

THE USA: A NATION OF CONTRASTS 1910-1929

1 hour exam

5 questions

1) Use Source A and your own knowledge to describe....

(5 marks)

2) What is the purpose of source B? (8 marks)

3) Do the interpretations support the view that..... because of? (10 marks)

4) Which of the sources is more useful to an historian studying..... during the period 1910-1929? [11 marks]

5) 'statement' + To what extent do you agree with this interpretation? [16 marks]

1H. THE USA: A NATION OF CONTRASTS, 1910-1929**COMPONENT 1: NON-BRITISH STUDY IN DEPTH**

This option focuses in depth on selected themes and issues relating to the history of the USA between 1910 and 1929. Candidates will be required to consider the main problems and challenges facing American society during the period, the major economic problems and the development of American culture and society. Candidates should develop an awareness of how aspects of life in the USA in this period have been represented and interpreted, and how they have generated wider historical debate. They should also address the key questions in each topic area using a range of historical sources. *The required content in italics shows which key features and characteristics of the period must be studied. This option cannot be studied alongside Component 2, Option 2A: The Development of the USA, 1929-2000.*

Key questions	Required Content
<u>Immigration</u> Why did immigration become such a major issue in American society?	<i>The Open Door; demands for restriction; government legislation; xenophobia; anarchists – the Red Scare; Palmer Raids; Sacco and Vanzetti case</i>
<u>Religion and race</u> Was America a country of religious and racial intolerance during this period?	<i>Religious fundamentalism – the Bible Belt; the Monkey Trial; treatment of Native Americans; segregation, Jim Crow, KKK; black reaction, migration, NAACP, UNIA</i>
<u>Crime and corruption</u> Was the 1920s a decade of organised crime and corruption?	<i>Reasons for, life under and enforcement of prohibition; organised crime – Al Capone, St Valentine's Day Massacre; corruption – Harding, 'Ohio Gang', Tea Pot Dome scandal</i>
<u>Economic boom</u> What were the causes of the economic boom experienced in the 1920s?	<i>America's economic position in 1910 - assets and natural resources; economic impact of the First World War; hire purchase; electrification; mass production; laissez faire; individualism and protectionism</i>
<u>The end of prosperity</u> What factors led to the end of prosperity in 1929?	<i>Overproduction; falling consumer demand; boom in land and property values; over speculation; the Wall Street Crash – panic selling, Black Thursday, market crash</i>
<u>Popular entertainment</u> How did popular entertainment develop during this period?	<i>Advent of silent movies; popularity of the cinema and movie stars; advent of the talkies; popular music; jazz; impact of radio and gramophone; dancing and speakeasy culture</i>
<u>Role of women</u> How did the lifestyle and status of women change during this period?	<i>Role of women in the pre-war years; impact of the First World War; changing attitudes; influence of Jazz culture; flapper lifestyle and feminism; new fashions; opposition to the flapper lifestyle</i>

[Pages 3 – 7]**[Pages 8 – 12]****[Pages 13 – 16]****[Pages 17 – 23]****[Pages 24 – 29]****[Pages 30 – 36]****[Pages 37 – 40]**

Key Qu- 1

Why did immigration become such a major issue in American society?

You need to know about:

- The Open Door;
- demands for restriction;
- government legislation;
- xenophobia; anarchists
- – the Red Scare; Palmer Raids
- Sacco and Vanzetti case

KEYWORDS

'Melting Pot'	A mixture of nationalities in one country.
Immigration	Arrival of people from other countries.
'Open Door'	free admission of immigrants to the USA without restrictions.
WASP	White, Anglo-Saxon Protestant
Xenophobia	Dislike or hatred of foreigners.
Communist	A person who wants to create a classless society, all land and business owned collectively.
Anarchist	A person who wants to remove all forms of government.
'Red Scare'	Fear after WW1 that immigrants from Eastern Europe were spreading communist ideas across USA.
Immigration Quota	Limit on the number of people allowed to enter the USA.
Palmer Raids	Arrest of 6,000 suspected communists by Mitchell Palmer during the 'Red Scare'.
Sacco and Vanzetti	Two anarchists wrongly executed in 1927.

Why did Immigration become such a major issue in American Society?

- The USA is a multi-cultural and multi-racial society that is mainly the result of immigration. Successive waves of immigrants (40 million by 1919) resulted in a Melting Pot of different races, cultures, religions and languages.

Why did people wish to emigrate to the United States?

The US government had followed an Open Door Policy towards immigration which was designed to make entry into the USA as easy as possible. Over 70% of all immigrants entering the country were processed at Ellis Island in New York.

A mixture of Push and Pull Factors caused this mass immigration.

and Lithuania to be independent states.



What were the push and pull factors which led Immigrants to the United States

Pull Factors:

- A sense of adventure - a fresh start and a better life
- To copy or join friends and family who had already emigrated to America and started a new life
- To live the dream of owning land and property

Push Factors:

- To escape from religious and / or political persecution
- To avoid poverty and economic hardship
- To escape as refugees from the problems connected with wars in Europe

Why were there a growing demand to restrict Immigration to the USA?

In the 1920s many Americans were starting to question the open door policy towards immigration. Why?

World War One - a sharp rise in the number of immigrants entering America to escape poverty and persecution from Europe .

'Un-American' - 'new' immigrants arriving from Eastern Europe. (13 million between 1900 and 1914) were seen as different to Protestant, Northern European immigrants who settled in the USA before 1850. 'Old' Americans felt increasingly 'swamped' by the 'new' immigrants

Little to offer the USA - 'new immigrants' were often poor, unable to read and couldn't speak English.

Xenophobia - 'old' immigrants believed that the ideal American was a White Anglo-Saxon Protestant (WASP). 'Old' immigrants looked down on 'New' immigrants from Eastern Europe and Italy.

The Bolshevik (Russian) Revolution led to Communism taking hold in Russia in 1917. This led to a fear of immigrants bringing Communist ideas with them into the USA.

Laws introduced by US Government to restrict immigration

Increasing pressure was put upon the US Congress (the main lawmakers in the US political system) to pass laws to restrict entry into the USA. Each law was stricter than the previous one.

1917 - Literacy Test:
All immigrants had to pass a literacy test in English

1921 - Emergency Quota Act:
This introduced a 3% quota based on the total population of each group in 1910. A maximum of 357,000 immigrants to enter the USA each year

1924 -National Origins Act
This cut the quota to 2% based upon the 1890 census. It allowed more people from Europe to enter.

1929 - Immigration Act
This restricted immigration to 150,000. No Asians were allowed. Northern and western Europeans were allocated 85% of places.

THE ANARCHIST 'THREAT'

THE RED SCARE

- The Bolshevik Revolution in Russia in 1917, set up a Communist system of government.
- Many Americans feared that immigrants would spread Communist and Anarchist ideas into the USA.
- During 1919 – 1920. there were 3,600 strikes during 1919 which added to the fear that a Communist revolution would happen.
- In 1919, a bomb planted by an anarchist group badly damaged the home of US Attorney General (the top lawyer in the USA) Mitchell Palmer.
- In April 1919 a bomb planted in a church killed ten people.
- In September 1920 an anarchist bomb exploded on Wall Street killing 38 people.
- Such actions gave rise to the Red Scare, the fear that anarchists and communists threatened the USA.

THE PALMER RAIDS

- The Palmer Raids were organised by Mitchell Palmer, whose house had been bombed by anarchists in 1919.
- It was a response to the Red Scare and involved the arrest of 6000 suspected communists in 36 cities across the USA.
- Trade Unionists, Jewish people, Catholics and black people were particularly targeted. These people were held for several weeks and were later deported.

