

HISTORY GCSE

REVISION GUIDE FOR STUDENTS



Y11 2014-15

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The Cold War 1945-1975

Key terms:

Term	Definition
Alliance	An agreement between countries where they promise to support each other if they are attacked
Blockade	Cutting a place off by surrounding it with troops or ships eg Berlin 1948 and Cuba in 1963
Capitalism	Ideology which believes that industry and businesses can be owned by private individuals and that voters choose their government by voting and have a choice of parties to vote for. Newspapers, radio and TV are free
Capitalist	Someone who believes in capitalism or lives in a capitalist country
Cold War	The period of time between 1945 and c 1991 when tensions existed between Russia aka east/west tension
Communism	Ideology which believes that all industry and businesses should be owned by the state and that there should only be one political party which represents the workers (a one party state). Newspapers, radio and TV are censored (controlled) by the state
communist	Someone who believes in communism or lives in a communist country
Containment	The policy of the USA during the Cold War when they wanted to stop Communism from spreading.
NATO	North Atlantic Treaty Organisation set up in 1949 an agreement to work together signed by the western powers to give collective security
Nuclear deterrent	The concept that nuclear arms deter countries from fighting
Superpowers	Term given to the USA and USSR during the cold war
The Eastern Bloc	Name given to the Eastern European states controlled by the USSR
The Iron Curtain	Phrase first used by Winston Churchill in 1946 to describe the divisions between the western countries and the USSR and eastern bloc
The Marshall Plan/ Marshall aid	Named after American General George Marshall who in 1947 advocated American aid should be given to help rebuild European economies
The Truman Doctrine	Named after President Truman who wanted to send money, equipment and advice to any country threatened by a communist takeover to contain the spread of communism aka containment
The Warsaw Pact	Set up in 1955 by USSR to include all communist countries as a challenge to NATO
The United Nations	Set up in 1945 to promote peace and international cooperation and security
USSR	Aka The Soviet Union stands for Union of Soviet Socialist Republics and was not Russia was called from 1922 to 1991

Key People:

Person	Role
Churchill	British Prime Minister from 1940 to 1945 and 1951-1955
Eisenhower	US President from 1953 1961
Johnson	US President from 1963 to 1969
Kennedy	US President from 1961 to 1963
Khrushchev	Russian Leader from 1955 to 1964
Nixon	Us President from 1969 to 1974
Roosevelt	US President from 1933 to 1945
Stalin	Russian Leader from 1929 to 1953
Truman	US President from 1945 to 1953

FACTFILE

The USA

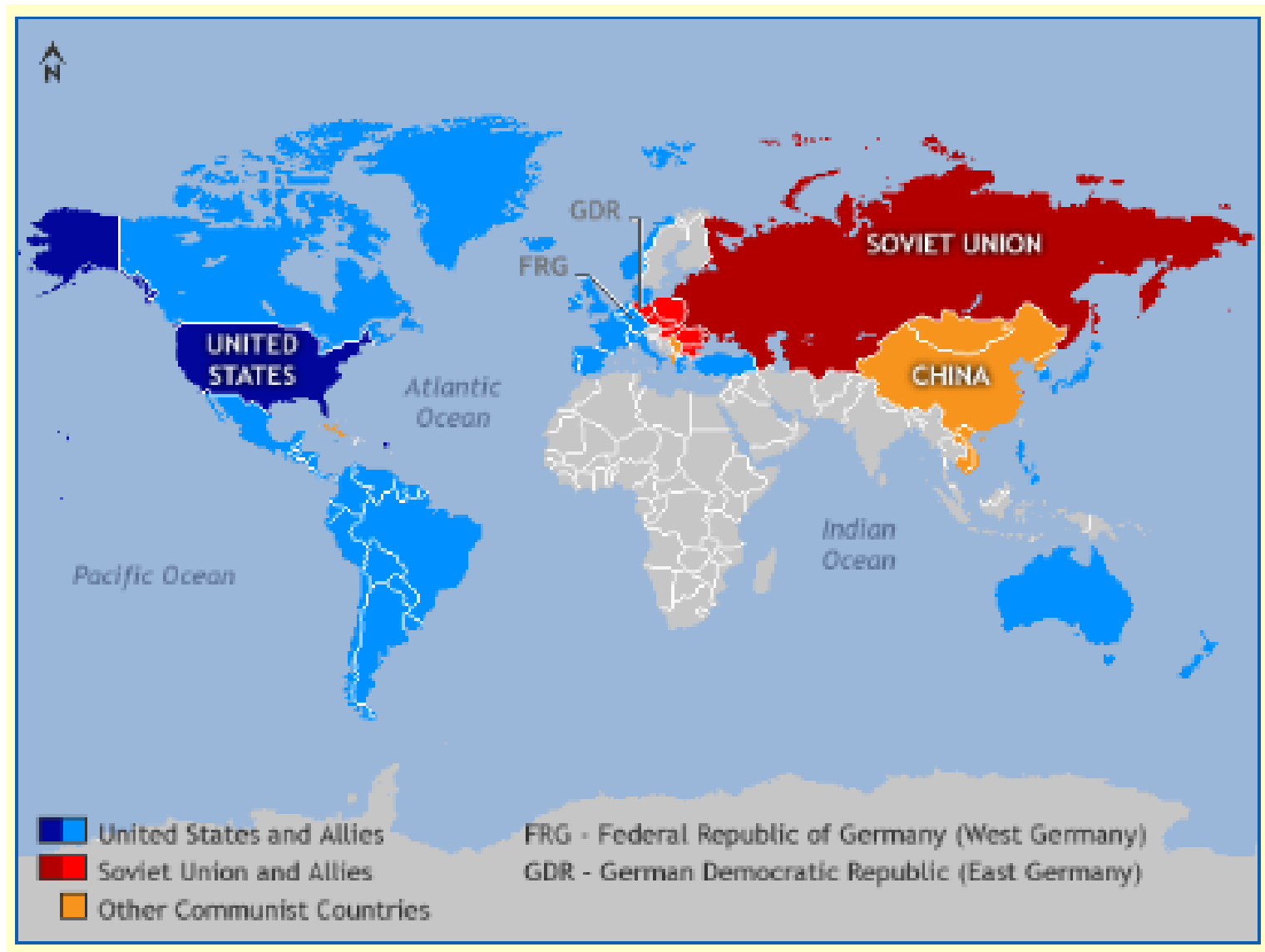
- ★ The USA was a democracy. Its government was chosen in free democratic elections.
- ★ It was capitalist. Business and property were privately owned.
- ★ It was the world's wealthiest country. But, as in most capitalist countries, there were extremes – some great wealth and great poverty as well.
- ★ For Americans, being free of control by the government was more important than everyone being equal.
- ★ Americans firmly believed that other countries should be run in the American way.
- ★ Many Americans were bitterly opposed to Communism.

FACTFILE

The USSR

- ★ The USSR was a Communist state.
- ★ It was a one-party dictatorship. Elections were held, but all candidates belonged to the Communist Party.
- ★ It was an economic superpower because its industry had grown rapidly in the 1920s and 1930s, but the general standard of living in the USSR was much lower than in the USA. Even so, unemployment was rare and extreme poverty was rarer than in the USA.
- ★ For Communists, the rights of individuals were seen as less important than the good of society as a whole. So individuals' lives were tightly controlled.
- ★ Soviet leaders believed that other countries should be run in the Communist way.
- ★ Many people in the USSR were bitterly opposed to capitalism.

Map of Cold War alliances



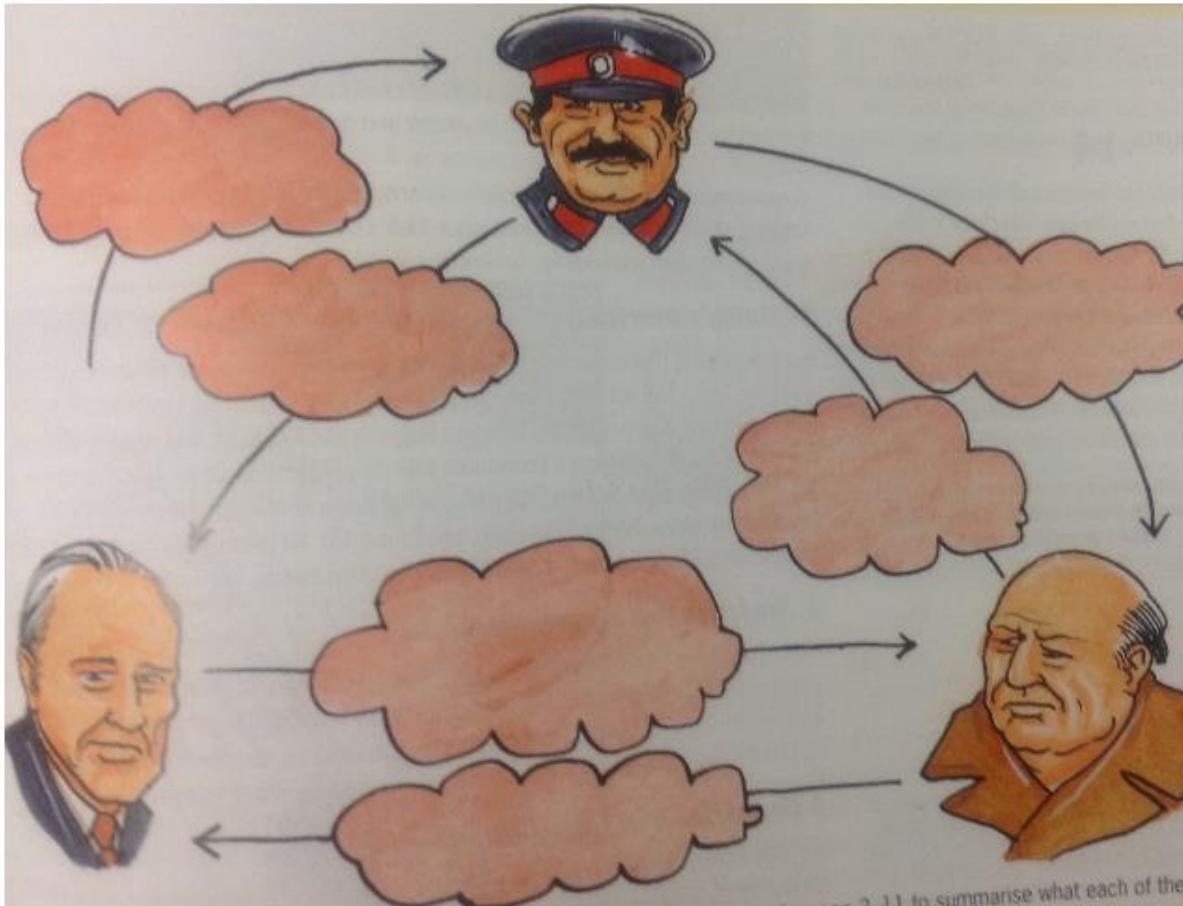
Key question 1: who was to blame for the Cold War?

Background facts:

- The allies, GB, USA and Russia formed in 1941 to defeat Germany, Japan and Italy
- However, they were only allies to try to win the war and they never really trusted each other
- Russia had been communist since 1917 and wanted to spread communist ideology (ideas) to other countries. America did not like communism and had not had anything to do with Russia from 1917 to 1941.
- Between 1943 and 1945 Russia began to push the Germans back out of Eastern Europe and these countries became communist. Britain and America did not approve of this.
- Stalin felt that USA and GB had not done enough to help USSR against Hitler and that as a result Russia had had to fight on her own for too long.
- Russian loses in World War 2 were very high about 20 million Soviet people had died
- The 'Big Three' Churchill (GB Prime Minister); Roosevelt (USA President) and Stalin (USSR Leader) met twice at Yalta and then Potsdam to agree how to end the war and settle the peace of Europe.

The Yalta Conference February 1945:

- The 'Big Three' met to plan the final stages of the war and to agree what to do with Germany after the war was over
 - They agreed that:
 - Germany would be temporarily divided into 4 zones of Allied occupation (GB USA USSR and France) and so would Berlin
 - Nazi war criminals would be brought to trial
 - USSR would gain territory (land) in Eastern Europe and would join the war against Japan once Germany was defeated
 - Stalin promised that there would be free elections in the Eastern European countries and they agreed that eastern Europe could become a 'sphere of Soviet interest'
 - And a United Nations Organisation would be set up
 - However they also disagreed on:
 - The amount of reparations Germany would have to pay, Stalin wanted more than GB and USA so this decision was postponed
 - What to do with Poland. Stalin wanted to expand into Poland and for the Polish government to be sympathetic to USSR and USA and GB wanted free elections in Poland. Churchill persuaded Roosevelt to agree to let Russia take land in Poland as long as Stalin agreed not to intervene in Greece where British troops were attempting to stop a communist takeover.
- Read through the sources on pages 320-21 and complete the thought bubbles, what did each one think of the other?



➤ Summarise what each was most concerned about:

Churchill:

Roosevelt:

Stalin:

➤ Why was the alliance already fragile in February 1945?

The Potsdam Conference July-August 1945

- The allies met again in July but Roosevelt had died and was replaced by Truman and Churchill had lost the election and was replaced by Clement Atlee
- Truman was much more suspicious of Stalin than Roosevelt had been
- Both USA and USSR were developing an atom bomb and USA tested a bomb in April and then dropped 2 atom bombs on Japan in August 1945
- Between Yalta (Feb) and Potsdam (July) Russia had occupied a lot of Eastern Europe as they pushed the Germans back, including, the Baltic States; Finland; Poland; Czechoslovakia; Hungary; Bulgaria; Romania. Stalin refused to allow free elections in these countries and claimed that they were

'buffer zones' to protect Russia and set up communist governments in these areas and in Poland controlled by Russia

- The allies confirmed most of the decisions they had made at Yalta but:
- They disagreed over:
 - What to do with Germany, Stalin wanted to cripple Germany but Truman did not want to repeat the problems after WW1
 - Stalin wanted reparations for the war Truman wanted this to be reasonable
 - Truman was not happy about the Soviet 'Sphere of influence' in Eastern Europe

The Start of the Cold War

- Potsdam ended without total agreement and Stalin went on to dominate in the east of Europe which USA and GB could not stop
- By 1946 Poland, Hungary, Romania, Bulgaria and Albania were all communist and Churchill described this as the 'Iron Curtain' (see map page 324)
- 'A shadow has fallen upon the scenes so lately lighted by the Allied victory. From Stettin on the Baltic to Trieste on the Adriatic, an iron curtain has descended. Behind it lie all the states of central and Eastern Europe. The Communist parties have been raised to power far beyond their numbers and are seeking everywhere to obtain totalitarian control. This is certainly not the liberated Europe we fought to build. Nor is it one which allows permanent peace.' Churchill at Fulton USA March 1946
- In October 1947 Stalin set up the Communist Information Bureau (Cominform) to coordinate all the communist parties in eastern Europe and ensure that he could control the governments in each country
- The USA and GB wanted to strengthen Germany to stop the spread west of communist countries (the Eastern Bloc)
- The Cold War had begun! Both sides denounced each other and began propaganda campaigns and began to increase their stock of weapons.

