talks 1972 – 1973: 8th October 1972: The USA and North Vietnam made an agreement at Paris, but President Thieu of South Vietnam refused to sign it which stopped the process.

In 1973 the Paris Peace Accords were signed: This agreement said: Vietnam was to be a single country. A new government would be elected without interference from other countries. A ceasefire would begin, and all US military would be withdrawn. America would not interfere in Vietnam anymore, and US aid to the ARVN would stop. The USA would give aid for reconstruction.

SIGNIFICANCE OF THE PARIS PEACE ACCORDS: America: The peace deal allowed the USA to leave the war. Afterwards, Congress cut levels of funding and aid to South Vietnam. South Vietnam: Without US support, South Vietnam's economy and military were weak. Support for the communists in the villages grew again. North Vietnam: North Vietnam got fed up with President Thieu's refusal to negotiate and attacked the South in 1974. Saigon fell to the communists in April 1975.

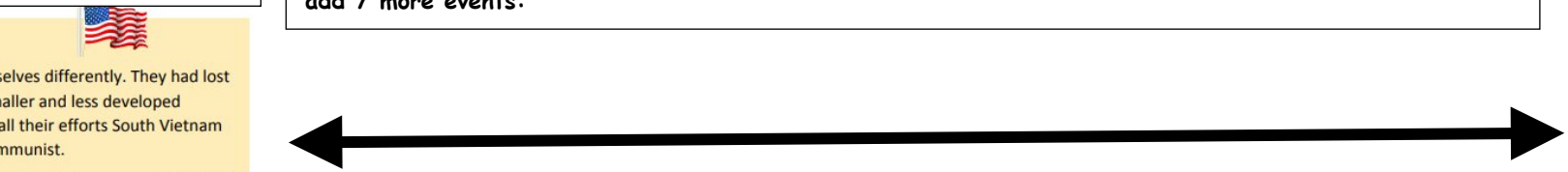
Interpretation 1 From *Rise and Fall of the Great Powers*, **P. Kennedy, published in 1988**

Economically, the USA was 50 to 100 times more productive than North Vietnam. Militarily, it had the firepower to bomb the enemy back into the Stone Age. But this was not a war in which that superiority could be made effective. Fighting was reduced to a series of small-scale encounters in jungles and paddy fields. Moreover, the North Vietnamese and Vietcong were fighting for what they believed very strongly. The South Vietnamese government, by contrast, appeared corrupt and unpopular.

Interpretation 2 From *Access to History Context: An Introduction to American History, 1860-1990*, **A. Farmer and V. Sanders, published in 2002**

Some Americans, especially Vietnam War veterans, blame unsympathetic media coverage for the United States' failure to win in Vietnam. Initially the media were pro-war. However, as the lack of progress became evident to reporters in Vietnam, the media began to turn against the war. Tet accelerated that process. While the media did not cover Communist atrocities, reporters saw enough of South Vietnam to know there was something wrong with the Saigon regime and that American policy in supporting it was not always admirable.

Create a timeline of the end of the Vietnam war: 1968-1975: Begin with Nixon becoming president and add 7 more events:



FINANCIAL

The war cost the US **$167 billion.** In order to pay for the war, the government took money from elsewhere. This meant that issues at home (e.g. improving black ghettos) lost out on funding.

USA'S IMAGE

Americans saw themselves differently. They had lost the war to a much smaller and less developed country, and despite all their efforts South Vietnam had still ended up communist.

Americans also **lost trust** in their government, who it seemed had misled them throughout the war.

HUMAN COST

- **58,220** US soldiers were killed
- **303,704** were wounded
- **About 850,000** were left with psychological problems

Many returning soldiers struggled to readjust to normal life. There was a lot of **hostility** towards veterans and few large 'welcome home' parades.

There was little understanding of post-traumatic shock, and the **suicide rate** amongst Vietnam veterans was almost twice the average.

Bonus: How far do you agree with interpretation 1 about the events of Kristallnacht in 1938? Use both interpretations and your own knowledge.(16)

Bonus: Study interpretations 1 and 2. How far do you agree with interpretation 2 about the reasons for the USA's failure to win the Vietnam war. Explain your answer using Interpretation 1 and 2 and your knowledge of the historical context.

Give three consequences of the War in Vietnam:

The USA, 1954-1975: conflict at home and abroad.



Key dates	
1954	Brown v. Topeka case First White Citizens' Council Battle of Dien Bien Phu and end of French rule in Vietnam
1955	Murder of Emmet Till The Montgomery Bus Boycott
1957	Crisis at Little Rock High School Civil Rights Act Setting up of the SCLC
1961	The 'Freedom Rides'
1962	James Meredith case
1963	Peace marches in Birmingham and Washington (Martin Luther King's 'I have a dream speech') Overthrow of Diem
1964	Gulf of Tonkin incident Civil Rights Act
1965	Selma Voting Rights Act Operation Rolling Thunder Assassination of Malcolm X
1966	Setting up of the Black Panthers
1968	Assassination of Martin Luther King Mexico Olympics Kerner Report Tet Offensive My Lai Massacre Nixon introduces policy of 'Vietnamisation'
1970	US attack on Cambodia Kent State University protest Trial of Lt. Calley
1971	US attack on Laos
1972	US bombing of North Vietnam
1972-73	Peace negotiations with USA and Vietnam
1973	Paris Peace Agreement