THE SACCO AND VANZETTI CASE

- On 5th May 1920, Nicola Sacco and Bartolomeo Vanzetti were arrested and charged with carrying out a robbery at a shoe factory in which two people died.
- Their trial opened in May 1921 but the case against them was not strong. 61 eye-witnesses identified the two men but the defence produced 107 witnesses who said they were elsewhere at the time of the robbery.
- The case gained mass media attention and the judge, Webster Taylor appeared to be determined to find the men guilty.
- Sacco and Vanzetti were found guilty and sentenced to death. Their appeal failed and they were executed in the electric chair in August 1927.
- The treatment of Sacco and Vanzetti was an example of xenophobia and discrimination against immigrants during the Red Scare.

KEY QUESTION 1- Why did immigration become such a major issue in American society?

Key words / phrases

- Xenophobia –
- Anarchists –
- Open Door policy –
- Melting Pot –

List three push factors

List three pull factors

Why were there a growing demand to restrict Immigration to the USA?



Identify three major changes in government policy towards immigration.

What was the Red Scare?

Bullet point key facts about the **Palmer Raids**

Bullet point key facts about the **Sacco and Vanzetti** case

Key Qu- 2

Was America a country of religious and racial intolerance during this period?

You need to know about:

- Religious fundamentalism – the Bible Belt;
- the Monkey Trial;
- treatment of Native Americans;
- segregation, Jim Crow, KKK;
- black reaction, migration, NAACP, UNIA.

KEYWORDS

'Bible Belt'	Very religious states in the middle of the USA, eg Kansas.
Religious Fundamentalism	Strong Protestant religious belief, that every word in the bible is true
Evolution	Theory that humans developed over millions of years from other life forms
Creationism	The belief that life was created by God as set out in the Bible
Scopes Monkey Trial	Famous trial in 1925 to allow Evolution to be taught in US schools
Assimilation	Attempt to change Native Americans lives to be more like those of white Americans
Segregation	Separation of white and black people in public life in south of the USA
'Jim Crow' Laws	Set of laws used in the South to deny rights to black Americans
Ku Klux Klan	A racist organisation of white Americans set up to attack black people and other groups
Anti-Semitism	Hatred of Jewish people
NAACP/ UNIA	National Association for the Advancement of Coloured People / Universal Negro Improvement Association

KEY QUESTION 2- Was America a country of religious and racial intolerance during this period?

SCOPES MONKEY TRIAL 1925

- The Scopes ‘Monkey Trial’, which was an argument over Darwin’s theory of Evolution.
- Bible Belt states believed in Creationism and in 1924-5 six states banned the teaching of evolution in their schools.
- A teacher John Scopes tested the ban. He was put on trial in July 1925 and found guilty of teaching evolution. He was fined \$100.
- The case was important because it showed that some Christian Fundamentalists were trying to curb freedom of thought.

CHRISTIAN FUNDAMENTALISM

- 1910 – 1929 saw a growing divide between rural and town and city areas.
- The rural areas tended to be very religious, especially those in the **Bible Belt** states in the South East of the USA such as Alabama and Tennessee.
- Many of the people in those states were **Christian Fundamentalists** who believed that everything written in the Bible was the truth and should not be questioned.

THE ‘JIM CROW’ LAWS

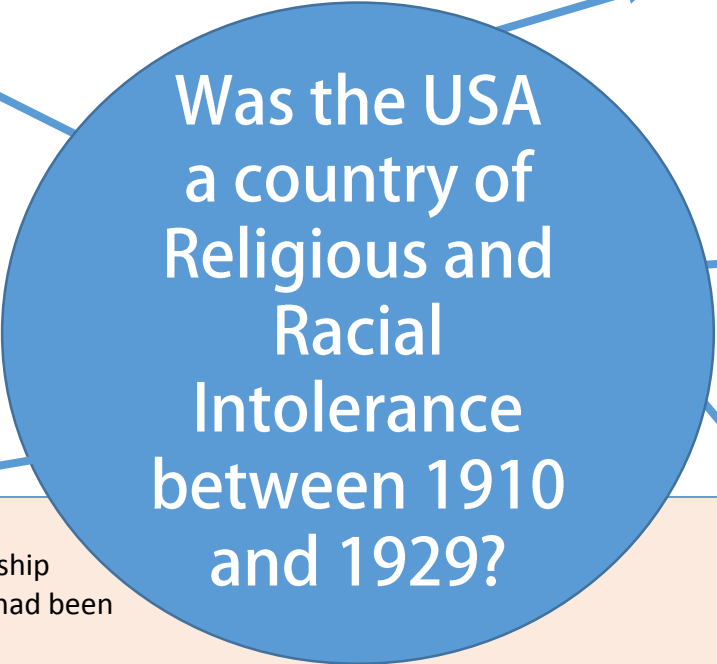
- In 1910 about 12 million black people lived in the USA. 75% lived in the South.
- Slavery had been abolished in 1865 but some states in the southern USA introduced laws to control the freedom of black Americans.
- The Jim Crow laws introduced segregation, separating white and black Americans in schools, parks, hospitals swimming pools, libraries and other public places. Life for black Americans in the South was very difficult.
- They were discriminated against and found it difficult to get fair treatment. They could not vote and were denied the right to a decent education and a good job.

TREATMENT OF NATIVE AMERICANS

Until the passing of the Indian Citizenship Act in 1924, America’s native people had been denied full US citizenship. They had been forced to live on reservations, often on poor quality land which didn’t support wild animals such as Buffalo that Native Americans depended on to live. They were forced to reject their own culture and Assimilate fully into white society. Their children were sent away to boarding schools where they were taught English, forced to wear Western clothes and encouraged to convert to Christianity. Citizenship gave them the right to vote, but Native Americans continued to be treated as second class citizens and remained victims of racial intolerance.

ATTITUDES TOWARDS BLACK AMERICANS AND RACIAL MINORITIES

- The 1920s witnessed the growth of racial intolerance particularly against black Americans and native Americans.
- The Ku Klux Klan (KKK) was a white supremacist and racist group Which intimidated and attacked black people and minority groups, leading to increased violence and hostility.⁹



WHY DID THE KU KLUX KLAN
BECOME SO POWERFUL AFTER
WORLD WAR ONE?

KEY FACTS

- Membership of the KKK was only open to WASPs (White Anglo-Saxon Protestants). It was first set up after 1865 but declined in power until 1915 saw the release of the film 'Birth of a Nation'.
- This film portrayed Klan members wearing white hoods and robes, as heroes protecting white people.
- The KKK was also anti-semitic (anti-Jewish), anti-Catholic, anti-Communist and Xenophobic (against foreigners).
- In 1920 they had 100,000. In 1925 membership had risen to 5 million.

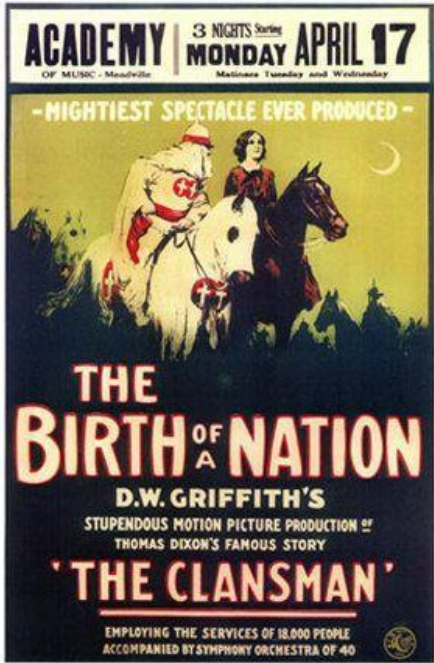
METHODS OF THE KKK

- Klan Members carried the American flag in public.
- Crosses were burnt at night time
- Lynchings were carried out on black men accused of crimes before they came to trial.
- Floggings, brandings, mutilations, burning with tar feathering and kidnapping were common.
- Many Leading members of the Klan were powerful figures in their communities including lawyers, teachers, local politicians and judge.
- They knew they were unlikely to be arrested and would not be convicted because of their power.