GCSE Questions on this area:

- 2a (May 2014): What is meant by the term Cold War? (4)
- 2a (June 2011): Describe what happened at the Potsdam Conference (4)
- 2a (June 2012): What was the 'Iron Curtain'? (4)
- 2 b (June 2011): Explain why the USA-USSR alliance had broken down by 1947 (6)

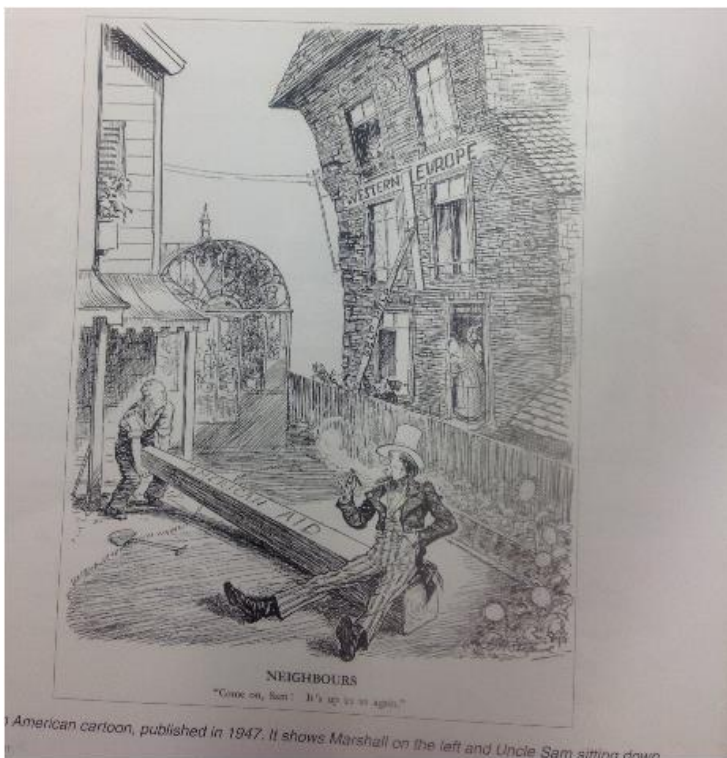
American reaction to Stalin's expansionism

- By 1948 Greece and Czechoslovakia were the only eastern European countries not controlled by communist governments dominated by USSR
- America became worried that communism might spread to France and Italy who were still very weak after the war. They decided to take action!

- Churchill had sent British troops to Greece in 1945 to help to restore the peace and stop the Greek communists from taking over. This resulted in a civil war and British troops were withdrawn in 1947. Truman did not want this in case the communists took over.
- So America paid for some British troops to stay in Greece and keep the King in power
- This marked the beginning of what became known as 'The Truman Doctrine'. USA sent money, equipment and advice to any country which they thought was vulnerable to a communist takeover. His aim was to stop communism spreading any further. This also became known as containment.
- Truman sent General Marshall to assess the economic state of Europe and Marshall reported that the European economy was weak. Churchill described it as 'a rubble heap, a breeding ground of hate'
- Marshall suggested that about \$17 billion was needed to rebuild the European economy and stop 'hunger, poverty, desperation and chaos'.
- In December 1947 Truman asked Congress for money to aid Europe. Initially they refused.
- This attitude changed when communists took over Czechoslovakia in 1948. Congress accepted the Marshall Plan and \$17 billion was made available over the next 4 years.
- Stalin refused to have anything to do with the Marshall Plan and forbade any of the eastern bloc countries from applying for aid

More GCSE Questions:

- Q 1a Jan 2011: What is the message of this cartoon? Use details of the cartoon and your knowledge to explain your answer. (7)



- Q 1b June 2013: Explain why Marshall Aid was offered to countries in Europe. (8)

The Berlin Blockade

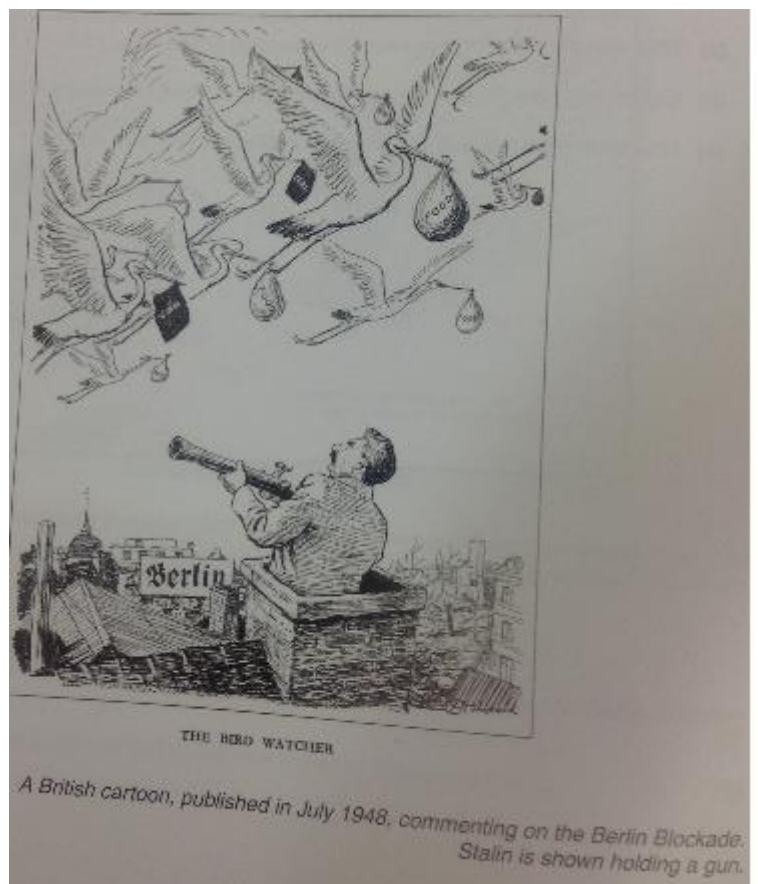
In 1948 things came close to war over Berlin!

- Germany was divided into 4 zones of occupation in 1945 as agreed at Yalta.
- Britain and America wanted to rebuild the German economy so that it could begin to support its own people. So in 1946 they and France joined their zones together into an area which became known as West Germany.
- Stalin saw this as a threat to USSR and did not want to see West Germany grow stronger. Berlin was in the USSR zone of occupation and had transport and trade links to West Germany across the USSR zone. So in June 1948 he cut off all these links! This meant that the 2 million people in the GB/USA/French zones of Berlin were cut off from their supplies and help from the west.
- Stalin hoped that Berlin would become dependent on USSR and Truman could not allow this to happen because it would have meant that the Truman Doctrine and containment had failed.
- The only way was to break the blockade but Truman did not want to start a war.
- So in June 1948 the allies began the Berlin Airlift. Planes took off from West Germany with supplies for Berlin. Nervously people waited to see if the USSR would shoot the planes down as they flew over East Germany. They didn't.
- For the next 10 months planes supplied West Berlin with everything and in May 1949 Stalin had little choice but to lift the blockade.
- Germany was divided into East and West Germany and Berlin into East and West Berlin. This remained until 1990



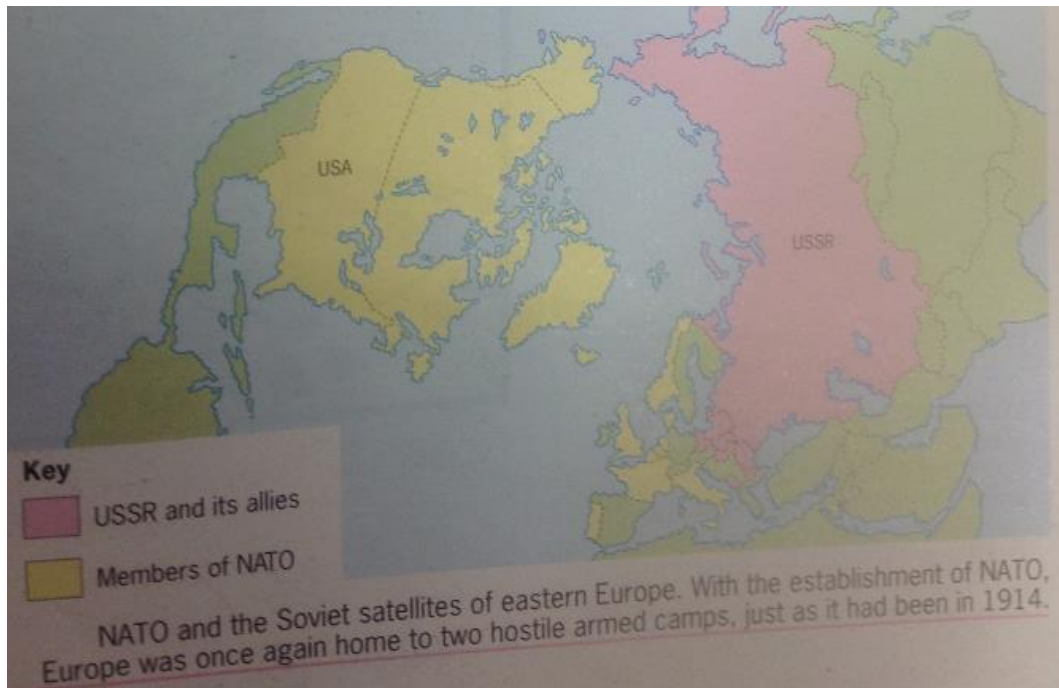
GCSE Questions on this area

- 2b June 2014: Explain the reasons for the Berlin Airlift (6)
- 2b Jan 2011: Explain why the Soviet Union blockaded West Berlin in 1949 (8)
- 2b June 2012: Explain why Berlin was a cause of tension between East and West between 1949 and 1949 (6)
- 1a June 2013: What is the cartoonist's message? Use details of the cartoon and your knowledge to explain your answer. (7)



NATO

- War seemed possible in 1948 and in the middle of the crisis the western powers met together and formed the North Atlantic Treaty Organisation (NATO) in April 1949
- The aim of NATO is to work together to provide 'collective security'



GCSE questions

- 2c June 2011: Which country had the more successful policies in Europe between 1945 and 1949: the USA or the USSR? Explain your answer (10)
- 2c June 2014: how far was the USA responsible for the start of the Cold War? Explain your answer (10)
- 2c (June 2012) How successful was the West in containing Communism in Europe up to 1949? Explain your answer (10)

The Cuban Missile Crisis.

Key Terms

Key term	Definition
Bay of Pigs	Failed invasion attempt of Cuba by Cuban exiles backed up by America in 1961
Blockade	Cutting a place off by surrounding it with troops or ships e.g. Berlin 1948 and Cuba 1963.
Brinkmanship	A policy of pushing someone or a nation to the edge of retaliation and then stopping: a very dangerous strategy
CIA	US Central Intelligence Agency
Capitalism	Ideology which believes that industry and businesses can be owned by private individuals and that voters choose their government by voting and have a choice of parties to vote for. Newspapers, radio and TV are free.
Cold War	The period of time between 1945 and c1991 when tensions existed between Russia and the USA: East and West
Communism	Ideology which believes that all industry and businesses should be owned by the state and that there should only be one political party which represents the workers (a one party state).
Dictator	a leader who has total power: e.g Hitler in Germany
Diplomatic	Peaceful management of international affairs
Exile	A person forced to leave their native land
Hot line	A telephone line set up between Moscow and Washington so that the leaders of the USSR and USA could speak to each other directly
Missile	Weapon that can be thrown-nuclear missile-directed by remote control or automatically
Nationalisation	A feeling of love/loyalty/devotion to one's country
Nuclear Deterrent	The concept/idea/belief that nuclear weapons deter/stop countries from fighting
Offensive	Aggressive or attacking action
Retaliation	responding to aggression or an attack
Sphere of Influence	An area where one nation has dominant power
Super Powers	Term given to the USA and USSR during the Cold War
U2	A spy plane used by the Americans

Key People.

Name	Role
Fidel Castro	Cuban statesman who led a successful revolt against General Batista in 1959 and then set up a Communist regime.
General Batista	Ruler/dictator of Cuba from 1952-1959- supported for much of the time by the USA.
Eisenhower	US President from 1953-1961
Kennedy	US President from 1961-1963
Khrushchev	Russian Leader from 1955-1964

Background.

1. Cuba is only 150 kilometres from Florida in the USA.
2. The Americans had helped the Cubans get rid of Spanish rule in `1898 and had long regarded Cuba as an American sphere of influence.
3. American tourists enjoyed holidays in Cuba, especially in the capital, Havana.
4. The USA dominated Cuba militarily-there was a large naval base at Guantanamo.
5. From 1952-59 Cuba was ruled by a dictator called General Batista. The USA supported Batista for most of the time because American companies controlled most of Cuban business- sugar, tobacco. America supplied Batista with weapons: his rule was brutal and corrupt. Batista used secret police to destroy opposition and misused American aid by spending it on his family and friends.
6. As a result of this corruption the USA stopped supplying arms to Batista in 1957 and began encouraging a resistance/opposition movement led by Fidel Castro .In 1959 Castro overthrew Batista's government and became president.

HOWEVER.....