Key individuals				
US Presidents	Dwight Eisenhower (1953-1961)	John F. Kennedy (1961-1963)	Lyndon B. Johnson (1963-1969)	Richard Nixon (1969-1974)
Rosa Parks	American activist in the civil rights movement best known for her pivotal role in the Montgomery bus boycott.			
Little Rock Nine	The Little Rock Nine was a group of nine African American students enrolled in Little Rock Central High School in 1957. Their enrollment was followed by the Little Rock Crisis, in which the students were initially prevented from entering the racially segregated school by Orval Faubus, the Governor of Arkansas.			
Martin Luther King	Martin Luther King Jr. was an American Baptist minister and activist who became the most visible spokesperson and leader in the civil rights movement from 1955 until his assassination in 1968.			
Malcolm X	Malcolm X, the activist and outspoken public voice of the Black Muslim faith, challenged the mainstream civil-rights movement and the nonviolent pursuit of integration championed by Martin Luther King, Jr. He urged followers to defend themselves against white aggression "by any means necessary."			
Emmett Till	A 14 year old boy who was murdered in August 1955 in a racist attack that shocked the nation and provided a catalyst for the emerging civil rights movement.			
James Meredith	James Meredith, a black man from the southern state of Mississippi, won a place at Mississippi University in September 1962. When he arrived on his first day to register, he was turned away by the Governor of Mississippi. Due to protests and riots, President Kennedy had to send in soldiers to protect James Meredith.			
Stokley Carmichael	A civil rights activist and national chairman of the Student Nonviolent Coordinating Committee (SNCC) in 1966 and 1967. He is credited with popularizing the term "Black Power."			
Ho Chi Minh	During World War Two it had been invaded by Japan. Ho Chi Minh was the leader of the Vietminh, a resistance army which fought for Vietnamese independence. After World War Two Ho Chi Minh captured Hanoi in 1945 and declared Vietnam independent. He became the communist leader of North Vietnam after the country was divided along the 17th parallel.			
Ngo Dinh	He was the final prime minister of the State of Vietnam (1954–55), and then served as President of South Vietnam from 1955 until he was and killed during 1963. He was a Rich land owning Catholic and a staunch anti-communist and as the USA			

Diem	was operating a strategy of containment, they supported his regime
Lieutenant Calley	A US Officer in the Vietnam War. He was convicted by court-martial of murdering 22 unarmed South Vietnamese civilians in the My Lai Massacre.
Vietcong	The Vietcong (or the National Liberation Front) were the communist guerrilla soldiers fighting to overthrow President Diem and his government. By 1964, there were over 100,000 Vietcong in the South and they were killing thousands of South Vietnamese officials every year.

Key terms	
Segregation	Separating groups of people, usually by race or religion. In the North segregation mainly took the form of discrimination. In the southern states there were racist laws which enforced segregation.
Jim Crow Laws	These were 'Black code' laws enforcing segregation were given the nickname 'Jim Crow.' The laws varied from state to state, but they all separated black and white people. The law courts upheld this decision through Plessy v. Ferguson (1896). It stated that black and white people were 'separate but equal.'
Civil rights activist	Someone who campaigns for equal rights and tries to persuade others to do the same. The NAACP focused on fighting for civil rights in the courts. There main aim was to overturn Plessy v. Ferguson. CORE campaigned mainly in the North and rather than challenging segregation in the law courts, they used direct, none violent protest.
Sit-in	Boycotting means you refuse to use a service if you believe it is doing something wrong. A Sit-in is where you sit down somewhere and refuse to move (e.g sitting at 'whites only' lunch counter). Both were popular methods with the Civil Rights Movement.
Public schools	State-funded schools that provide free education. In 1952, the NAACP took school desegregation to the Supreme Court in Brown v. the Board of Education of Topeka. In 1954 the Supreme Court ruled to end desegregation.
Black Nationalism	Black nationalists believed black people would never be equal in integrated communities. Their aim was to create a separate black nation, with black people living within their own communities. This belief was associated with Malcolm X and the Nation of Islam (NOI) which had 30,000 members by 1963.
Militant	In favour of confrontation or violence in support of a cause. This was associated with the Black power movement and was influenced by Malcolm X.
The 17th Parallel	Vietnam was divided into North and South at the 17thParallel, with the Viet Minh in control of North Vietnam, and a non-communist government in control of South Vietnam
Colony	A country or place controlled by another country.
Communism	A classless society where all property is owned publicly.
Containment	An American policy to try and stop communism from spreading, to restrict it from spreading to other countries.
Domino theory	An American idea that if one country fell to communism, others would follow - like a row of dominoes.
Draft	The process where men were selected for compulsory military service. 'Draft dodgers' were those who refused to take up the draft. Public figures, like the boxer Muhammad Ali, risked prison rather than go to Vietnam.
Guerrilla Warfare	A type of warfare that uses unusual tactics, and in-depth knowledge of local surroundings, to defeat opponents both physically and psychologically. Guerrillas fight in small units, avoiding face-to-face fights with their enemy
Ho Chi Minh Trail	A military route used by the North Vietnamese to supply the Vietcong during the Vietnam War. It ran beyond Vietnamese borders, down through Cambodia and Laos.
Kent State University	On 4 May at Kent State University students protesting were shot at by the National Guard who had been called there to ensure stability. Four students were killed. Media covered events and the nation reacted with shock. Further protests followed – 2 million students in 400 institutions went on strike.
My Lai	The place where US soldiers massacred 300 unarmed Vietnamese civilians, mostly women and children, on 16 March 1968, during the Vietnam War. It has become a symbol of US war crimes in Vietnam.
The Student Movement	By 1970 there were 8.5 million students in the USA. Some of these students rejected the values of their parents 'and wanted social change. These students became part of the counterculture and were against the Vietnam war. The SDS group had 3,000 members and protested the war on college campuses.
Vietnamisation	Vietnamisation, also known as the Nixon Doctrine began in July 1969. This meant the USA would support the building up of the armed forces of America's allies in Vietnam until they could take responsibility for their own defence. In effect it meant the USA was beginning the process of withdrawing troops from Vietnam.