WHY DID THE KU KLUX KLAN
DECLINE SO QUICKLY
BY THE LATE 1920s?

DECLINE

- The KKK suffered a sharp decline in membership following the conviction in 1925 of leader (or Grand Dragon) David Stephenson for the rape and mutilation of a woman on a train.
- In his evidence Stephenson also described the methods of the Klan which brought them bad publicity.



How did Black Americans react to racial prejudice in the USA in the 1920's?

The Great Migration

- Segregation did not exist in the Northern States and many black Americans decided to migrate to the industrial cities of the north in search of a new job and better standard of living.
- Between 1916 and 1920 almost 1 million made the journey north in what became known as the 'Great Migration'. They flooded into cities like Chicago, Detroit, New York and Philadelphia.
- However, life in the north was often just as difficult. Black Americans continued to be treated as second class citizens. They were the last to be hired and the first to be fired from jobs in bad times.
- They received low pay and lived in poor neighbourhoods called 'ghettos' such as Harlem in New York.
- Growing racial tension resulted in the outbreak of riots in 20 US cities in 1919, the worst being Chicago and Washington DC.



The National Association for the Advancement of Coloured People (NAACP):

- Founded in 1910 by WEB Du Bois. By 1919, it had 90,000 members in 300 branches.
- The NAACP believed in peaceful, non-violent protest and legal challenges such as court cases in order to fight for civil rights.



Universal Negro Improvement Association (UNIA):

- Founded in 1914 by Marcus Garvey. By 1920 it had 2000 members and at its peak membership was 250,000.
- Garvey believed that black people should not try to part of white society, but celebrate their colour, culture and heritage.
- He wanted black people the chance to return to Africa.
- He was watched by the authorities like the FBI and was put on trial for postal fraud in 1925.
- He was later deported to Jamaica and the UNIA fell apart.



Keywords / Phrases

- Segregation –
- Jim Crow Laws –
- Bible Belt –
- Religious Fundamentalist -
- Evolution v Creation –
- Assimilation -

Treatment of Black Americans

Make bullet points about the activities of the following:

Ku Klux Klan (KKK)

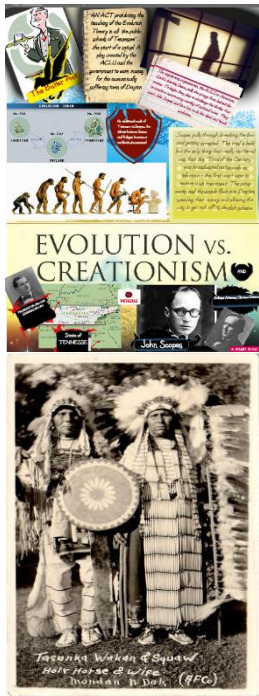
Migration of black Americans

NAACP

UNIA

Religious Fundamentalism

Bullet point key facts about the **Scopes Monkey Trial**



Treatment of Native Americans

List three ways in which Native Americans were ‘assimilated’

Key Qu- 3

Was the 1920s a decade of organised crime and corruption?

You need to know about:

- Reasons for, life under and enforcement of prohibition;
- Organised crime – Al Capone, St Valentine’s Day Massacre;
- Corruption – Harding, ‘Ohio Gang’, Tea Pot Dome scandal.

KEYWORDS

Prohibition	A ban on the producing, transporting and selling of alcohol in the USA from 1919 – 1932
Temperance	Opposition to drinking alcohol
WCTU / Anti-Saloon League	Women’s Christian Temperance Union / Pressure group set up by US business, led by Wayne Wheeler
Corruption	Mis-use of power in public office usually to make money.
‘Ohio Gang’	Friends and associates of President Warren Harding who were accused of corruption between 1920 – 23.
‘Teapot Dome’ Scandal	A scandal when members of the US government sold private oil reserves to make money for themselves.
‘Bootlegger’	Someone who transports and sells alcohol made illegally.
‘Moonshine’	Someone who produces strong alcohol illegally. ‘Moonshine’ was a bit like Vodka.
‘Speakeasy’	An illegal drinking place during prohibition, usually run by the Mafia.
US Constitution	The basic laws of the US, first written in 1787.
Amendment	Change to US Constitution, requires 2/3rds majority in the US Congress and 3/4s of the US States to agree.



Why was Prohibition introduced in the USA?

Alcohol caused an **increase in crime** and lawlessness

Pressure from groups such as the **Women's Christian Temperance Movement** and the **Anti-Saloon League**.

Drinking **lowered moral standards**, undermined traditional values and was said to be the cause of wife beating and child neglect.

Alcohol was linked to **inefficiency at work** and **absenteeism** from work

The difficulties in enforcing Prohibition

- Prohibition proved almost impossible to enforce and the law was openly ignored.
- The alcohol trade was driven underground and developed into organised crime under the control of powerful gangsters
- Bootleggers such as Al Capone made large sums of money smuggling alcohol into the country
- Moonshiners brewed their own illegal alcohol, much of which was dangerous or in some cases deadly.
- Speakeasies selling illegal alcohol sprang up in large numbers – by 1925 there were over 100,000 in New York
- Government prohibition agents were too few in number to enforce the prohibition law and they were often open to bribery



Al Capone




The End of Prohibition

By 1930 there was widespread opposition to Prohibition. There had been an increase in alcohol related problems. By 1926 50,000 people had died from drinking poisoned alcohol. It had led to a growth in organised crime and violence connected to gangster activities. After the Wall Street Crash many argued that making alcohol legal again would create jobs in the brewing industry. In December 1933, the 21st Amendment to the US Constitution ended Prohibition.



AL CAPONE AND THE ST VALENTINE'S DAY MASSACRE 1929

Corruption in Government: President Harding and the 'Ohio Gang'	
WARREN HARDING	THE 'TEAPOT DOME' SCANDAL
President Harding (1920 – 1923) appointed many of his friends from the state of Ohio to positions in the US government eg Albert Fall became Secretary of the Interior..	Albert Fall rented (or leased) government controlled land to drill for oil at Teapot Dome, Wyoming.
Some of these friends of the President used their position to make money.	He received illegal payments of \$400,000 from oil companies who hoped to benefit.
The Head of the US Veterans' Bureau (an organisation for ex-US military) was sent to jail for selling medical supplies that were meant to be given to ex-military.	Details of these deals were leaked to the newspapers in 1922 and a government investigation was demanded.
	The investigation took 5 years and in 1927 Fall was found guilty of conspiracy and accepting bribes. He was fined \$100,000 and sent to prison. The illegal leases were cancelled.