7. By this time Castro was a communist and therefore relations with the USA became difficult.
8. Castro began a series of reforms including nationalising industries that had previously been controlled by the USA. Castro also: took over much American owned land, gave the land to ordinary Cuban farmers-he blamed the USA for poverty in Cuba. Castro forged close links with the USSR. The Russians, led by Nikita Khrushchev sent Castro advisers, economic aid and military equipment. When the USA refused to buy Cuban sugar, the USSR agreed to take the sugar in return for oil and machinery.

GCSE Question:

- (June 2011): Describe how Cuba changed under Castro. (4).

The Americans disliked having a communist government so close to the American mainland.

The Bay of Pigs Incident 1961

From 1959 to 1961 there was a tense, frosty atmosphere between the USA and Cuba. The USA gave support to Cuban exiles (Cubans who had left Cuba to get away from Castro).

*President Eisenhower allowed supporters of Batista to train for an invasion of Cuba.

*The CIA was encouraged to get rid of Castro.

* When Kennedy became President in 1961 he allowed the plan to invade Cuba to go ahead.

* On April 17 1961, 1 500 opponents of Castro landed at the Bay of Pigs. The Invasion was a disastrous failure because:

- The rebels had told the CIA that other Cubans would support the invasion-they did not.
- The rebels were outnumbered 300:1
- The group were badly equipped and had out of date maps.

GCSE Questions:

- (June 2010): Describe the USA's response to Castro's seizure of power in Cuba. (4).
- What happened in the Bay of Pigs invasion of 1961? (4).
- (June) 2010): Explain why the failure of the Bay of Pigs invasion caused problems for the USA. (6)

Results of the Bay of Pigs Incident.

1. Castro became even more popular in Cuba
2. Castro asked Khrushchev to help Cuba from another American backed attack.
3. Kennedy felt humiliated by the failure of the invasion.
4. Kennedy feared other countries might become Communist and enemies of the USA.
5. Khrushchev-an older and more experienced leader than Kennedy, thought the American President was weak and would not use force over Cuba.
6. Although Kennedy and Khrushchev met in Vienna in June 1961 the talks did not go well.

The beginnings of the Missile Crisis.

- After the Bay of Pigs Khrushchev gave Castro large amounts of military equipment- see 2 above.
- America became increasingly worried about the Soviet military build-up in Cuba.
- By July 1962 Cuba had the best –equipped army in Latin America.

Why did Khrushchev put missiles in Cuba?

1. Khrushchev wanted to produce more nuclear warheads and close the “missile gap” between the USA and USSR.
2. The USA had missiles in Western Europe and Turkey, well within range of the USSR.
3. The USSR had many more cheap, medium-range missiles than the USA so a launch site in Cuba, close to the US coast, was an ideal place to put missiles.
4. Soviet missiles in Cuba would strengthen Khrushchev’s bargaining power against the USA.
5. Khrushchev was very keen to support Castro. Cuba was the only Communist country in the western hemisphere and had just survived the Bay of Pigs attack.
6. Khrushchev was keen to strengthen his own political position in the USSR. Missiles in Cuba would be seen as another major propaganda victory against the USA.

GCSE Question:

- Why did Khrushchev send missiles to Cuba in 1962? Explain your answer. (6).

The October Crisis.

On 14th October 1962 an American U-2 spy plane flew over Cuba:

*Photographs taken by the plane showed there were nuclear missile sites on Cuba and that they were being built by the USSR.

*Over the next two days more photos confirmed that some sites were already supplied with missiles and could be ready to launch missiles in seven days. 20 Soviet ships were on the way to Cuba carrying missiles.

What were Kennedy’s Options?

1: Do nothing.

- *For-* The USA still had a much larger nuclear force than the USSR. Overreacting to the Cuban missiles might lead to a nuclear war between the USA and USSR.
- *Against-* To do nothing would be seen as a sign of weakness and encourage the Soviets to challenge the Americans elsewhere in the world-possibly Berlin.

2: A surgical air strike: an immediate air strike against missile sites in Cuba.

- *For-* Destroy the missiles before they became operational
- *Against-* The US air force could not guarantee to destroy all the missiles. Some might be launched against US cities and kill millions of people. Bombing Cuban missile sites would inevitably kill Soviet soldiers too and this would cause Khrushchev to respond. Bombing a small country like Cuba without any warning would be seen as a very aggressive act by many countries.

3. Invasion: a full-scale US invasion of Cuba.

- For- Remove the missile bases and Castro from power.
- Against- This would cause an inevitable Soviet response-possibly an invasion of West Berlin and nuclear war.

4. Diplomatic pressure: to involve the United Nations and other international organisations to resolve the dispute.

- For- Involvement of other countries might force the Soviets to remove the missiles.
- Against-It was very unlikely that diplomacy would cause Khrushchev to give way, so this option was seen as very weak.

5. Blockade (quarantine). : US navy to stop Soviet ships delivering any further weapons to Cuba, along with a demand for missiles already in Cuba to be removed.

- For- This would show firm action by the USA without using immediate force. It would give Khrushchev time to consider his next actions, and the USA the option of an air strike or invasion later if the blockade did not work.
- Against- A blockade would not remove the weapons already in Cuba. Action was likely to be slow in producing results. It did not rule out Soviet retaliation in other parts of the world-for example Berlin.

GCSE Question:

- (June 2011): Explain Kennedy's options after missile sites were discovered in Cuba (6)

*See Timeline of events

Why did Kennedy react as he did?

1. Kennedy was under serious pressure from US military leaders to bomb and invade Cuba immediately. This would almost certainly have led to war with the USSR.
2. Kennedy tried to give himself and Khrushchev a means of solving the crisis without immediate conflict. This is why he chose a blockade.
3. Kennedy also realised that he needed to give Khrushchev a way out without appearing to humiliate the Soviet leader-that is why, in private, he agreed not to invade Cuba and later removed US missiles from Turkey.
4. Kennedy used the opportunity of Khrushchev's first letter to explore ways to solve the crisis whilst at the same time convincing the Soviets that he was prepared for war.

The end of the Crisis and its Consequences.

*On the morning of 28th October Radio Moscow broadcast that the USSR was prepared

to remove the missiles from Cuba. The missile crisis was over BUT important lessons had been learned by both sides.*

1. Firstly, it is widely agreed that the Cuban missile crisis was the closest that the USA and USSR came to conflict throughout the whole of the COLD WAR. There was general agreement that future disputes like this had to be avoided, so the missile crisis actually helped improve US-USSR relations.

2. Secondly, the USA and USSR decided to set up a telephone link (hotline) between Moscow and Washington DC so that problems could be discussed to avoid future crises.

3. Thirdly, nuclear arms talks began and in 1963 a Test Ban Treaty was signed by the USSR, the USA and Britain.

GCSE Questions:

- (June 2010): “The Cuban Missile Crisis was a victory for the Soviet Union.” How far do you agree with this statement? Explain your answer. (10).
- (June 2011): “The USA was more responsible for causing the Cuban Missile Crisis than the USSR.” How far do you agree with this statement? Explain your answer. (10).
- “The Cuban Missile Crisis was never a threat to world peace.” How far do you agree with this statement? Explain your answer. (10).

Conflict in Vietnam 1963-75



Part 1; Reasons for the US involvement in Vietnam

What was the background to the Vietnam War?

- Vietnam was ruled by the French till 1954. Then it was divided into two countries.
- The communist ruler of North Vietnam, Ho Chi Minh, wanted to unite the North and South under his control. He supported the Vietcong in South Vietnam.
- President Diem ruled South Vietnam. He was strongly anti-communist, but was also a brutal and unpopular leader.

Who were the 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. Diem's army could not get rid of them.

Why did the Americans get involved?

- America said it wanted to 'save' the South Vietnamese people from the evils of communism.
- Remember that this was the time of the Cold War. Americans were obsessed with stopping Communism, both abroad and at home in the USA.
- The Americans wanted to "contain" (stop) the spread of Communism in the world (the Truman Doctrine). The USA wanted to support non-Communist governments which were threatened by Communists. It knew that the USSR and China, both Communist-ruled, were sending aid to Communist North Vietnam.
- The Americans also believed in the "domino theory". If Vietnam became Communist, they were sure that neighbouring countries (e.g. Laos, Cambodia, Thailand) would do so too.
- Diem was a corrupt and brutal leader, who was very unpopular. He was a Catholic ruling a mainly Buddhist country and gave Catholics all the best jobs. This meant lots of South Vietnamese people did not like him and were more likely to start supporting the Vietcong.

What did the Americans do to help Diem?

- At first, military advisers were sent to train the ARVN (the South Vietnamese army).
- The US also gave a lot of money and modern weapons to South Vietnam.
- By November 1963, when Johnson took over as President, there were 16,000 military "advisers" (but many were by now involved in fighting, for example as helicopter pilots).
- The Americans encouraged Diem to force the peasants in areas dominated by the Vietcong to live in "strategic hamlets" (villages that were heavily defended against attack). This policy did not work. By 1963, the Vietcong controlled about 40% of the rural areas of South Vietnam.
- Diem was very unpopular because of his corrupt and cruel government. He was killed in 1963, but the leaders who followed were not much better.

How did Johnson escalate the war after 1963?

- At first Johnson just continued the policy of using military "advisers", as started by President Kennedy, but then Ho Chi Minh sent units of the NVA (the North Vietnamese Army) into the South to back up the Vietcong. Johnson now decided to increase American involvement.
- The Gulf of Tonkin incident in August, 1964, (when US ships were allegedly attacked by North Vietnamese ships) gave him the excuse to attack the North.
- In 1965, he ordered the bombing of North Vietnam.
- He then ordered US combat troops into action to back up the weak ARVN. Johnson believed that they would lead to a quick defeat of the Vietcong.
- In March, 1965, 3,500 marines arrived in Vietnam. From now on, General Westmoreland directed the war in Vietnam. By 1968 there were over 500,000 US troops in South Vietnam.

Part 2: Vietnamese Tactics

How did the North Vietnamese try to fight back against the American bombers?

- They used anti-aircraft guns, surface-to-air missiles and fighter planes (supplied by the USSR).
- Over 1,400 US planes were shot down between 1965 and 1968.
- They also built miles of tunnels and shelters to protect themselves from the bombs.

How did the Vietnamese use guerrilla warfare?

- Guerrillas fight in small units, avoiding face-to-face fights with their enemy.
- The Vietcong guerrillas used ambushes, planted mines and booby traps, targeting isolated US and ARVN units.
- They were experts at camouflage, blending into the countryside. They did not wear a uniform.
- They dug 250 km of tunnels to hide in; the tunnels contained kitchens, weapons stores, hospitals and living quarters.
- Vietcong guerrillas were helped by local people, but most of their supplies came down the Ho Chi Minh Trail. It was actually many different paths. Thousands of people organised it, enduring terrible conditions.
- The Vietcong tried to win over the peasants in the South, but they did not hesitate to torture and murder government officials and spies.
- The Vietcong also carried out sabotage (usually bombs) in South Vietnamese cities, especially Saigon and even inside US bases.

Part 3: US Army Tactics

What methods of fighting did the Americans use?

They fought a "high-tech" war relying on the latest technology, including planes, helicopters and chemical warfare. They also used "search and destroy" operations.

What was "Operation Rolling Thunder" and why was it begun?

- It was a bombing attack on North Vietnamese military and industrial targets (e.g. bridges, army barracks, railway lines, roads and arms depots).
- Operation Rolling Thunder started in February, 1965. The aim was to end the North Vietnamese support for the Vietcong.
- Bombing did not cost as many American lives as ground warfare.
- At first, cities like Hanoi and Haiphong were not bombed because Johnson did not want to anger the USSR and China too much by targeting civilians. But, later, this policy changed and the USA began saturation bombing (bombing everything in sight).

What is meant by "search and destroy"?

- Army units were sent out into the villages and countryside to search for and kill any Vietcong they could find.
- This led to much brutality against the Vietnamese, partly because the US soldiers were so afraid and angry when their friends were killed by the Vietcong.
- The US Army High Command measured the success or failure of a search and destroy mission by the "body count", meaning the number of Vietcong killed.
- Search and destroy missions were backed up by helicopters, which were used to carry troops, arms and supplies. Helicopters were the best form of transport in the thick rainforests and swamps of Vietnam.
- Helicopters were also used as gunships armed with rocket launchers and machine guns

What did General Westmoreland mean by a "war of attrition"?

- He planned to kill so many Vietcong and NVA personnel that the Communists would give up.
- US casualties were always much smaller than those suffered by the Vietcong and NVA, which was why Westmoreland thought the USA would win.
- However, the North Vietnamese leaders were willing to accept massive casualties and planned to wear down the US for as long as necessary.

What types of bombing did the Americans carry out during the war?

- In 1965, selective bombing was carried out during Operation Rolling Thunder, but as the war intensified this was replaced by saturation bombing - meaning dropping bombs on everything.
- Three times as much explosive was dropped on Vietnam as was dropped on Germany and Japan during the whole of the Second World War.
- The Americans also used chemical weapons. They used napalm (jellied petrol) and Agent Orange (a weedkiller) to burn off leaves and vegetation.
- Napalm could also injure people horribly and Agent Orange contained dioxin, which poisoned the environment and caused long-term effects, such as cancers and deformities.

Part 4: The Tet Offensive and My Lai Massacre

What happened in the Tet Offensive?

- The Tet Offensive started on 31st January, 1968. It was an attack by the Vietcong and NVA on more than 100 cities, towns and military bases throughout South Vietnam, including Saigon.
- It was totally different to the guerrilla fighting they had used before and was a surprise attack.
- The Communists expected the people to join them, but the uprisings they hoped for did not happen.
- Over 100,000 people were killed during the battle.

What were the effects of the Tet Offensive?

On the one hand, the Tet Offensive could be seen as a huge failure for the North Vietnamese and Vietcong;

- 47% of the people killed during the Tet Offensive were Vietcong
- Just 5% were ARVN and 2% were US troops. This seems to show it was a massive success for the Americans (but see below!).
- As a result of what they saw as a failure, the North Vietnamese agreed to peace talks soon after the Tet Offensive ended.
- From now on, the NVA did most of the fighting, as the Vietcong never recovered from the setback of Tet.

On the other hand, the Tet Offensive was a huge turning point and was a major reason why more and more Americans turned against the war;

- Before the Tet Offensive, the Americans had been quite confident about the way the war was going. The US media had given the Americans back home the impression that the war would soon end.
- But, when the news of Tet appeared, many Americans felt that they had been deceived by the army. Vietcong troops were shown inside the US embassy in Saigon, which seemed to show that the war could not be won, or at least not for a long time.
- Most Americans became convinced that the war had to be ended as soon as possible. General Westmoreland, who saw Tet as a victory over the Vietcong and NVA, was refused more troops.
- Tet also played a large part in Johnson's decision to give up hopes of standing as President again. Richard Nixon, the Republican candidate, promised to end the war and was elected as President.

What was the My Lai massacre and why was it important?

- On 16th March, 1968, nine helicopter gunships landed three US platoons near the village of My Lai. The US troops were on a search and destroy mission and My Lai was believed to be a Vietcong stronghold. Over a two hour period, the Americans killed hundreds of men, women and children - probably 300, but maybe more.
- The truth about the massacre did not come out for eighteen months. Only Lieutenant Calley was convicted of war crimes; he only served three years of his life sentence.
- Pictures of the massacre were shown around the world and people were appalled. It was another reason why many Americans began to turn against the war.

Part 5: The reunification of Vietnam

What was Vietnamization?

- In 1968, Johnson decided to open peace talks following the Tet Offensive. However, he then stood down as President – sick of the pressure of the War. Nixon won the next election with a promise to end the war.
- Nixon began the policy of Vietnamization. This meant taking American troops out of Vietnam and leaving the South Vietnamese troops of the ARVN to do the fighting. The USA would still help by giving arms and money and advice to the ARVN.
- At the same time, Nixon continued peace talks as well as continuing to bomb North Vietnam heavily to try to persuade them to give up.

What happened in 1970-71?

- Nixon ordered the invasion of Cambodia in 1970 and then Laos in 1971. The aim was to disrupt the Ho Chi Minh Trail and to destroy Vietcong bases in these countries.
- The ARVN failed in their attempts and this seemed to prove that they could not cope without US troops.
- The invasions also led to more protests against the war back in the USA. It seemed as if Nixon was escalating the war, not trying to bring about peace.
- 4 American students were shot dead by police in a demonstration at Kent State University. This made even more people angry about US involvement in Vietnam.

How did the war end?

- Eventually, in October 1972, a peace agreement was reached.
- The South Vietnamese President, Thieu, was furious because he believed the peace agreement would leave his country at the mercy of North Vietnam.
- A few months later, in 1973, the last American troops left Vietnam, leaving the ARVN to fight the communists on their own.
- The USA had promised to keep providing aid to South Vietnam, but started to decrease the amount they sent. Thieu was even more angry!
- North Vietnam then invaded the South and, by July 1976, Vietnam was one country again – ruled by the communists.

Part 6: The impact of the war on the peoples of Vietnam and the USA

What was the impact of the war on Vietnam?

- Many villages and communities were destroyed during the fighting.
- Civilians suffered brutal treatment including torture, and murder. About two million Vietnamese are thought to have died during the conflict.
- The war left hundreds of thousands of orphans and wounded civilians and soldiers to be cared for after the war.
- The economic effects of the war were devastating: fields, animals, crops and forests were destroyed, making a poor country even poorer. The Vietnamese were soon unable to feed their population.
- The environment was badly damaged, littered with crashed planes, vehicles and guns and a landscape pitted with unexploded bombs, shells and mines.

What were the effects of the war on the United States?

- During the fighting, many Americans began to oppose the war. A protest movement started and many young American men avoided or refused the draft (conscription into the armed forces). Some fled to Canada or Europe, others tore up or burnt their draft papers.
- There was widespread resentment that many well-off young men managed to avoid the draft, for example by going to university. Poorer Americans, many of them black, did most of the fighting.

Why did some Americans oppose the war?

- There were **heavy casualties**. A total of 58,000 troops were killed.
- **TV showed pictures** of the horrors of the war - for example the use of napalm. The media played an important part in creating opposition to the war. (There was little media coverage of the war from the Communist side; e.g. North Vietnamese atrocities were rarely shown, My Lai was.)
- Many Americans said that the war was **immoral**. The US government had no right to impose its views on a poor nation like Vietnam.
- Don't forget, though, that **many Americans did still support** the war and the fight against communism.

How did Americans protest against the war?

- The protest movement started in 1964, grew quickly after 1965 and became bigger after the bombing of **Cambodia** in 1970.
- Marches and demonstrations were common, especially on university campuses. The worst incident took place at Kent State University in May, 1970, when National Guardsmen shot four students dead.
- Young people were especially critical of the war. The late 1960's and early 1970's were a period of rebellion and "dropping out". Hippies told people to "**make love, not war**".
- Some war veterans opposed the war, too. At the **Veterans' March** in Washington in 1971, some ex-

soldiers threw away the medals they had won for bravery during the war.

What effects did the war have on Americans who fought in it?

- Some suffered illness, or had deformed children, if they had handled **Agent Orange**.
- Many veterans had serious **mental problems** and tens of thousands committed suicide after the war.
- Vietnam veterans were often treated as **second-class citizens**, not returning heroes. Returning soldiers were more likely to turn to crime, alcohol, drug addiction, suicide or suffer broken marriages.

What other effects on the USA were there?

- The war cost billions of dollars.
- Some blamed the war for increasing racism in the USA, as many blacks, rightly or wrongly, believed that too many of their young men had fought in the war.
- The USA was blamed for war crimes in Vietnam.
- Large numbers of books, films, TV shows, plays, etc. were produced during and after the war.
- Some people thought that the Vietnam War led to less respect for authority – this was linked to the student movement.

Part 7: Reasons for the US defeat

The reasons why the USA lost can be divided into American weaknesses and Vietnamese strengths.

What were the weaknesses of the USA?

- At the beginning of the war, the USA underestimated the Vietcong and the NVA.
- The US generals never found a really effective way to deal with guerrilla warfare. They put too much faith in technology, especially bombing. This did not work well against a guerrilla army.
- Many of the US troops were young, inexperienced and did not want to fight anyway – they had been conscripted. They did not have the motivation of the Vietcong and NVA.
- The US soldiers couldn't cope with the hardships of the Vietnamese climate or terrain. They were often frightened and could not tell who was an enemy. Sometimes they even killed their own officers in 'fragging' incidents (throwing fragmentation grenades into their tents while they were asleep).
- Though the ARVN soldiers could fight well, their officers were often corrupt, incompetent and cowardly. They were not much help to the USA.
- The Americans never won the support of the Vietnamese people. They did not understand the country or its history and the people would not help them.
- The South Vietnamese government was brutal and corrupt, which gave the Vietnamese people even less reason to support the USA.
- Many Americans did not support the war, especially after the impact of the Tet Offensive, the My Lai massacre and the Kent State shootings. Gradually more and more people stopped supporting the government.

What were the strengths of the NVA and Vietcong?

- They used **guerrilla tactics** very successfully.
- They refused to give in to US bombing - it may even have made them more **determined** to win
- They were given vital supplies and equipment by the **USSR and China**.
- The Communists received a lot of **support** from the people in the South, especially the peasants.
- The North Vietnamese government was **prepared to accept very heavy casualties**. They were fighting to protect their homeland. Also, because it was not a democracy, the government did not need to worry about what the public thought (unlike President Johnson).

Part 8: Consequences for the USA of its failure in Vietnam

- South Vietnam was taken over by North Vietnam and **became communist**. The Americans failed to stop this.
- As the US had feared, **communism spread** to Cambodia and Laos (but not to Thailand).
- Nixon announced the **end of the Truman Doctrine**. The Americans lost confidence in their ability to "contain" Communism and became hostile towards more military involvement abroad.
- Defeat in Vietnam was a big blow to American pride. Many people across the world were delighted to view the **humiliating** defeat of the superpower.
- Remember the **economic and social effects** of the war, and the effects on Vietnam veterans (see above).

USA 1919 – 1941

Causes of the Boom - ACCESS

- A**utomobiles (1919 = 9m, 1929 = 26m)
- C**ycle of prosperity (more sales = more production = more wages = more spending)
- C**onsumer goods/Credit (fridges, radios, telephones etc)
- E**ntertainment (Hollywood, cinemas, jazz clubs, speakeasies)
- S**tock market (Wall Street)
- S**ky scrapers

Plus

WWI – During WWI the USA had made a lot of money through loans to Europe and by selling war supplies to European countries.

Republican economic policies

Laissez-faire – literally meaning 'leave alone'. The Republicans believed that businessmen should be left alone by the government to get on with making money and so they made as few restrictive laws as possible.

Tariffs – in order to encourage consumers to buy American goods the government put a tax on foreign goods that entered the USA so that they would be more expensive than domestic products.

Low taxation – The Republicans believed that if people were able to keep more money then they would spend it on American goods and wealthy people would reinvest their money in industries.

Trusts – These were super-corporations which dominated certain industries (Carnegie – steel, Rockefeller – oil). The Republicans allowed the trusts to do what they wanted as they believed that the 'captains of industry' knew better than politicians what was good for America.

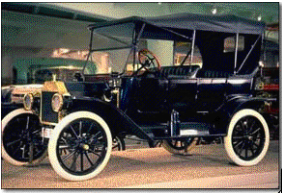
KEY TERM
Boom - an economic state of growth with rising profits and full employment

Henry Ford and the car


Henry Ford had a dream of producing a cheap car which could be afforded by ordinary Americans. He pioneered the development of the **assembly line**. This reduced the time it took to make a car from **13 hours to 1 hour and 33 minutes**. The assembly line meant that the cost of the car decreased. **1908 = \$850 by 1925 = \$290**. To make up for the boredom of the work **Ford doubled workers wages to \$5 a day**. That meant they could buy more consumer goods.

The Impact on other Industries

Glass **Rubber** **Holidays**



Garages **Petrol**



Road Building **Motels**

Ford Model T

buying.

Advertising

The 1920s saw a massive increase in advertising, including a massive growth in advertising on the **radio** and in the **cinema**.

Adverts were aimed at men and women and showed people what new **consumer goods** were available for them.

Credit

Many people did not have the money needed to buy the many new consumer goods that they saw advertised. They got around this problem by spending on **credit** and by buying things from **catalogues** on credit. This meant they **paid for consumer goods bit by bit** but would eventually pay for the whole amount and some more in **interest**. It was also known as **instalment plan**

This led to many Americans being in **debt**. It wasn't seen as a problem by many people, however, because the economy was **booming** and people had **jobs** and so could make the **repayments**.

The Building Boom



As towns grew in size then they needed **public buildings** such as **schools and hospitals**. The 1920s were the decade of the **skyscraper** and companies competed with each other to have the grandest and largest.

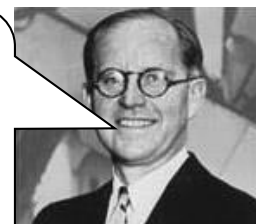
Hollywood and the rise of cinema

Cinema was the main form of entertainment in America by the end of the 1920s. Many Americans went to the cinema a few times every week. Until **1927** all of the movies were silent and the sound came from a **piano accompaniment**. The movies were made in **Hollywood**. Comedies, romance, westerns and slapstick comedies were all popular. **Mass market advertising** built up the reputations of movie stars. They came to symbolize the "**roaring twenties**."

Why was the cinema so popular?

- **Advertising** made heroes of actors and actresses like Gloria Swanson, Rudolph Valentino and Charlie Chaplin.
- Advertising was used by the emerging companies like **MGM and Warner**.
- America was quite **prosperous** and going to the cinema was **cheap**.
- People had more **leisure time** because of the new **consumer goods**.
- **Talkies** were invented in **1929** and this made cinema even more for people.

"The motion picture industry is already the fourth largest in the country"



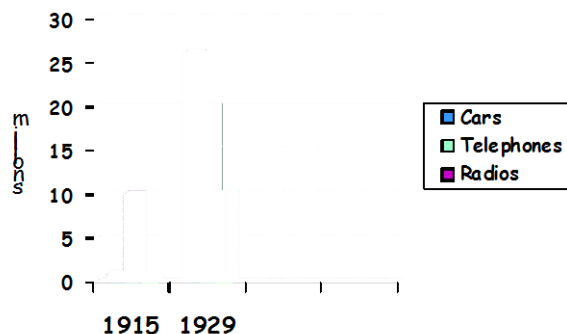
Joseph Kennedy
writing in 1927

Did everyone approve?

A **celebrity culture** developed in the 1920s and stars had their whole lives under **scrutiny**. Some people were shocked by the films and thought they **lowered moral standards**. The public expected very high standards from their movie stars and **scandals** had to be covered up and the real lives of the stars **censored** as well as the movies.

One of the rules about kisses on screen was they could not last for more than 10 feet of film. This meant quite a short kiss...

Evidence of growth



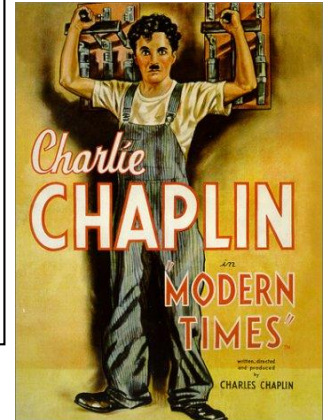
The ideas of the assembly line were used in many different industries and the development of electricity in factories also helped to increase production.

The 1920s was also a decade of **building** and **construction**. By 1929 the amount of **roads had doubled**. There was a demand for **new factories, offices and shops**. As towns grew in size then they needed **public buildings** such as **schools and hospitals**. The 1920s were the decade of the **skyscraper** and companies competed with each other to have the grandest and largest.

Case Study

Charlie Chaplin became one of the greatest comedians in cinema history and one of its most famous stars. He was a living example of the "American Dream". The idea that anyone can make it in America if they have talent and work hard enough. He was born in London to a very poor family but moved to the USA to make his fortune.

His famous films include "The kid", "The Great Dictator" and "The Vagabond". His films and characters were influenced by other cultural developments in America, including the economic boom and the impact it had on the lives of ordinary people.