- One of the most infamous gangsters of the 1920s was Al Capone
- Capone first joined gangster Johnny Torio's gang when they gained control of parts of Chicago.
- In 1925 Capone took over Torio's Chicago operation
- By bribing senior police officers and the Chicago city mayor he was able to build up and operated a large organised crime empire.
- Capone's interests included speakeasies, gambling houses, brothels, nightclubs and illegal breweries and distilleries.
- Al Capone had over gangster 200 rivals killed between 1925 and 1929.
- The more serious and famous incident was the St Valentine's Day Massacre in 1929.
- This was an attempt to destroy the crime empire of Capone's rival in Chicago, Bugs Moran.
- Capone's men killed 7 members of the Moran gang, but not enough evidence was found to link Capone to the attack.
- In 1931, Capone was put on trial and found guilty of tax evasion. He died in prison. Capone was never convicted of murdering any of his opponents.

KEY QUESTION 3- Was the 1920s a decade of organised crime and corruption?

Was the 1920s a decade of crime and corruption?

Define:

Prohibition –

Speakeasy –

Anti-Saloon League –

Volstead Act –

Temperance -





Organised crime

Who is the man on the front of Time magazine (opposite)?
Describe what happened on Valentine’s Day 1929.

Why was this a turning point for prohibition?

Ohio Gang and Teapot Dome Scandal

Who was Warren Harding?

Who were the Ohio Gang?

Where was Teapot Dome?

What was so special about it’s oil reserves?

What happened at Teapot Dome? Use these key words to help you. (Albert Fall, bribes, oil reserves, 1922, Mammoth Oil company, Harry Sinclair, Pan American Petroleum – Edward Doheny, scandal)

Prohibition

When was prohibition introduced?

Why was prohibition introduced? List at least 4 causes.

-
-
-
-

List 4 consequences of Prohibition?

-
-
-
-

When was the prohibition law repealed? Who was the President?

Key Qu 4:

What were the causes of the economic boom experienced in the 1920s?

You need to know about:

- America's economic position in 1910 - assets and natural resources;
- economic impact of the First World War;
- hire purchase; electrification; mass production;
- laissez faire; individualism and protectionism

KEYWORDS

Protectionism	Protecting American businesses from cheaper imports by using tariffs and quotas.
Quotas / Tariffs	A limit on the amount of a product that can be imported / A tax on imports
Imports / exports	Products coming into the country / Products leaving the country
Consumer Goods	Goods made to people's lives easier eg washing machines, cars
Mass Production	Making more products cheaply by using a production line.
Credit	Buying goods by paying in instalments or borrowing money.
Laissez – Faire	Government does not interfere in the affairs of business.
Rugged Individualism	Idea that individuals should not rely on support from the government.
Wall Street	Home of the New York Stock Exchange
Stocks and shares	A way of raising money by selling a small part of a business

KEY QUESTION 4 - What were the causes of the economic boom experienced in the 1920s?

What was the economic position of the USA in 1910?

Long Term Causes of the Economic boom

Natural Resources:

The USA had plentiful supplies of raw materials such as oil, coal, wood and iron ore

Cheap Labour Force:

Immigration from Europe provided plentiful supplies of cheap labour

Protection of US Industries:

The Republican governments of the period used taxes and import quotas to protect American businesses

Confidence in the US Economy:

People had confidence to invest money. They were prepared to buy goods, invest in money and take out loans.

What impact did World War One have on the U.S. economy?

The USA kept out of the war until 1917. The USA was free to supply Europe with food, raw materials and munitions. US banks loaned money and American businesses invested money in Europe. War created technological advantages that US businesses took advantage of.

The return of de-mobbed US soldiers from Europe who added to unemployment levels. European countries began to recover after WW1 and relied less on American food and Manufactured goods. Strikes took place across the USA in the textile, coal and steel industries. By 1921, 5 million Americans were unemployed. Between 1922 and 1929, the American economy went through a period of economic boom.

Technological Change: Spread of electricity provided cheap, flexible and reliable power for the US economy

New manufacturing methods - **Mass Production** eg Ford Motor Company

Growth in Consumerism: Wages increased by 8% between 1923 and 1929. More consumer products were available to ordinary people. **Cheap credit** meant people could buy consumer goods, even if they did not have the full sum of money. The spread of **electricity** and the effective use of **national advertising**.

Short Term Causes of the Economic boom

Availability of Credit: Banks were too willing to offer loans to business and citizens. Greater use was made of hire purchase schemes.

Speculation: People became over—confident in buying shares, they believed that prices would continue to rise. Americans bought '**on the margin**', which meant they borrowed money and invested, assuming that the market would deliver a profit.

Growth of the Stock Market: The value of stocks and shares rose between 1923 and 1929. More ordinary Americans began to speculate on the stock market. Many borrowed money to do this.

KEY QUESTION 4 - What were the causes of the economic boom experienced in the 1920s?

Republican Presidents of the 1920s

During the 1920s the USA was governed by an succession of three Presidents from the Republican Party. One of the most consistent Republican policies was limited government interference in the affairs of business.

President	Warren Harding	Calvin Coolidge	Herbert Hoover
Years as President	1921 -23	1923 – 29	1929 -33
Key Economic Policies	'Back to Normalcy'	Laissez-Faire	Rugged Individualism

'Back to Normalcy'

This was the policy of President Harding = Reduce and limit government interference in the economy and reduce the amount of tax paid by the rich

Laissez-Faire

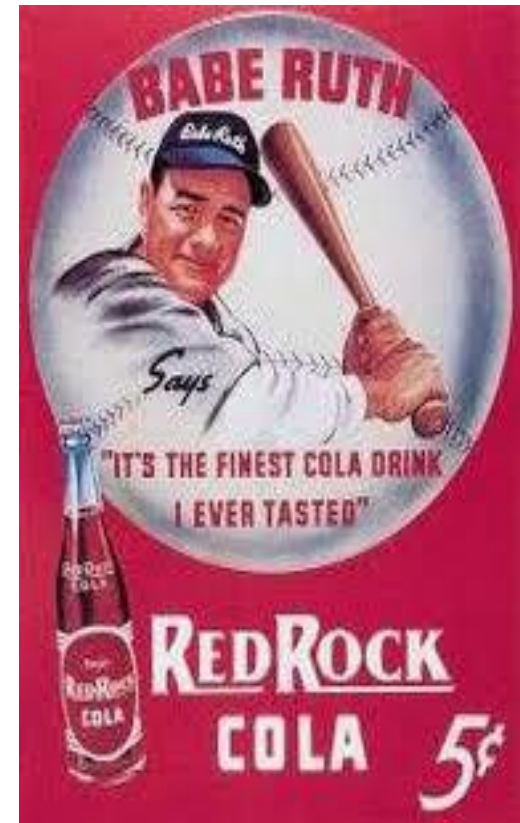
This was the policy of President Coolidge = He wanted to give business leaders the freedom

Rugged Individualism

This was the belief held by all American presidents during this period, that success was achieved by the hard work of individuals. People should not expect the government to do things for them, they should fend for themselves

Protectionism

Tariffs (a kind of tax) were put on imported goods and products to limit competition from foreign companies. These tariffs made European goods and products more expensive and encouraged the sale of American products .The Fordney-McCumber Tariff (1922) raised import tariffs to their highest ever level.



How did the Economic 'Boom' affect American Society?

Hire Purchase:

Allowed customers to pay for products by instalments usually every month. This made it much easier for people to pay for good even though they could not pay for it all. It also meant companies continued to sell products.

Advertising:

Companies invested in advertising campaigns to increase sales and profits. New kinds of media became popular eg radio and cinema to compliment newspapers and magazines. New advertising techniques included catchphrases, colour adverts, audience targeting eg women and domestic 'white goods' such as fridges.

Department Stores:

These were shops which sold a large number of products under one roof in different departments, often cheaper than separate shops. They were more convenient for shoppers and produced mail order catalogues.