The Jazz Age

And all that Jazz!



Jazz

Jazz came from traditional black music such as blues and ragtime. By the 1920s it was very popular and was the music of choice in most clubs and speakeasies. As racism continued, however, often the only black people let into these clubs were the musicians themselves.

The Radio and the Gramophone

By the end of the 1920s radio was one of the most popular forms of entertainment, reaching over 50 million people. This led to more advertising to fund programmes. People also became more socially and politically aware as they no longer had to be able to read to get the news. The popularity of new music like Jazz also meant that radio sales increased which led to more interest in the gramophone.

Fads and Crazes

During the 1920s lots of short-lived crazes swept across America. They ranged from unusual interests and entertainment, like Shipwreck Kelly, to crosswords. Beauty contents became popular, dance marathons were held across the country and there were even live goldfish eating competitions!

Clubs and Dancing

New dances like the Charleston and the Black Bottom were much faster and more suggestive than more traditional slow dances. As a result some people claimed jazz and dancing was causing a moral decline.



Louis Armstrong was the first important soloist in jazz, and he became the most influential musician in the music's history. He was a talented trumpet player and was famous for his distinctive voice and fun personality.



Women in the 1920s

Flappers – these were fashionable women. They usually came from the cities or from the suburbs. Flappers usually cut their hair short, wore heavy make-up and shorter dresses. They shocked many older Americans and people that were religious or lived in rural areas. This was because they were far more independent than had traditionally been the case. Flappers usually had jobs which gave them more freedom because they had more money. They then used their money and free time to socialise by going to the cinema and jazz clubs where they would drink and apply their make-up in public! Flappers could also play sports in public.

In addition to the social changes, women were also given the vote for the first time in 1920, so this also helped them to gain more power in society.

HOWEVER not all women benefitted from these changes. Life only really changed for white, middle or upper class women. Poor people could not afford to live the lifestyle or a flapper and neither could women from ethnic minorities.



Prohibition

What does prohibition mean?

Prohibition was introduced to the USA in January 1920 – it banned the sale and production of alcohol.

What were the names of the two main movements that wanted prohibition?

The Anti-Saloon League and the Women's Christian Temperance Union.

What were the illegal bars and illegal drinks called?

Speakeasies and moonshine.

In what areas were the temperance (anti-alcohol) movements strongest?

In rural areas. The movement also had a great deal of support among women.

What were supporters of prohibition known as?

Dries.



What arguments did prohibition supporters use against alcohol?

- 3000 infants a year were smothered in bed by drunk parents.
- WWI – drinkers were accused of being unpatriotic cowards. Most big breweries were run by German immigrants who were portrayed as the enemy.
- Dries claimed that drink caused lawlessness.
- Drinking was said to encourage the spread of communism after the Russian revolution.
- Saloons were seen as dens of vice that destroyed family life.



Success argument – ALE

Alcohol destroyed: in 1929, 50 million litres of illegal alcohol were discovered and destroyed.

Legacy: the actual consumption of alcohol fell, not just during prohibition, but for many years after - did not reach pre-1914 levels until 1971.

Einstein and Smith (Izzy and Moe): became famous as examples of the high standards police SHOULD achieve.

Failure Argument - DAMAGE

Drinking continued: impossible to enforce (not enough police - only 4000 agents, many of whom were sacked for taking bribes).

Available: the liquor trade just 'went underground'. **speakeasies** (illegal bars), **moonshine** (illegally-made alcohol), **bootlegging** (smuggling alcohol to sell).

Made criminals of ordinary people

Adverse effects: moonshine was poor quality and sometimes killed people. 'Jackass brandy' caused internal bleeding, 'Soda Pop Moon' contained poisonous alcohol.

Gangsterism flourished running the illegal trade: It became hugely profitable, and led to a growth of violence, protection rackets etc. associated with the illegal trade. The general flouting brought the rule of law in general into disrepute as police 'turned a blind eye'. Corruption grew due to famous gangsters like Al Capone.

End: in 1933 the **21st Amendment** abolished Prohibition (= 'proved' that it failed).

Who didn't benefit from the boom?

African Americans faced racism and discrimination. These problems were particularly bad in the south and thousands of black Americans were murdered by lynching in this period. As a result many African Americans moved to the north where the situation was slightly better – the black population of both Chicago and New York doubled during the 1920s.

In the north there was a better chance of receiving a better education and better paid jobs. There were also internationally famous black Americans thanks to the new entertainment industries such as Louis Armstrong. Black Americans also became increasingly involved in politics with new organisations being founded that sought to improve black rights and create more opportunities for black businessmen – W.E.B. DuBois founded the NAACP and Marcus Garvey founded the UNIA.

Despite these improvements life expectancy remained far lower for African Americans than for white Americans and discrimination continued. Many black Americans in the north lived in extreme poverty and were often forced to live in ghettos.

Poor women could not afford to lead flapper lifestyles. Many of them had been working for a long time already because they had to support their families. This meant that they did not share in the new freedoms that middle class women enjoyed at this time.

Native Americans were discriminated against. Numbers had decline from 1.5million to 250,000 in 1920. Those that survived were forced to leave their traditional way of life and live on reservations in the mid-west. Most were forced to live in extreme poverty with lower life expectancy than white Americans. They had poor health, poor education and low paid jobs. Their children were also sent to boarding school in an attempt to assimilate them into American culture. This was done in an attempt to destroy Native American's traditions, dances and languages.



However, in some ways the 1920s was a turning point for the Native Americans as in 1924 they were granted US citizenship and given the vote. Life then improved for them even further in the 1930s as a result of Roosevelt's New Deal.

Old industries like **cotton** suffered due to competition from new synthetic materials like nylon. Flapper fashions also meant that less fabric was required for clothing. **Coal** suffered because of competition from the oil and electricity industries. New machinery also meant that old industries needed fewer workers and so unemployment became a problem in areas where these were the main source of work.



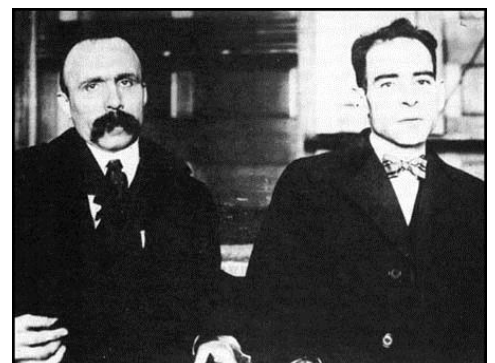
Farmers suffered from overproduction following the end of WWI- European countries were no longer exporting American food. There was also fierce competition from Canadian wheat farmers. This caused prices to fall and so wages were cut too, then unskilled labourers started to leave rural areas to go to cities in search of better paid work.

The Red Scare

Following the Russian Revolution in 1917 Communism terrified Americans; a number of bombs were planted in 1919-21, one by an immigrant Italian. Immigrants were suspected of being communists and anarchists. Workers involved in strikes and trade unions were also accused of being communists. Americans believed that communism went against the ideas of the American Dream, which celebrated and encouraged capitalism and the pursuit of wealth.

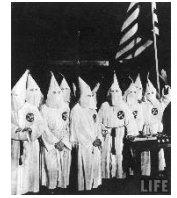
The courts clamped down harshly on political crimes by immigrants at this time.

The case you MUST know about is the trial of **Sacco and Vanzetti** - two immigrants from Italy who were anarchists - who in 1920 were found guilty of armed robbery and



The Ku Klux Klan (KKK)

- Formed in the 1850s after the American Civil War.
- Used parades, beatings, Lynchings and other violent methods to intimidate black people.
- Also attacked Jews, Catholics and immigrants.
- Strongest in the mid-west and rural south.
- By 1924 had 4.5 million members.
- In the 1920s the KKK managed to get some of their members elected into positions of political power.
- However by 1925 the KKK started to go into decline.



murder (and executed in 1927), even though the defence produced 107 witnesses that they were elsewhere at the time, and in 1925 the actual murderer came forward and gave himself up ... the jury did not believe the defence witnesses because they were all Italian immigrants.

Immigrants

ALL Americans were immigrant families, of course, but until 1890 most immigrants were 'WASPs' (white Anglo-Saxon Protestants) from the wealthier countries of Europe such as Britain, Germany and Sweden. After 1890, more immigrants started arriving from Eastern Europe and Asia.

Demand was growing, however, to slow down immigration and there followed a number of laws and quotas to restrict immigration:

a. 1917: Immigration Law

This required all immigrants to prove they could read English, banned all immigration from Asia, and charged an immigration fee of \$8.

b. 1921: Emergency Quota Act

This stated that the number of immigrants from 'the eastern hemisphere' could not be more than 3% of the number already in America in 1910. It set the maximum number of immigrants in any year at 357,000.

c. 1924: Reed-Johnson Act

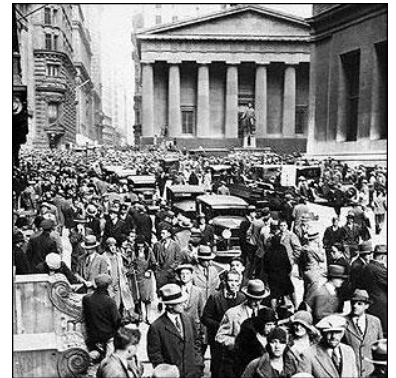
Maximum number of immigrants in any year at 154,000. Quota from eastern hemisphere reduced to 2% of those already in America in 1890; the South and the East of Europe were thus only allowed to send 20,000 immigrants per year, and non-Europeans only 4,000.

The Wall Street Crash

The crash happened in 1929.

Causes:

1. **over-production** – companies were making more consumer goods than they could sell which then caused prices to fall and unemployment to rise.
2. **unequal distribution of wealth** – even though there had been lots of money in the 1920s it had not been shared out fairly, the rich had got richer and the poor often got poorer.
3. **high import tariffs on American goods** - meant that countries outside of the US made their own tariffs that made American goods too expensive to buy in the rest of the world. So when the domestic market became saturated there was nowhere else for the American companies to sell to.
4. **speculation on the stock market** – inexperienced people had invested heavily in the shares during the 1920s hoping to make some fast money. Once companies started to fall in value panic selling began and this then finally triggered the crash.



The Consequences of the Depression



- Shareholders and businesses lost millions of dollars, industrial production dropped by 45% and 5,000 banks went out of business.
- By 1932 America was in the greatest **economic depression** in its history. Over 13 million people were unemployed.
- Farmers lost their land and more workers were forced to leave the land to find work. They became known as **hobos**. This situation was made even worse by the fact that overproduction in the 1920s had caused the **dustbowl** so that many areas of farmland were no longer suitable for growing crops or keeping animals.
- In cities many people also lost their houses and had to live in shanty towns called **Hoovervilles**.
- There were no welfare systems (benefits etc) in place to help people so the situation continued to get worse.

- People became so poor that they could not afford to feed themselves and had to join **breadlines** where they could queue up to get food supplied by charities.
- People started to **hate President Hoover** because he refused to recognise the problems.
- When some ex-army soldiers went to the White House to ask to be paid their pensions early Hoover turned the army on them and even let them use tear gas. The protesters became known as the **Bonus Army** and people all around American were shocked and outraged at the treatment ex-servicemen received on Hoover's orders.
- All across America people began protesting against the government and violence often broke out.
- America then recalled its loans to European countries from WWI. This had a devastating impact, causing **the depression to become global**.

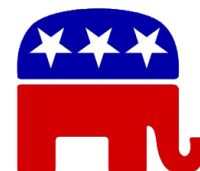


The 1932 Election



Despite the huge economic problems after 1929 President Hoover insisted that 'prosperity is just around the corner'. This made people hate Hoover, they were angry that he was doing nothing to help them. A popular slogan at the time was 'In Hoover we trusted and now we are busted!'

Hoover was called a 'do nothing' President. This was not entirely fair, he had tried to help the banks and to persuade business leaders to improve wages, he passed a Bill in 1932 that allowed Congress to spend \$2.1 billion on creating new jobs. However his heavy import duties on strangled international trade and made the economic problems worse. Ultimately the Republicans believed in laissez faire and blamed the Depression on European countries.



As a result of his refusal to help the poor Hoover lost the 1932 election to the Democrat candidate, Franklin D. Roosevelt. Unlike Hoover, Roosevelt believed in strong 'active government' to improve the lives of ordinary people. He planned to spend public money to create jobs and solve social problems. Roosevelt was also keen to seek advice on important issues from a range of experts including factory owners and union leaders.



During the election campaign Roosevelt's aims were deliberately vague but he realised that people wanted change. He travelled the country by train, covering 20,800 km and making important speeches in which he promised the people a 'New Deal'. This was the first time that a presidential candidate had travelled the country to personally address so many people and impressed the public.



The election was a landslide victory for the Democrats and Roosevelt. He won by 7 million votes. It was the worst defeat that the Republicans had ever suffered.

The First New Deal

Roosevelt persuaded Congress to give him emergency powers from 9 March to 16 June 1933 (the 'Hundred Days'). However many of Roosevelt's ideas were not new (some just copied Hoover's).

1. Confidence:

Roosevelt undertook a series of measures to keep the American people on his side.

a. Abolished Prohibition

- He said: 'I think this would be a good time for a beer'. This restored faith in the government because it stopped the humiliation of the government's laws being openly ignored.
- (It also increased the government's revenues.)

b. Fireside Chats

- FDR described his policies in radio broadcasts called 'fireside chats'.
- FDR also made sure that everyone who sent him a letter got a reply (he got up to 8,000 letters a day), and that everyone who telephoned the White House was never cut off.

c. Bank holiday

- The Emergency Banking Act closed the banks for four days. The government checked that all were financially sound, and when they reopened, they reopened with the backing of the Federal Reserve.
- This restored confidence in the banks, and people deposited their money there again.

d. Stock Exchange

- The Securities and Exchange Commission introduced rules for the Stock Exchange to prevent another Crash like 1929.

2. Finance and Economy:

Roosevelt then made changes to make the economy more stable.

a. Budget

- He did not run deficit budgets (i.e. it did not spend more than it gathered in taxes).
- He CUT the pay of government employees by 15%.

(These measures actually made the depression worse.)