Electrification:

Electricity played a major role in the 1920s. Many new products were developed during this time which required electricity eg washing machines, irons, vacuum cleaners, electric ovens, and dishwashers.

Electrification of towns and cities was carried out in the 1920s. This meant supplying electricity to houses which did not have it.

In 1920, just 35 percent of American households had electricity. By 1929, nearly 68 percent of American homes were electrified.

Mail order catalogues:

Became a popular way of shopping. People in rural, isolated places could get new products.

Mass Production:

Products were made on a assembly line which meant they could be made much more cheaply and in large numbers. Henry Ford had pioneered mass production in the car industry, so thousands of ordinary americans could afford them. These techniques were applied throughout industries.

KEY QUESTION 4 - What were the causes of the economic boom experienced in the 1920s?

The Impact of the Motor Car on leisure time

Mass Produced cars such as the Model T Ford had a huge social impact on the USA:

Millions of Americans could afford a car for the first time

The USA was the largest car owning society in the world

Americans could travel to enjoy new forms of leisure eg cinema, spectator sports etc

Families became more mobile, many urban Americans visited the countryside for the first time

American workers could go on holiday for the first time using their own Transport. Short break holidays became popular



KEY QUESTION 4 - What were the causes of the economic boom experienced in the 1920s?

Define:
Economic Boom -
Prosperity –
Rugged individualism -
Isolationism –

Mass production/Assembly line production
What was mass production?

Which particular groups in society worked on an assembly line?

How did both contribute to the economic boom?

Republican Policies
What was Laissez – Faire?

Tariffs

How did these policies cause the American economy to boom?

How does the American ‘State of mind’ link with economic growth?



World War One and the American economy?
List three ways in which this impacted the boom.

-
-
-

Why did credit and hire purchase help the economy grow rapidly?

New industries & electrification

-
-
-

How did these new industries cause the boom?

List 4 of America’s assets and natural resources

- 1.
- 2.
- 3.
- 4.

How did these affect the economic boom?

Key Qu- 5

What factors led to the end of prosperity in 1929?

You need to know about

- Overproduction
- Falling consumer demand
- Boom in land and property values;
- over speculation;
- Wall Street Crash – panic selling, Black Thursday, market crash.

KEYWORDS

Speculation	Buying shares on the stock market, often with borrowed money hoping for a quick profit
Negative Equity	When your property is worth less now than what you paid for it
Over Production	Producing too many goods, which go un-sold
Wall Street Crash	Rapid fall in share prices causing a major crisis on the US Stock Market
Mechanisation	Increasing use of machinery
Investors	People who put money in company stocks and shares

KEY QUESTION 5 - What factors led to the end of prosperity in 1929?

Who did not benefit from the 'Boom'?

Not everyone benefitted from the boom – this would restrict the growth of sales of the consumer goods due to low demand from these groups of people...

Farmers

A fall in demand in Europe led to lower prices

Over-production and mechanisation meant there was too much product on the market and farmers

struggled to sell produce at a profit

Many farmers rents land and when they struggled to keep up with payments, they were evicted

Those who lost their farms became known as Hobos

Total farming income was fell by 60% in 10 years. By 1928 farm income was only \$13 billion

Black Americans

They continued to face segregation in the southern states

Many were labourers or sharecroppers who worked long hours and lived in poor conditions

Black Americans who had move to the northern states remained the 'last to be hired and the first to be fired'

750,000 black farm workers lost their jobs during the 1920s

Immigrants

They were a source of cheap, unskilled labour

They experienced prejudice and discrimination

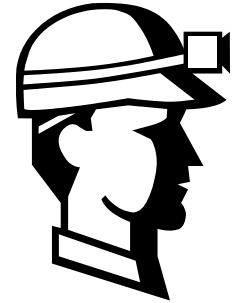
The unemployment rate among immigrants was higher than other parts of the workforce



KEY QUESTION 5 - What factors led to the end of prosperity in 1929?

Trade Unions

Strikes took place in 1919 / 20 and the red Scare damaged union membership
Henry Ford and other big employers banned union members from working in their businesses.



Other Traditional Industries

The coal industry faced increasing competition from oil, gas and electricity

Many mines were forced to close

Unions in the coal industry went on strike

Railways faced greater competition from the road network, particularly for freight transport

After high production levels during world War One, the shipbuilding industry went into sharp decline

The textile industry (eg cotton) faced competition from new man made fibres such as rayon.

Changes in women's fashion eg shorter dresses reduced the amount of cloth needed. Finally, cheaper foreign imports forced the closure of many textile mills



Who benefitted from the boom?

Choose three key groups who benefitted and explain how and why they benefitted.



Who did not benefit from the boom?

Choose three key groups who benefitted and explain how and why they benefitted.

KEY QUESTION 5 - What factors led to the end of prosperity in 1929?

Why did the Economic Prosperity of the 1920s (the 'Boom') come to a sudden end in 1929?

*A mixture of **long term** and **short term** factors caused an end to the boom period*

Long term Factors

Over – production in industry meant that markets were full of unsold consumer goods, factories were forced to cut wages and prices. Eventually they had to make workers unemployed. Over-production in agriculture was caused by greater mechanisation (use of more machinery) and lower sales in Europe caused a fall in prices, forcing many farmers out of business.

Falling Demand for Consumer Goods

The USA had a wide difference between the richest and poorest. This meant that those people who could afford consumer goods already had them and those that didn't were too poor (about 60%) to ever be likely to afford them.

Manufacturers failed to cut production. Tariffs (taxes on imports) limited trade because when the US imposed tariffs on other countries, they responded by imposing similar tariffs on the US. This cut trade for all.

Short term Factors

Over-speculation on the stock market

Share prices had risen to unrealistic levels. Investing in stocks and shares had become a popular hobby. Many inexperienced investors were speculating in the market. The number of shareholders had risen from 4 million in 1920 to 20 million in 1929.

The value of stock market shares rose from \$27 billion in 1925 to \$87 billion by October 1929.

Lack of regulation encouraged more people to speculate.

Availability of Easy Credit

Many people bought shares 'on the margin'. This meant they borrowed money to buy shares working on the assumption that share prices would keep on going up. They could then repay the money they borrowed and pocket the profit. The problem was that this only worked when share prices were rising. If share prices fell, they could not pay back what they had borrowed.

By 1929 75% of all money invested in shares in the US stock market had been borrowed.

KEY QUESTION 5 - What factors led to the end of prosperity in 1929?

Why did the Economic Prosperity of the 1920s (the 'Boom') come to a sudden end in 1929?

Long term Factors

Boom in Land and Property prices

House and land prices rose sharply during the early 1920s

After 1926 prices fell dramatically. Many homeowners had bought houses when prices were high. Many had borrowed money to do this. When prices fell, their houses were worth much less than they had bought them for. This is called

Negative Equity.

Warnings that the economy was slowing down were ignored by investors.

Poorly Regulated Banking and Financial Sector

Banks operated under limited regulation
Many small banks failed to keep enough cash reserves to meet demand

If there was an economic downturn they did not have enough cash to pay out to customers

The banks' weaknesses were exposed quickly during the Wall Street Crash of 1929.

The Immediate Effects of the Wall Street Crash

The US stock market collapsed. Shares were worth much less than they had been before the Crash

Many shareholders lost everything. There was an increase in suicides
People lost confidence in the financial sector.
Many banks went bust

People had less money so there was less spending, this led to a fall in demand for products and made the US economy worse
Unemployment rose sharply. Companies began to lay off workers

A popular saying of the period was '**In Hoover we trusted, now we are busted**' (Hoover is a reference to President Hoover, who was in office when the Wall Street Crash happened)

Short term Factors

The Wall Street Crash October 1929

When several big investors started to sell large numbers of shares in the autumn of 1929, small investors panicked.