- The government borrowed huge amounts of money to finance the New Deal, but it spent it on projects that were planned to pay back eventually.

b. Bankruptcies

- The Farm Loan Act and the Bankruptcy Act prevented banks from closing failing businesses until they had had a chance to borrow from the Federal Reserve.
- The Home Loan Act and the Home Owners Loan Corporation did the same for ordinary home owners.

c. Prices and Wages

- The Agricultural Adjustment Act (AAA) paid farmers to take fields out of production; the idea of this was to stop over-production and to drive up prices.
- The NRA (National Recovery Administration) was set up, where businessmen joined a 'Roll of Honour' (and were allowed to show a blue eagle symbol) where they promised to cut production and pay good wages – 2.5 million firms, employing 22 million people, joined the scheme.
- FDR also abolished Child Labour – this put more adults into work.

d. Currency

- FDR stopped people owning gold (they had to deposit it in banks)
- made the banks give all the gold to the government
- increased the price of gold from \$20 to \$35 an ounce.

This stopped people hoarding/saving their money, and increased the amount of government reserves. Since the dollar was still linked to gold, moreover, many foreign investors bought American dollars for gold, which increased the amount of government reserves.

3. Alphabet Agencies:

FDR set up what came to be called the 'alphabet agencies' because their names were reduced to acronyms. The main ones were:

a. CCC (Civilian Conservation Corps):

provided paid conservation work to give unemployed young men jobs – by 1941, 2.5 million had taken part PLUS millions of trees planted/ parks and forest areas developed

b. FERA (Federal Emergency Relief Administration): provided matched funding to help states organise payments to the unemployed and homeless.





- c. WPA (Works Progress Administration):
ran projects which provided work for the unemployed, e.g. building airports, schools, hospitals or bridges – millions earned a small wage and felt valuable.
- d. TVA (Tennessee Valley Authority):
built 21 dams in ten years – stopped flooding, provided cheap electricity and provided work.



The Second New Deal

In 1935, Roosevelt's New Deal was still hugely popular with the people, but it was running into opposition. The most important elements of this opposition were:

1. The Supreme Court, which ruled that the NRA and the AAA were illegal, because they took away the right of states to run their own affairs.
2. Some businessmen, who attacked and ignored the NRA saying that it was expensive and wasteful. Republicans also agreed with this point of view because they believed in a laissez faire approach to the economy and said that if poor people suffered it was their own fault for being lazy!

Therefore, in the run up to the 1936 election and after it, Roosevelt followed a much more radical 'reform' agenda.

1. National Labour Relations Act (1935):

Also known as the Wagner Act.

To replace the banned NRA.

Protected worker's right to join a trade union.

Set up the National Labour Relations Board (NLRB) to prevent employers from victimising workers.

2. Soil Conservation Act (1935):

To replace the banned AAA.

Allowed the government to continue subsidising farmers.

3. Social Security Act (1935):

Provided America's first system of social welfare.

Set up a national system of old-age pensions.

Gave help to people with physical disabilities.

Gave help to children in need.

Set up a national system of unemployment insurance.

4. National Housing Act (1937):

Provided loans to buy houses.

Reduced excessive rents.

5. Fair Labour Standards Act (1938):

Set hours and conditions of work

Fixed a minimum wage.



How successful was the New Deal?

Successes – 5Rs

1. Relief

Millions of people received relief, help with their mortgage, jobs etc. from the alphabet agencies.

2. Roads and buildings

The WPA and the TVA provided valuable economic and social infrastructures, such as roads, airports, schools, theatres, dams etc.

3. Reform

Roosevelt's new laws about social security/ minimum wage/ labour relations and trade unions survived and protected ordinary people's rights and conditions.

4. Roosevelt

became the people's hero - he was elected four times.

5. Repercussions

Democracy survived in America (unlike Italy and Germany). The New Deal became a model of how a democratic government ought to behave - arguably influenced the British Welfare State of 1948. And in 1998, when the Labour Government of Britain was trying to introduce new laws to help poor people, it called it: a New Deal.

Weaknesses and Failings – 3Ds

1. Did not end the Depression

- indeed, Roosevelt's insistence on a balanced budget, healthy interest rates and 'sound money' may have helped to continue it. Roosevelt had no new ideas how to end the depression – just Hoover's schemes only bigger. By 1935 he had failed to end unemployment (which was only down to 10.6 million), and – although unemployment fell to 7.7 million in 1937 – when Roosevelt tried to cut back government expenditure in 1938, it rose again to 10.4 million. It is not really fair to criticise Roosevelt for this - no one at that time knew how to end the Depression - but the Depression did not end until the Second World War got production going again.

2. Damaged Blacks and immigrants

– in fact, many were laid off as a direct result of the New Deal's attempts to give workers rights.

3. Determined Opposition (BRASS)



a **B**usinessmen hated the New Deal because it interfered with their businesses and supported workers' rights. Rich people accused Roosevelt of betraying his class. Henry Ford hired thugs to attack his trade union workers.

b **R**epublicans hated the expenditure, which they said was wasteful ('boondoggling' – jobs for the sake of jobs). They believed that poor people were responsible for their own problems and that it was not the job of the government to look after them. After 1938, Republicans took over the Senate, and Roosevelt was unable to get any more New Deal legislation through.

c **A**ctivists like Huey Long (Senator for Louisiana who started a 'Share the Wealth' campaign to confiscate fortunes over \$3m) and Francis Townsend (who campaigned for a pension of \$200 a month) said it did not go far enough to help people.

d **S**tate governments opposed the New Deal, saying that the Federal government was taking their powers.

e The **S**upreme Court ruled that the NRA codes of employers' conduct, and the AAA programme, were illegal because they took away the States' powers. Because of this, in 1937, Roosevelt threatened to force old Supreme Court judges to retire and to create new ones; the crisis was averted when the Supreme Court reversed its decisions.

Practice Exam Questions

Four Mark Questions

- Describe the American cinema and movie industry in the 1920s.
- What actions did Roosevelt take in his first hundred days in office?
- What benefits did WWI bring to the American economy?
- Briefly describe the main features of the economic boom in the 1920s.
- Describe the Republican government's economic policies in the 1920s.
- Describe the ways the lives of American women changed in the 1920s.
- What problems did black people face in the USA during the 1920s?
- Describe how the authorities tried to enforce prohibition.
- Describe the main features of the Stock Market speculation in the USA during the 1920s.
- Describe the social effects of the New Deal.
- What was the Ku Klux Klan?

Six Mark Questions

- Explain why farmers did not share in the economic prosperity of the 1920s.
- Explain why Sacco and Vanzetti were executed.
- Explain why the lifestyle of some women changed in the 1920s.
- Explain why some people opposed the New Deal.
- Explain the problems faced by farmers in the 1920s.
- Why did the Republicans introduce new economic policies in the 1920s?
- Explain why prohibition failed.
- Explain why the Wall Street crash happened in 1929.
- Explain the effects of the Wall Street Crash.
- Explain why President Hoover had become unpopular by 1932.
- Explain why Roosevelt introduced the New Deal.
- Explain why there was opposition to the New Deal.

Ten Mark Questions

- To what extent was the economic boom of the 1920s caused by new methods of production? Explain your answer. [10]
- 'Prohibition ended because it encouraged gangsters'. How far do you agree with this statement? Explain your answer. [10]
- 'Americans were intolerant in the 1920s'. How far do you agree with this statement? Explain your answer. [10]
- 'The New Deal was a success'. How far do you agree with this statement? Explain your answer. [10]
- How far did all Americans benefit from the economic boom of the 1920s?
- 'The most important factor enabling American industry to boom during the 1920s was the development of mass production'. How far do you agree with this statement? Explain your answer.
- 'The most important factor enabling American industry to boom during the 1920s was the automobile industry'. How far do you agree with this statement? Explain your answer.
- 'The most important factor enabling American industry to boom during the 1920s was the Republican government policies'. How far do you agree with this statement? Explain your answer.

How far did hatred and freedom both exist in American society in the 1920s? Explain your answer.

How far was America fair and free in the 'roaring twenties'? Explain your answer.

'The most serious consequence of the Wall Street Crash was the closure of many US banks'. How far do you agree with this statement? Explain your answer.

The following were consequences of the Wall Street Crash in the USA between 1929 and 1932:

- i. Mass unemployment
- ii. The collapse of banks
- iii. Homelessness

Which of these consequences do you think was most important? Explain your answer referring to only i. ii. and iii.

Did the New Deal make the lives of all American people better? Explain your answer.

How successful was the New Deal? Explain your answer.

How was British society changed, 1890–1918?

Key Terms

Key term	Definition
Censorship	To limit information in this case done by the government to help the war effort
Conscription	Compulsory recruitment into the armed services introduced 1916
Conscientious Objector	Or 'conshies' men who refused to fight because they were against war often for religious reasons
D.O.R.A.	Short for Defence of the Realm Act these laws gave government greater powers during the war
Empire	A group of colonies under the rule of another country e.g. The British Empire
Laissez faire	Used to refer to the attitude of the British government means 'leave things alone'.
The People's Budget	Nick name given to the 1909 Budget which Lloyd George wrote to raise money to pay for the Liberal Reforms
Poverty line	Term used first by Charles Booth to describe the amount of income (wages) needed to pay for the essentials of life.
Propaganda	Persuading people to believe in certain things in this case to help the war effort
Reform	To improve/make better ; in this case term used to describe the laws passed by the government 1906-12 to improve living and working conditions for the poor. The Liberal Reforms.
Suffrage	The right to vote
Suffragette	Otherwise known as Women' Social and Political Union (WSPU) led by the Pankhursts
Suffragist	Otherwise known as The National Union of Women's Suffrage Societies (NUWSS) led by Millicent Fawcett
Workhouse	a public institution in which the poor and destitute received board and lodging in return for work. Deliberately designed to be worse than the worse job to encourage people to find work

Key People

Name	Role
Asquith, Herbert	Leader of Liberal Party and Prime Minister 1908-16
Booth, Charles	Wrote Life and Labour of the People in London between 1889-1905 proved that 31% lived below the poverty line

Churchill, Winston	Liberal politician and supporter of the Liberal Reforms known as a 'New Liberal'
Davison, Emily	Suffragette who died when she tried to stop the Kings horse in the Derby horse race
Fawcett, Millicent	Leader of NUWSS, a suffragist
Lloyd George, David	Chancellor of the Exchequer from 1908-16 and Prime Minister from 1916-18
The Pankhursts, Emmeline, Christabel & Sylvia	Mother and daughters, all leaders of the WSPU, all suffragettes
Rowntree, Seebohm	Wrote Poverty; a Study in Town Life in 1901 showed that 28% of the people in York lived below the poverty line

About the exam

Paper Two is one hour & 45 minutes and tests your historical skills using a range of sources. There are 6 questions all are compulsory and will be on one of the following focus points:

1. What were working and living conditions like for the poor in the 1890s?
2. How were social reformers reacting to the social problems of the 1890s?
3. Why did the Liberal government introduce reforms to help the young, old and unemployed?
4. How effective were these reforms?

5. What was the social, political and legal position of women in the 1890s?
6. What were the arguments for and against female suffrage?
7. How effective were the activities of the suffragists and the suffragettes?
8. How did women contribute to the war effort?

9. How were civilians affected by the war?
10. How effective was government propaganda during the war?
11. Why were some women given the vote in 1918?
12. What was the attitude of the British people at the end of the war towards Germany and the Paris Peace Conference?

What you need to know for the Paper Two Exam

Liberal Welfare Reforms	Votes for Women	World War One
<ul style="list-style-type: none"> • Life for the poor at the beginning of the 20th Century • Work of Social reformers (Booth and Rowntree) • Why did poverty become a political issue? • Reforms to improve conditions for children • Reforms to improve conditions for the sick and unemployed • Reform to improve conditions for elderly • Opposition to the Liberal reforms • How effective were the reforms? 	<ul style="list-style-type: none"> • Social and legal position of women in 1890's • Arguments for and against votes for women • The Suffragists • The Suffragettes • Peaceful methods of winning the vote • Violent methods of winning the vote • The reactions of the authorities/press/ public (including force feeding/Black Friday/ Cat and Mouse Act) • Did the violent methods of the suffragettes help? Arguments yes and no • The impact of WWI on gaining the vote (women's work during the War) • Why did women win the vote in 1918? 	<ul style="list-style-type: none"> • What was it like to be a civilian in World War 1? • Recruitment/ Conscription/ Conscientious Objectors • Shells, bombs and threats of invasion • DORA – controlling industry • DORA – controlling food production and distribution • Women at war (filling the gaps/recruitment/ running home and family) • How effective was government propaganda (posters/postcards/cartoons/ films) in World War 1?

Focus point 1: LIBERAL WELFARE REFORMS

Background 1890-1905

In the 19th century, industrial growth meant that life improved for many people:

- Slum clearance had started and many houses now were connected to sewerage systems and had fresh water
- All children had to go to school and education was free
- All male householders had the right to vote in elections
- Wages had risen and the average family was better off than it had been at the beginning of the century.
- However there were still a lot of poor people who lived in very poor conditions. The government did not feel that it was their role to do anything about it (their attitude was laissez-faire).
- Charities helped many of these people in the form of money, food or clothes. By 1905 there were 700-800 charities in London alone. Some charities dealt specifically with children for example, Barnardo's set up by Dr Barnardo in 1867.
- The only help provided by the government was in workhouses which provided food and shelter for the poor, but were grim places. Conditions were designed to be so awful that only the most desperate would go there. Families were split up and residents made to work very hard for a poor meal each day.
- Another form of help was outdoor relief (outside the workhouse): were poor people received bread. Tremendous shame and disgrace was attached to this. To accept relief was to admit defeat. Old people dreaded retirement, when they were too old to work.

Work of Social reformers (Booth and Rowntree)

Most Victorians had believed that the poor were somehow responsible for their own poverty – for example they were lazy or drank their money away. By the end of the 19th century people were beginning to see there were social and economic reasons for poverty.



Charles Booth and the Poverty Line

Booth refused to accept the official statistics that said 25% of the population was living in poverty so set up his own team of paid investigators. Over a period of around 17 years he and his team investigated the living conditions, income and spending of over 4000 people. They published their findings between 1889 and 1903 in 17 volumes, called *Life and Labour of the People in London*. He found that nearly 31% of Londoners were living below the 'poverty line' = they did not have the money to buy enough food, shelter and clothing.

Seebohm Rowntree and Primary and Secondary Poverty

Rowntree belonged to a York-based chocolate manufacturers. He was interested in Booth's findings and wanted to see if the same would be said about people in York. He divided poverty into two kinds:

Primary Poverty = No matter how hard the family worked they would never earn enough to provide themselves with adequate food, shelter and clothing.

Secondary Poverty = These families could just about feed, clothe and shelter themselves. They were living on the edge.



KEY POINTS

The two most important things to remember about the work of Booth and Rowntree are;

- 1) They used statistical evidence to prove that the problem of poverty had not been solved: it was as great as ever.

- 2) They showed that the Victorian idea that poverty was usually the fault of the poor themselves was simply not true.

Why did the government begin to get involved?

1. Rowntree's and Booth's books were read by thousands of people. Some of these people, like the young Winston Churchill, would soon be in a position to do something about this.
2. The Boer War in 1899 showed that many of the young men who volunteered to fight were rejected for being too unfit. As many as 2/3 of the volunteers were turned down because they failed the army medical examinations. People began to question if Britain could defend themselves if men were not fit enough to fight.
3. The economies of countries such as Germany and America were highly successful because of the skills and hard work of their workforces. It looked as if the British workforce hadn't got the strength or the stamina to compete. Bismarck, the German Chancellor had introduced reforms which helped the poor in Germany, which meant they worked more efficiently and helped the German economy.
4. In 1905 the Conservative government introduced the Education Act. This showed that the Conservatives were trying to help the poor (probably to gain their votes) and the Liberals were worried about this.
5. In 1900 all the socialist groups in Britain came together and formed the Labour Party. They pledged to help get better living conditions for working people as well as a fairer distribution of Britain's wealth. The Liberals were afraid the Labour Party would take votes away from this.
6. Many younger 'New Liberals' like David Lloyd George and Winston Churchill had a genuine desire to help poor people. They believed the State should provide the framework within which everyone could live in security and freedom. In 1906 the Liberals won the election and began the 'Liberal Reforms':

What did the Liberal Government do to help children?

Act	Date	Description	Positive impact	Limitations
Free School Meals	1906	Local councils given the power to provide free meals for children from the poorest families.	By 1914 over 150,000 children were having free meals once a day, every day.	They had to be paid for by local councils and were not compulsory so many councils did not introduce them.
School Medical Inspections	1907	Doctors and nurses visited schools to give children compulsory free medical checks and recommend any treatment needed.	Children were checked and parents informed if any treatment was necessary	The checks were free but the treatment was not, so many children were not actually treated.
Children's Act (Also known as the Children's Charter)	1908	Children became protected people, children's homes were inspected, juvenile courts were set up, and cruelty against children was punished.	Parents could be prosecuted for cruelty against children. Children gained better treatment at home/in children's homes.	

School clinics	1912	Network of school clinics were set up which provided free medical treatment for children.	This was necessary as many parents could not afford the treatment that doctors wanted to give their children.	The standard of care given varied depending on the council which one lived in.
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What did the Liberal Government do to help the sick and unemployed?

Act	Date	Description	Positive impact	Limitations
The Labour Exchange Act	1909	A national string of labour exchanges was set up. (like a job centre)	Unemployed workers could go to a labour exchange to look for a job instead of having to tramp from workplace to workplace to find work. It was much more efficient.	It cost a lot of money to organise
The National Insurance Act Part 1	1911	This set up an insurance that aimed to prevent poverty resulting from illness.	In the beginning around 10 million men and 4 million women were covered. Workers were helped in periods when they were ill. Workers gained free medical treatment.	Only workers were covered and not their dependants. Workers had to pay from their already low wages towards it.
The National Insurance Act Part 2	1912	This aimed to prevent poverty resulting from unemployment by insuring workers against periods when they were out of work	Initially covered around 2.25 million workers, most of them skilled men.	Restricted to trades where seasonal unemployment was common.

What did the Liberal Government do to help the elderly?

Name	Date	Description	Positive	Limitations
The Old Aged Pensions Act	1908	Gave weekly pensions from government funds to the elderly. The promise to introduce the Pensions was made in the 1908 budget and become law the following year.	Kept some old people out of the workhouse	Only around ½ million elderly people qualified. Because it was only for people who were over 70/had an income of less than £21 a year/had been a British citizen for 20 years +/had not been in prison 10 years before/could prove they had tried to find work all their life. The rich were against this as they were taxed to fund the budget which paid for the Old Age Pension Act.

Opposition to the Liberal Reforms

These reforms, especially the Old Age Pensions had to be paid for. To do this, Lloyd George, as Chancellor of the Exchequer, introduced a budget in 1909 which taxed the rich and the landowners. At first, the House of Lords, full of rich landowners, opposed the budget. Many people still believed that everyone should look after themselves and their families. They thought it was wrong for the State to step in and help people as it may encourage them to be lazy. However, after a general election in January 1910, which the Liberals won, the House of Lords had to agree to the budget.

How effective were the reforms?

The Liberal Welfare Reforms did not help everyone, nor were they intended to. The two major Liberal reforms, old age pensions and national insurance, were quite limited. (see the tables on previous pages).

KEY POINTS

The reforms did not help everyone, for example;

- 1) The pension was limited to the over-70s and to people who had been British citizens for more than 20 years.
- 2) National Insurance (sickness payments) was limited to the person who made the payment and did not cover their family members.

But they were not intended to help everyone.

Focus point 2: VOTES FOR WOMEN

Social and legal position of women in 1890's

Victorians believed it was a woman's role in life to be a wife and mother. Her duty was to obey her husband and do everything she could to make his life as easy as possible. Her education reinforced this. This was known as 'separate spheres'.

Working class women	Middle and Upper class women
In 1880 it was compulsory for all children 5-10 to attend school. However a girl's education was to ensure she was prepared to look after her husband and family when older.	Were usually educated at home. The main aim was to ensure they were good wives and mothers. They were taught music, singing and drawing. They would starve themselves and use corsets to achieve tiny waists to make them look feminine.
Nearly all working class married women would have to go out to work as they needed the money. 1 in 3 became a domestic servant, many worked at home or in small factories. Many women left jobs when they were married, and were already paid less than men.	Middle class girls were given more freedom in the second half of the 19 th century. Many did attend school and went on to train for professions such as medicine or law.
<p>Women were inferior within marriage. When they married their property was passed to their husbands, and they became the property of their husband. Husbands could rape and batter their wives and it was virtually impossible to gain a divorce.</p> <p>By 1900 there were improvements;</p> <ol style="list-style-type: none"> 1) Women could bring divorce cases against their husbands 2) Women were allowed to keep their own property after they married 3) A woman no longer had to stay in her husband's home against her will <p>HOWEVER wife-battery and marital rape were still legal. In the case of a divorce the woman lost all rights to her children.</p>	

Arguments in favour of votes for women

For	Explanation
The vote is a way to get rid of other inequalities	By 1900 women were still unequal to men. Some women believed that the only way to change these inequalities was to get the vote. Once women had the vote they could put pressure on Parliament to change other laws.
The vote will improve men's moral and sexual behaviour	Some suffragettes like Christabel Pankhurst believed that giving women the vote would help improve men's sexual behaviour. They thought that making women equal to men would make men follow women's much higher moral standards.
Look at what was happening in other countries	By 1914 many women in the USA had the vote, as well as in New Zealand, parts of Australia and even the Isle of Man. Why not Britain?

Women are capable of being involved in politics	People were challenging the idea of separate spheres (women in the private sphere at home/men in the public sphere in society). Many women had become active in local elections and many campaigned to improve living conditions and to reform the workhouses, so they showed they were capable of understanding and being involved in politics.
There have been changes in women's roles	New jobs had been open to women, as well as the opportunity for university. Women were beginning to destroy the idea of 'separate spheres'. Some women saw the vote as the final way in which women had to achieve equality with men.
Voting is a 'right' to which women are entitled	Three times votes had been extended in the 19 th century to more and more men. This led women to ask when their time was. Some women owned more property than men, paid more in taxes and yet were not allowed to vote. Should an illiterate and uneducated farm labourer have the vote, when the educated female landowner did not?

Arguments against votes for women

Against	Explanation
Women and men have 'separate spheres'	Some believed women were suited for the private sphere (cooking, cleaning, raising children) and men were suited to the public sphere (work and politics). They believed this was ordained by god. They were based on scientific theories about the physical and psychological differences between men and women. Women were seen as childish, hysterical and fickle because of their reproductive system.
Women's role is in local affairs	Anti-suffragettes argued women's involvement should be on school boards and working with charities. Getting involved in national elections was a completely different matter,
Women are already represented by their husbands.	Women did not need the vote because their husbands already represented them when they voted. Women were expected to have the same political views as their husbands, which would mean men would just be given two votes.
It is dangerous to change a system that works.	'If it isn't broke then don't fix it'. Britain was one of the most powerful countries in the world, making as big a change as allowing women to vote could upset the stability of the system. It was a big risk to take.
Women do not fight to defend their country.	People earned their right to vote by being willing to fight to defend their country. As women did not fight in the army/navy then they did not deserve the right to vote.

Suffragists and Suffragettes

	Suffragists	Suffragettes
Name of group	National Union of Women's Suffrage Societies (NUWSS)	Women's Social and Political Union (WSPU)

Founded by	Millicent Fawcett	Emmeline Fawcett and her daughters, Sylvia and Christabel
Founded when	1897	1903
Attitude to men	Men allowed	No men allowed
Class of women	Middle / working class	Mainly middle / upper class
Location	All over Britain, inc North-West	All over Britain, headquarters in London
Attitude to violence	Non – Violent	Violent
Method of gaining the vote	Peaceful marches/flyers/ speeches/ propaganda	Hunger strikes / attacking property / attacking people

Peaceful methods of winning the vote

Method	Description
Propaganda	The WSPU published their newspaper 'Votes for Women', by 1914 it had a circulation of around 40,000. Their slogan 'Votes for Women' was found everywhere, while they used their colours of purple, white and green to sell clothes, dolls, jewellery and other items. Particularly effective were the WSPU's propaganda posters, postcards and leaflets.
Meetings and demonstrations	Both the NUWSS and the WSPU held many public meetings. Many huge and open air meetings were held all over Britain. Crowds of over 20,000 were not unusual. The NUWSS Women's Pilgrimage of 1913 was very successful. They kept the issue of Women's suffrage in the public eye.
Putting pressure on Parliament	Petitions were drawn up and sent to Parliament. The petition in 1910 in support of the Conciliation Bill contained over 250,000 signatures. Women met with MP's to try to persuade them to support votes for women.
Civil disobedience	Those who couldn't vote shouldn't have to pay taxes so women refused to pay. Some also boycotted the 1911 census.
Hunger strikes	Started in 1909 as a way of forcing the authorities to recognise suffragette prisoners as political prisoners. Hunger strikes won sympathy for women. Posters and accounts were sent all over the country reporting harrowing accounts of force-feeding as a result of hunger strikes.

Violent methods of winning the vote

Method	Description
Attacking property	<p>Window smashing was the first type of violence used by suffragettes. Windows of government offices were the favourite targets, buildings of newspapers, clubs and shops were also targeted.</p> <p>Arson started in 1913 when Emily Davison planted a bomb at Lloyd George's house. Post was also targeted. Chemicals were poured into letter boxes. Works of art were slashed. Telegraph wires were cut. Messages such as 'No votes, no golf' were burned into golf courses.</p>
Attacking people	<p>Individuals were also singled out, for example doctors who force fed. Women would hit and spit at police officers, and an axe was once thrown at the PM, narrowly missing him.</p> <p>Suffragettes would also heckle politicians and disrupt their meetings,</p>

There were three reasons why the Suffragettes turned to violence.

- 1) They thought that peaceful methods were not having any success.
- 2) The Government banned them from meetings and so peaceful protest was denied.
- 3) The Government started to use violence against them.

The reaction of the Authorities

The Government	The Liberal Gov did not have a clear position. The Prime Minister, Asquith was definitely AGAINST the idea. Most Liberal MP's were probably in favour but not strongly. They dealt harshly with protestors even before any violence was used.
Policing	Black Friday in November 1910 – women protestors tried to enter Parliament to support the Conciliation Bill, the police reacted brutally.
Force-feeding	Once the protestors were in prison, the authorities tried to humiliate them. Going on hunger strike was a reaction to this. The government responded by force feeding prisoners. This was a terrifying experience. The government argued it was necessary to stop hunger-strikers from dying. However women saw it as cruel. As soon as hunger – striking began women were released from prison so force feeding was not used on all women.
The Cat and Mouse Act	1913. This allowed hunger strikers to be released to recover their health. Once recovered they would be re-arrested and sent back to prison to serve the rest of their sentence. Some MP's criticised it as it punished women a few times over for one crime.

The reaction of the Press

Some newspapers, like The Times were totally against the idea of women having the vote! They reported events in a very biased way, calling women lunatics and hysterical.

Other newspapers supported women’s suffrage but had to condemn the violent methods used by the suffragettes. The Daily Mirror carried lots of photographs of women being sexually assaulted on Black Friday showing their support for women.

The reaction of the public

The suffragettes did not seem to succeed in winning over the majority of the men in the country. Although many men did support and join the NUWSS.

Did the violent methods of the suffragettes help?

Yes	No
They made female suffrage front page news. They brought it to the attention of the public.	The violence played into the hands of the Government. They could argue it was wrong to give into violence.
Once the issue of votes for women had been raised, and once it had received so much publicity it was not going to go away. Sooner or later women would gain the vote.	There were times when the Government appeared to be close to agreeing to female suffrage, but it could not be seen to be giving in to violence.
There is evidence that, as time passed, the idea of women having the vote was no longer so strange. People were gradually getting used to it and beginning to accept it	The violence turned moderate men and MP’s against the idea of votes for women.
Asquith was already firmly against women getting the vote, so the violent methods did not make things any worse. Asquith’s views, and his Governments harsh treatment of the suffragettes, were not caused by the violence of the suffragettes.	The violence supported the view that women were not responsible enough to have the vote. They were too emotional and hysterical.
	In 1913 and 1914, the NUWSS was growing in popularity at the expense of the WSPU. Some women were turning away from violence.