There was a rush to sell causing share prices to collapse.

Key events of the Wall Street Crash

Sat 19th October

3.5 million shares traded. Prices fall

Mon 21st October

6 million shares traded. Prices continue to fall

'Black Thursday' 24th October

13 million shares traded. Sharp fall in prices

Fri 25th October

Bankers pump money into the stock market. Slight improvement in the stock market

Mon 28th October

Panic returns. Huge fall in share prices

'Black Tuesday' 29th October

Worst ever day on the stock market. 16 million shares traded.

KEY QUESTION 5 - What factors led to the end of prosperity in 1929?

Define:

Stock market –

Buying on the margin –

Boom and Bust –

Depression –

**Increase in value of land
and property**

Wall Street Crash - immediate panic – market crash

Draw a flow chart showing the immediate events of the Wall Street Crash

Overproduction

What is overproduction?

What sort of things were being overproduced?



Fall in consumer demand

Over speculation

What was over speculation?

Why did it lead to a crash in the economy?

Key Qu- 6

How did popular entertainment develop during this period?

You need to know about:

- Advent of silent movies
- Popularity of the cinema and movie stars
- Start of the talkies
- Popular music; jazz; impact of radio and gramophone
- Dancing and speakeasy culture

KEYWORDS

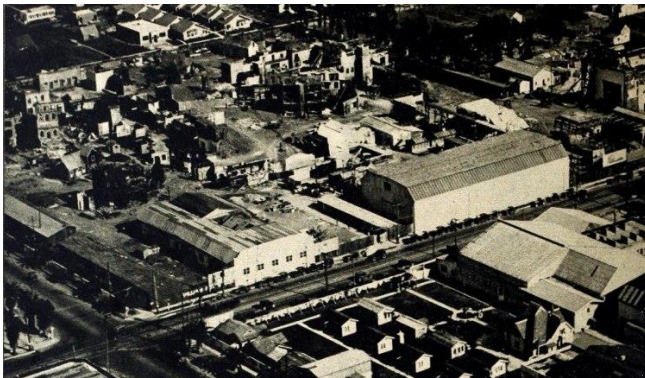
Escapism	Attempt to avoid reality by indulging in happier forms of entertainment
'Talkies'	Movies with sound (earlier films were image only silent movies with captions and live music)
Hays Code	A code of practice introduced in the film industry to censor what could be shown eg nudity, bad language.
Gramophone	Music playing devise (uses vinyl type discs)
Charleston	Very popular dance craze.
'Speakeasy'	An illegal drinking place during prohibition, usually run by the Mafia.

KEY QUESTION 6 - How did popular entertainment develop during this period?

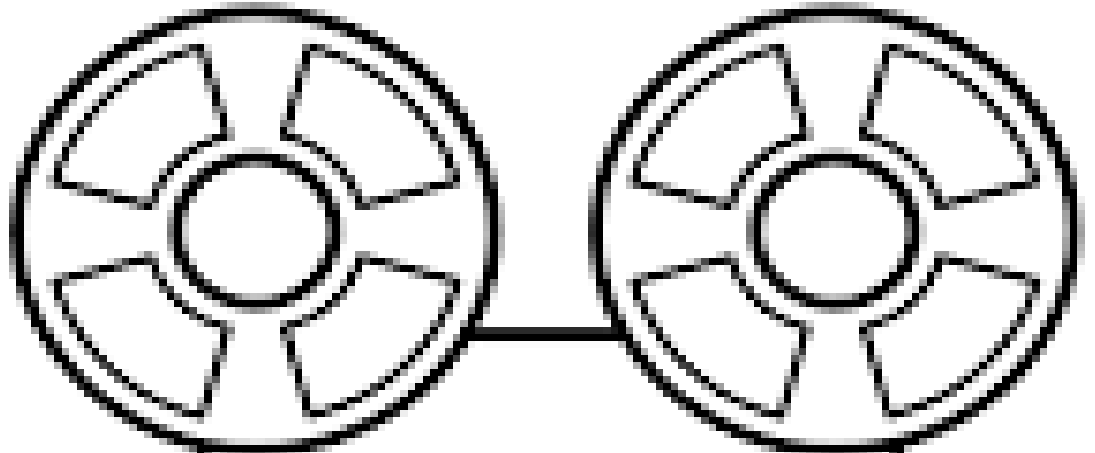
HOLLYWOODLAND

Hollywood - the Centre of the Film Industry

- The attractive climate - there were few days of rain to affect filming
- The variety of landscapes for location filming: desert, mountains, rivers and coastline
- Emerging production companies were drawn to Hollywood eg Paramount, Columbia, Warner Brothers and MGM
- The region allowed for the production of a variety of genre movies - westerns, crime stories, romantic dramas and comedies
- The success of Hollywood (originally called 'Hollywoodland') drew famous actors from around the world to the Los Angeles area



Reasons for the Growth in Popularity of Cinema



- People had more leisure time and disposable income
- Cheap ticket prices
- Improved transport meant people could get to cinemas
- Novelty of new technology
- Attraction of movie stars
- Wide range of films on offer
- first talking film called 'The Jazz Singer' in 1927.
- It starred Al Jolson, a hugely popular star of the 1920s.
- 'Talkies' started a new phase of popularity for cinema



Criticism of the Movie Industry

Movies were accused of lowering moral standards and of using movie stars as sex symbols. The lifestyle of some Hollywood stars attracted criticism, there were accusations of wild parties and extra - marital affairs. A famous comedian Fatty Arbuckle was put on trial for the murder of a young woman at a party. In an attempt to improve the image of the film industry, Hollywood introduced the '**Hays Code of Practice**' which put restrictions on what could be shown in films eg nudity, bad language etc.. In 1928, the **Oscars** were set up to celebrate the best movies.

KEY QUESTION 6 - How did popular entertainment develop during this period?

The Popularity of Movie Stars



Rudolph Valentino
Romantic Star
'The Sheik' 1926

First male star to become a sex Symbol.
100,000 people attended his funeral in 1926.
Many women openly wept and even collapsed, on the news of his death.



Clara Bow
Sex Symbol
'It' 1927

Called the 'It girl' because of her sex appeal.
She was linked to the 'Flapper' image.



Charlie Chaplin
Comedy Star/
Political Activist
'The Kid' 1921,
'The Gold Rush' 1925

His trademark was tramp-like image. He wore a badly fitting suit, bowler hat and cane. In the 1930s he made more political and controversial films, such as 'Modern Times' in 1930.



The Advent of 'Talkies'

Warner Bros' produced the first 'Talkie', films with with sound recorded on it that played alongside the film

It was first used in the film **'The Jazz Singer'**, starring Al Jolson who turned to the audience after the silent first half of the film and said, "You ain't seen nothing yet"

It led to a revolution in film making as companies dropped or altered silent films to add sound tracks.

It was the birth of the 'talkies'. Some stars like Mary Pickford underestimated the value of adding sound to movies, claiming it was a fad that would not last.

Some stars of the silent era did not make the transition to 'talkies' and their film careers declined including Clara Bow.



KEY QUESTION 6 - How did popular entertainment develop during this period?

Popular Music

- Jazz developed in the southern states of the United States from traditional black music such as the Blues. Many black musicians could not read music so they improvised, making up melodies as they went along.
- Jazz became increasingly popular during the 1920s in the new nightclubs and speakeasies.
- Jazz was linked to new freedoms such as the 'Flapper' lifestyle and fashionable dances, such as the Charleston.



Bessie Smith
Vocalist

GREATEST BLUES SINGER OF THE 1920S. KNOWN AS THE 'EMPRESS OF THE BLUES'



Duke Ellington
Pianist / Band leader

LED A 10 PIECE JAZZ BAND AT THE FAMOUS 'COTTON CLUB' IN NEW YORK. ELLINGTON COMPOSED MANY FAMOUS JAZZ SONGS SUCH AS 'MOOD INDIGO'



Louis Armstrong
Trumpet player

UNIQUELY TALENTED TRUMPET AND CORNET PLAYER. HE MOVED TO CHICAGO IN THE 1920S AND PLAYED IN THE CREOLE JAZZ BAND. HIS PLAYING STYLE INFLUENCED MANY OTHER MUSICIANS

Why was Radio successful in the 1920s?

50 million listened to the Radio – WHY?

The spread of electricity

Mass production made radio sets available at reasonable prices – hire purchase helped people borrow money to buy them. Radio included news, current affairs and entertainment

Popular daily dramas started on radio – in the age of commercial radio they were often sponsored by soap and detergent companies – they were nicknamed 'soap operas', when the same types of programmes transferred to television in the 1950s and 60s, they became known as 'soaps'

Popular American sports such as baseball and boxing were broadcast on radio

Jazz music broadcast live popularised radio

Radio encouraged family time, sitting listening to the same programme. By 1930 there were 600 radio stations eg NBC, and CBS

The popularity of radio led to a fall in the sale of vinyl (gramophone) records



Dancing and Speakeasy Culture: These resulted from swing dancing that developed alongside jazz music. Dances such as the Charleston and the Black Bottom became very popular with young people.

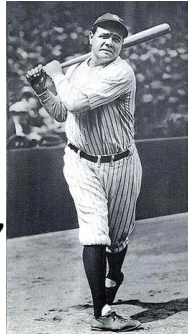
Because many of these new dances were sexually suggestive, parents were shocked by their children's enthusiasm to dance them. The Lindy Hop also became a popular dance – Jazz had been prohibited in a number of cities, for example New York and Detroit. Therefore, the performances moved to the speakeasies' making the young people even more determined to rebel.

KEY QUESTION 6 - How did popular entertainment develop during this period?

Baseball

'Babe' Ruth

Played from 1914 – 35 for the Boston Red Sox and New York Yankees. First player to hit 60 home runs in one season



Boxing

Jack Dempsey

Held world heavyweight title 1919-26, won 66 / 83 fights

American Football

Red Grange

Was a top player for Univ. of Illinois, Chicago Bears New York Yankees



Tennis

Bill Tilden

Ranked no1 in the world throughout 1920s, helped popularise tennis in the USA. By 1929 there were over 1000 tennis clubs in the USA

Golf

Bobby Jones

successful golfer in the 1920s, built the Augusta National golf course. By 1927 2 million americans were playing golf on 5,000 courses

Dance Marathons

Non-stop dancing competitions which could last over 24 hours for prize money



New games and puzzles

Mah Jong, a Chinese game became very popular, crosswords first appear in newspapers

Unusual crazes

live goldfish swallowing and flagpole sitting were among the more unusual



Beauty contests

sponsored by newspapers became very popular in the 1920s

Charles Lindbergh

in 1927 became the first man to fly non-stop across the Atlantic in a plane called '**Spirit of St Louis**'. It took 33 hours 39 mins, Lindbergh became a national hero

Amelia Earhart

With two male co-pilots, became the first woman to fly across the Atlantic in 1929

Gertrude Eberle

Became the first woman to swim the English Channel in 1926



KEY QUESTION 6 - How did popular entertainment develop during this period?

Define:
Culture –

Talkies –

Gramophone –



Speakeasy culture

Cinema

Give examples of two popular films

-
-

Give examples of three popular film stars

-
-
-

Why was cinema important in the 1920s?

Sport

List 3 sports which became popular in the 1920s

Who were famous sports personalities?

Dancing

What were the main types of dances in USA 1920s?

Fads and Crazes

What were the main types of crazes in USA 1920s?

Music and radio

Name one famous club.

Name two famous musicians.

What was the most popular type of music?

What was the impact of radio in the 1920s?

Who opposed the modern music and lifestyle?

Key Qu- 7

How did the lifestyle and status of women change during this period?

You need to know about:

- Role of women before and after the First World War
- Changing attitudes, influence of Jazz culture
- Flapper lifestyle and feminism; new fashions; opposition to the flapper lifestyle

KEYWORDS

Flapper	Fashionable young woman who led a independent lifestyle in 1920s American cities, free from the controls placed on other women.
Feminism	Support for women to have equal rights.
Modernity	Support for a modern way of thinking.
Tradition	Support for old fashioned views or beliefs.
Petting Party	Parties in Speakeasies where flapper women would kiss men.
Anti-Flirt League	A group opposed to the free and liberated behaviour of Flappers. They thought flappers were immoral.

KEY QUESTION 7- How did the lifestyle and status of women change during this period?

Role of women before World War One

- Middle class and Upper class women led secluded lives. Single women were accompanied by a Chaperone
- It was considered un-ladylike to drink or smoke in public
- Women wore tight-waisted, (caused by corsets), ankle length dresses and little make up
- Working class women had low paid jobs eg cleaning, dress making and secretarial work
- Women did not have the right to vote



Role of women after World War One

- During WW1 women gained opportunities to work which had been restricted to them before the war
- the Nineteenth Amendment to the constitution became law in 1920, giving women the right to vote
- New labour-saving machines eg washing machines, freed women from time consuming jobs and gave them more free time.
- Advertising helped popularise new fashions which were taken up by women
- By 1930, 2 million more women were employed in the USA. Office work, teaching and healthcare gave women greater leisure and working opportunities, although some of the jobs were low paid.
- The 19th Amendment to the US Constitution gave women the right to vote in 1919. Nellie Tayloe Ross was the first woman to be elected as a Governor in the state of Wyoming.



Role of working class women

Working class women, especially those in rural areas, did not share the new freedoms open to middle class women in towns and cities.

'Women who live on farms – and they form the largest group in the United States – do a great deal of work besides the labour of caring for their children, washing the clothes, caring for the home and cooking . . . thousands still labour in the fields . . . help milk the cows

The other largest group of American women comprise the families of the labourers . . . of the miners, the steel workers . . . the vast army of unskilled, semi-skilled and skilled workers. The wages of these men are on the whole so small [that] wives must do double duty, that is, caring for the children and the home and toil on the outside as wage earners.'

Doris E Fleischman, America as Americans See It, F J Ringel (ed.), 1932.



Flapper lifestyle and feminism

During the 1920s younger middle class and upper class women began to challenge the traditional attitudes towards women. The aim was to develop a more independent social life for women. Women young women were nicknamed '**Flappers**' The **Jazz clubs** played a crucial role in allowing the flappers to express themselves. This is where they could smoke and dance. They also drank illegal alcohol in the speakeasies.

What was a 'Flapper' lifestyle?