The impact of WWI on gaining the vote

Suddenly in June 1914 everything changed as Britain was at war with Germany. The Pankhursts had no hesitation in stopping the suffrage campaign and encouraging members to support the war effort. The NUWSS followed suit.

<u>WSPU</u>	<u>NUWSS</u>
<p>The suffragettes and the Government worked amazingly together to encourage women to go out to work.</p> <p>Britain was short of millions of workers by 1915 so women were needed to fill the gaps.</p> <p>In 1915 the WSPU organised the 'Women's Right to Serve' march.</p> <p>They renamed their paper Britannia and their organisation became the Women's Party instead of the WSPU.</p> <p>They demanded military conscription and gave white feathers (symbols of cowardice) to those men not in military uniforms.</p>	<p>Millicent Fawcett supported the war effort, declaring in Aug 1914 'Women, your country needs you.' However she opposed conscription and giving men white feathers.</p> <p>The NUWSS set up an employment register in 1915 and recruited many women to replace the men who had gone to fight. It also organised hospital units on the front lines of the war.</p> <p>However, meetings were still held and petitions were still signed; this ensured that pressure was kept on the Parliament.</p>

How the vote was won.

Preparations for the reform came in 1916, mainly because thousands of men lost their right to vote as the law said anyone away from home for more than a year (including soldiers fighting abroad) lost this right. The government obviously had to change this. The NUWSS heard about this and began to put pressure on the Government to consider the issue of votes for women. A conference on Electoral Reform was set up to produce recommendations.

In 1917 it was recommended that some women should be given the vote.

In 1917, when the House of Commons voted on the issue, 385 MP's voted in favour, 55 against.

On 6th February 1918 the Bill was given royal assent and became law.

- Women over the age of 30 were given the vote
- Women over the age of 30 were allowed to become MP's
- All men over the age of 21 were given the vote.

This meant from 21 million people able to vote, 8 million of them were women.

However women did not get the vote on the same terms as men because

- The Government was worried about there being more women than men voters
- The Government was worried about young women being 'flighty' and not responsible enough to have the vote.

Focus Point 3: The impact of World War One

How were civilians affected by the war?

Volunteers

When war broke out there were 250,000 professional soldiers. Lord Kitchener, Secretary of State, needed at least 1 million. A massive recruitment drive began. Recruitment offices were set up in every town and city, it commissioned posters and pamphlets urging young men to join. Politicians made patriotic speeches. It was so successful barracks were overflowing, football teams and bus depots joined up, they stayed together in 'Pals Battalions'. A total of 500,000 signed up in the first month, and by March 1916 over 2.5 million men had volunteered to join Kitchener's Army.

Conscription

Casualties increased, dead and wounded soldiers had to be replaced and volunteers could not make up the losses. In January 1916, Parliament passed the first Conscription Act. Military service was now compulsory for all single men ages 18-45; between 1916 and 1918 1 in 3 men were conscripted into the armed forces.

Conscientious Objectors

There were men who, for religious or humanitarian reasons, did not want to join the war. They had to convince a tribunal their reasons were genuine not cowardice. If convinced these men would take non-combat roles such as driving ambulances. If not convinced the man could be ordered into the army, if he refused he could be shot. Few people at the time had any sympathy for conscientious objectors.

Shells, bombs and threats of invasion

For the first time the destruction and violence of war was brought to mainland Britain.

Shelling from the sea	Zeppelins	Gotha and Giant Bombers
In December 1914 German battleships shelled towns along the north-east coast of Britain. They shelled Scarborough, Whitby and Hartlepool, 119 men, women and children were killed.	In January 1915 German airships began bombing raids on Britain. Starting with Great Yarmouth and King's Lynn on the east coast, Zeppelins made a total of 57 raids on British towns, killing 564 people and injuring 1370.	In May 1917, German Gotha bombers raided Folkestone and killed 95 people. The following month, bombers raided London, killing 162 people. Germany made 27 bomber raids on British towns, causing a total of 835 deaths and 1990 injuries.

Death and destruction brought by enemy action to mainland Britain showed that anyone and everyone was not at risk.

How was Britain organised for war?

The Government had to find ways of keeping the economy going so that troops would be supplied and the people fed.

On 8th August 1914, Parliament passed the first of many Defence of the Realm Acts, nicknamed DORA. These acts gave the government power to bypass Parliament and completely control almost every aspect of people's lives.

Controlling Industry

MINING – The Gov took control of the coal industry so it could be run for the benefit of the war. profits were fixed	MUNITIONS – In 1915 the Daily Mail exposed a munitions crisis. It discovered there was a shortage of shells, bullets and guns on the Western Front. Demand could not keep up with supply. New National
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and the Treasury took any surplus. Miners were not conscripted. National wage agreements were made so all miners were paid the same.	Shell factories were built, existing munitions factories controlled and their output co-ordinated. Latest machinery and mass-production were introduced. The Ministry set wages and prices and controlled 20,000 munitions factories and those who worked in them
RAILWAYS – they needed to move troops around the country. The Government took control of the railways and ran them as a single system. Railway companies were guaranteed the same profit level they had had in 1913.	SHIPPING – When Lloyd George became PM in 1916 he set up a Ministry of Shipping. This took over merchant ships for vital imports and increased the production of merchant ships. When German U-boats sank 3.7 million tonnes of British shipping in spring 1917, the ministry of Shipping imposed a convoy system, whereby merchant ships sailed together, accompanied by battleships.

Controlling food production and distribution

By 1913 Britain was dependent on foreign food, importing 40% of its meat, 80% of its wheat, 50% of its milk, fruit and veg and all of its sugar. As Britain is an island these imports came by sea. The situation became serious after the middle of 1916 when shortages occurred. In 1917 it became worse when German U boats were sinking 1 in 4 British merchant ships. As food ran short, prices rose. Rich people bought more than they needed and the poor could not afford the basic foods.

SUPPLY – DLG set up a network of local committees whose job was to persuade farmers to turn their pasture land into arable land. - By 1918 an additional 3 million acres of arable land had been brought into cultivation.	DEMAND – A Ministry of Food was set up which <ul style="list-style-type: none"> • Subsidised the price of bread, which meant even the poorest families could afford bread. This was the 'ninepenny loaf'. The Gov published posters encouraging people to eat less bread. • Set up local food committees which organised voluntary rationing. • Introduced compulsory rationing. In 1918 sugar, meat, butter, jam and margarine were all rationed.
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Business as Usual?

Early on people were determined to carry on as usual. In many ways this was praise worthy, morale kept high and the determination to win was strengthened. But in other ways it was disastrous; it meant eating as much as you wanted, going on strike when you were not happy, getting drunk, and going to work with a hangover, working less hard and partying. It had the potential to destroy the war effort.

In speeches in 1915 Lloyd George attacked the idea of business as usual. He also attacked enjoyment as usual, criticising the crowds who flocked to see football matches. He denounced alcohol, restricted pub opening hours and cancelled, suspended or postponed Bank Holidays, Guy Fawkes' night, the football league, race meetings and the Oxford/Cambridge boat race. (Everton won the Premier League in 1915 which was then cancelled until 1920)

KEY POINTS

- Compulsory conscription meant that all adult males had to join the army, or register for war-related work.
- Under DORA the government took control of many aspects of life, including industry, transport and food production.
- Some parts of mainland Britain suffered air raids.

Women at War

Supporting the men – at first the Government believed the role of a woman was to encourage men to volunteer for the armed services, and they should run family firms and businesses while the men were away fighting.

Filling the gaps – by the summer of 1915 industry was short of workers. The answer was obvious – recruit women to fill the gaps. However male trade unionists were opposed to this, they did not want women taking men's jobs as women were paid less and the unions were afraid when the men came back they would not have jobs left. Eventually trade unions agreed women could work so long as the men had their jobs when they returned. DON'T over-exaggerate the changes though, in July 1914 nearly 5 million women were in jobs, by the 1918 this was just over 6 million.

The Women's Land Army – established to make sure that enough food was produced, but only 16,000 women joined. Most of the work on the farms was done by women already living in rural villages.

Recruiting women – in August 1915 all men and women aged 16-65 had to register details so the Government knew who was available to work. As war went on there was a direct government persuasion to encourage women to join the Women's Land Army and join the armed services as nurses, cooks, mechanics and drivers. Women soon went into work as lab assistants, blacksmiths, nurses, dentists and road sweepers.

Social Freedom – women were more financially independent during the war than ever before. Women went out by themselves; they smoked in public and wore shorter skirts. The spread of STD's was a big problem – many towns put up curfews for women so they could not stay out late with soldiers and sailors. The Gov finally issued Regulation 40D which said if a women infected a serviceman with an STD she would be imprisoned. Men would not be prosecuted if he infected a woman.

Running home and family –

Food Problems – The price of basic food doubled and some food became very scarce. The Government therefore set up a strong of national kitchens where women could buy meals and taken them away.	Rent Strikes – Many landlords put rent up, women resisted through demonstrations and rent strikes. The Government passed the Rent Restriction Act, which kept rents at the 1913 level.
Separation allowance – The Gov paid a weekly sum to wives and dependants of all serviceman. If the man was killed it turned into a pension.	Motherhood – towards the end of the war motherhood was encouraged. In 1916 Mother's Day was introduced, The National Council for the Unmarried Mother and her Child was founded – a sign attitudes toward illegitimacy were changing.

How effective was government propoganda during the war?

Propaganda is limited, often biased, information used for a specific purpose. In times of war this purpose is usually to keep up morale, to encourage people to support the war effort, and to create hatred and suspicion of the enemy. Propaganda also involved the control of information and censorship.

<u>Newspaper reports</u> – The role of the press was crucial. At the start of the war correspondents weren't allowed at the Front. The Government gave summaries of what they could print. Early on NO BAD NEWS was printed. No casualties' lists published until May 1915. This kept morale high but it was not the truth so a gulf was created between soldiers who knew the true and their families at home who believed the lies.	<u>Official Film</u> – there were many propoganda political cartoons made during the war and shown at cinema, aiming to persuade people to contribute to the war effort by mocking the Germans. The best known film was 'The Battle of the Somme', shown to Britain and to soldiers on the Home Front. The real Battle of the Somme began on 1 st July 1916 – Nov 1916. the film version was showing in British
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	cinemas by 2 nd half of Aug 1916 long before the outcome was known.
<p><u>Posters, postcards, cartoons</u> – Before TV these were v important. In the first years of the war, between 2 and 5 million copies of 110 different posters were issued. Most of them targeted recruitment. Later posters aimed to combat war-weariness by publicising terrible deeds of the enemy ‘The Hun’ (Germany).</p> <p>All photographs for postcards were posed and laughed at by soldiers.</p>	<p><u>Official photographs and paintings</u> – Early on British photographers were not allowed to take pictures of the dead/dying. The first official war artists were appointed in 1916. when Lord Beaverbrook became Minister of Information in 1917 he wanted to collect a record of the war and artists/photographers could work more freely.</p>

Exam Technique

- Don't waste time describing the sources. 0 marks for that!
- Remember that all sources are useful even if they are unreliable or biased'; unreliable sources can give an insight into the aims or beliefs of the author.
- Before you look at the source check what is written above and below it.
- Think NOPAC
 - What is the **N**ature of the source?
 - What is the **O**origin of the source
 - What is the **P**urpose of the source?
 - What is the **A**udience of the source?
 - What is the **C**ontext of the source?
- Make inferences from the sources, by using your own knowledge to expand on what the source is telling you.
- **You must use your own knowledge as well as the sources.**

NATURE:

- What type of source is it? A speech? A Letter? A Poster? A diary? A photo? Etc

ORIGIN:

- When was the source produced?
- Is it a primary source (from the time) or secondary (after the time).
- Remember primary and secondary sources are both useful. Primary tell us a lot about the attitudes of the time. Secondary sources are usually well researched.

PURPOSE:

- Why might it have been made?
- What is the message of the author? What impression do they want you to have?
- What is the motive of the person who made it? Are they biased?
- Is it reliable? Can you trust it?
- What does it tell us about their point of view/motive?
- What can you tell from it? What can you not tell from it?
- Remember, even if it is biased or unreliable it is still as useful as any other source.

AUDIENCE:

- Who was the source aimed at?
- Is it propaganda?
- Is it trying to persuade them?
- Is it private?

CONTEXT:

- From your own knowledge, what else is going on at the time which might explain the purpose of the source and help you to analyse how reliable it is?

Typical exam questions

What is the message of this source...

- Look for the hidden message. What impression/opinion are they trying to give?
- Use the word message/impression/motive in your answer.

Why was this source published...

- What is the motive of the author? Are they biased? What reason do they have for saying these things? Look at who they are and when they made the source.
- Use the word reason /motive in your answer.

How similar are these sources...

- Compare the 2 sources they tell you to compare and explain how they are similar. BUT also explain how they are different! Again look at who they are by.
- Come to a 1 sentence conclusion which answers the question!
- Write one paragraph on the similarities and another on the differences. Then write a brief conclusion.

How useful is this source for historians studying...

- Remember all sources are useful! You need to ask yourself 'useful for what?' Even biased sources are useful because they tell us about the point of view of the person who made them.
- Use the words useful and limitations in your answer. Write a couple of sentences on each.

Who reliable is this source about...

- Remember a source may or may not be reliable for a number of reasons. An author may not be telling the truth, this does not mean the source is useless.
- Primary and secondary sources are equally reliable or unreliable. One is not better than the other! Although secondary sources might be better researched and primary sources were written at the time! .
- What you must decide on, and say, is the extent to which they are reliable or not.
- Use words like reliable/unreliable/trust in your answer

How far do these sources support the statement that...

- Make sure that you use all the sources.
- Write a paragraph which explains which sources support the statement and shows how they do this. Then write another paragraph to explain which sources contradict the statement. And then write a brief conclusion which says either these sources totally support the statement or totally contradict the statement, or (most likely) these sources support the statement to some extent...
- Use the words support and contradict in your answer.