- Drove cars and rode motorbikes
- Flappers would smoke and dance in the Jazz clubs. They also drank illegal alcohol in the speakeasies and dance halls.
- Listened to Jazz music and smoked in public
- **Petting parties** began where the flappers would kiss men in public
- Wore make up and perfume
- Wore short skirts and brightly coloured clothes
- Cut their hair short in a 'bob' style that became popular
- Popular role models included actresses Clara bow and Joan Crawford

Opposition to Flapper lifestyle

- Religious groups thought that flappers were immoral and too sexual
- People in rural and conservative areas like the mid West of the USA thought that flappers were too extreme in behaviour.
- Some older people formed the 'Anti-Flirt' League in protest
- The lifestyle was not taken up by poorer working women who lack the money and free time to follow the flapper lifestyle.
- Some flappers deliberately broke the law and were arrested, which discredited the lifestyle

KEY QUESTION 7 - How did the lifestyle and status of women change during this period?

Define:

Flapper –

Feminism –

Modernity –

Tradition –



How did Jazz affect the lifestyle of women?

List 6 key aspects of the Flapper lifestyle

Describe the fashion of the 1920s.

How did World War change the role of women?

Feminism

Who opposed the new 'flapper' modern life style and why?

How did new consumer goods change the lives of women?
Give 3 examples.

The role of women changed dramatically in the 1920s. How far do you agree?

List three pieces of evidence which **supports** the above interpretation.

-
-
-

V

List three pieces of evidence which **challenge** the above interpretation.

-
-
-

1

Use Source A and your own knowledge to describe ... in the ... (5)

1. REFER to the SOURCE

Source A shows ...
Furthermore, it shows...

2. Use your OWN KNOWLEDGE to DESCRIBE the topic

From my own knowledge, I know that...
Also,...

Exam tip

Underline key words in the question. This will enable you to focus upon what the examiner wants you to write about. Describe what you can see or read in the source, remembering to make use of the information provided in the caption of a visual source. Link this information to your knowledge of this period. Aim to make at least two developed points.

2

**What was the purpose
of Source B? (8)**

Exam tip

You need to spell out why this source was produced. Use your knowledge of this topic area when considering the content of the source and what it shows. Make use of the information provided in the caption/attribution of the source. This can supply important information such as publication date, the name of the newspaper, book or magazine. Use this information to help identify the motive – who was the intended audience? What did the source aim to do?

1. Explain what <u>TYPE</u> of source it is and how <u>RELIABLE</u> this type of source is	Source B is an example of.... It is/ is not reliable because...
2. <u>WHY</u> was the source PRODUCED? Give 2 reasons	Source B was produced because... Also,....
3. <u>HOW</u> does the source show its <u>PURPOSE/MESSAGE</u> ?	It achieves its purpose by showing...
4. Analyse <u>WHEN</u> it was produced and use <u>OWN KNOWLEDGE</u>	It was published at a time when I know that at this time...

3

Do the interpretations support the view that ...because of the ...? (10)

1. Start with INTERPRETATION 1. <u>Explain</u> whether it <u>supports/disagrees</u> with the question	Interpretation 1 clearly supports/disagrees with the view that... The interpretation says... This shows that it supports/disagrees because...
2. Use <u>OWN KNOWLEDGE</u> to support/disagree with INTERPRETATION 1	From my own knowledge, I know that...
3. Analyse <u>WHO</u> produced the interpretation and <u>WHY</u>	The author of this source is They produced the source because... Therefore, their interpretation will support/disagree with the view because...
4. Now look at INTERPRETATION 2. <u>Explain</u> whether it <u>supports/disagrees</u> with the question	Interpretation 2 clearly supports/disagrees with the view that... The interpretation says... This shows that it supports/disagrees because...
5. Use <u>OWN KNOWLEDGE</u> to support/disagree with INTERPRETATION 2	From my own knowledge, I know that...
6. Analyse <u>WHO</u> produced the interpretation and <u>WHY</u>	The author of this source is They produced the source because... Therefore, their interpretation will support/disagree with the view because...
7. Consider the <u>WIDER HISTORICAL debate</u>	Both interpretations show that the debate about... is divided/strongly supports...
8. Overall JUDGEMENT about how far the interpretations support the view	Overall, the interpretations strongly support/disagree with the view.... <i>You should aim to make a judgement about how far the interpretations support the view stated in the question referring to content, authorship, audience and context</i>

Exam tip

Look at Interpretation 1 - What is its main message? Does that message support or contradict the main focus of the question? Explain and develop the content of Interpretation 1, bringing in knowledge of this topic. Consider the attribution - who is the author of the interpretation? What is the type of publication? When and why was it produced?

Repeat the above process for Interpretation 2.

Remember to provide a reasoned judgement on how and why the interpretations differ, making reference to the content, authorship and intended audience.

4

Which of the sources is more useful to an historian studying ...the USA during the period 1910-1929? (11)

Exam tip

In your answer you have to evaluate the usefulness of two sources to the historian studying the key issue named in the question. For each source you must determine usefulness in terms of: content value (what the source tells you about the key issue); authorship (who said it and when); the intended audience (why was the source produced and what was its purpose) and the context (link the source content to the bigger picture of what was happening at that time). Remember to provide a reasoned judgement upon which source is the most useful and why.

1. Explain <u>WHY</u> Source C is USEFUL	Source C is useful for telling me... about the ...
2. Use your OWN KNOWLEDGE to test the accuracy of the source	From my own knowledge, I know that...
3. Is the source trustworthy? Look at the AUTHOR and think about why it was produced	This source is trustworthy/not trustworthy because... The author produced this source because...
4. Explain the LIMITATIONS of the source- what doesn't it tell you or issues with the author's agenda for writing it	However, this source is limited because...
5. Explain WHY Source D is useful	Source D is useful for telling me... about the ...
6. Use your OWN KNOWLEDGE to test the accuracy of the source	From my own knowledge, I know that...
7. Is the source trustworthy? Look at the AUTHOR and think about why it was produced	This source is trustworthy/not trustworthy because... The author produced this source because...
8. Explain the LIMITATIONS of the source- what doesn't it tell you or issues with the author's agenda for writing it	However, this source is limited because...
9. Conclusion- which source is more useful to historians studying....?	In conclusion, I feel Source C is more useful than Source D because... Or I feel Source D is more useful than Source C because... Or Both sources are equally useful in different ways...

5

**To what extent do you agree with this interpretation?
(16+3)**

1. AGREE with the interpretation.	The interpretation clearly states that...
2. Give EXAMPLES to support your agree argument	For example,.../This was shown by...
3. Explain how your evidence support the interpretation	This shows that/ This supports the interpretation...
4. REPEAT - give a second piece of evidence why you AGREE	Furthermore, I agree with the interpretation because...
5. Explain HOW your evidence SUPPORTS the interpretation	This shows that/ This supports the interpretation...
6. DISAGREE with the interpretation	However, I disagree with this interpretation as...
7. Give EXAMPLES to support your agree argument	For example,.../This was shown by...
8. Explain how your evidence support the interpretation	This shows that/ This disagrees the interpretation...
9. REPEAT - give a second piece of evidence why you DISAGREE	Furthermore, I disagree with the interpretation because...
10. Explain how your evidence DISAGREES the interpretation	This shows that/ This disagrees the interpretation...

11. Look at the author and think about why it was produced	The author was... This interpretation comes from... This shows that... This interpretation is/is not reliable because...
12. Explain WHAT was happening at the time the interpretation was produced and how this might influence the authors interpretation	This source was written at a time when... So this would influence the author's opinion because...
13. What is your OPINION? Do you agree or disagree with the interpretation based upon the evidence?	In conclusion, I agree/disagree with the interpretation because...

Exam tip

Make an initial judgement about the accuracy of the interpretation. Use your knowledge to build up a case to support the interpretation. Suggest other interpretations and use your knowledge to build up a case to support other interpretations. Conclude with a reasoned judgement upon the interpretation.