



# History

## Transition Booklet

### Year 11 to Year 12

First off - we are excited that you are choosing A-Level History! We hope the next two years of your studies will show just how diverse history education can be and how many skills there are to be gained from it.

The purpose of this booklet is not to teach you content ready for your A-Level, but instead to start preparing the skill set that you will need to succeed at Post-16 History.

This booklet largely looks at 2 different skills:

- Interpretation Analysis
- Primary Source Analysis.

You will have 2 exams in Year 13. Paper 1 which focuses on the Tudors and Paper 2 which focuses on Russia. You will need to understand interpretations for paper 1 and primary sources for paper 2.

These are not new skills, you have met them before at GCSE. Now we need to develop them and push them further.

This booklet is an expected requirement to join the course - it needs to be completed ready for the **FIRST LESSON** of the next academic year.

You will also require 2 lever-arch folders (one for each topic). Please have these ready for the start of the course

If you wish to enquire any further into A-Level History please contact me at:

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All the best,

*Mr Bench*



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# Course Overview

	Course overview	AS Level (Year 12)	A Level (Year 13)
<b>Unit 1C</b> <b>The Tudors:</b> <b>England, 1485-1603</b>	<p>This course is a <b>study in breadth</b> of issues of change, continuity, cause and consequence in this period. You will be assessed on your understanding of <b>interpretations</b> and your <b>knowledge</b> of the events covered.</p> <p>For each monarch, you will consider:</p> <ul style="list-style-type: none"> <li>- How effectively did the Tudors restore and develop the powers of the monarchy?</li> <li>- In what ways and how effectively was England governed during this period?</li> <li>- How did relations with foreign powers change and how was the succession secured?</li> <li>- How did English society and economy change and with what effects?</li> <li>- How far did intellectual and religious ideas change and develop and with what effects?</li> <li>- How important was the role of key individuals and groups and how were they affected by developments?</li> </ul>	<p>Henry VII (1485-1509)</p> <p>Henry VIII (1509-1547)</p>	<p>Edward VI (1547-1553)</p> <p>Mary I (1553-1558)</p> <p>Elizabeth I (1558-1603)</p>
<b>Unit 2N</b> <b>Revolution and Dictatorship:</b> <b>Russia and the Soviet Union, 1917-1953</b>	<p>This course is a <b>study in depth</b> of the coming and practice of communism in Russia. You will be assessed on your <b>ability to assess primary sources</b> and your <b>knowledge</b> of the events covered.</p> <p>Across the course, you will explore concepts such as: Marxism, Communism, Leninism, Stalinism, ideological control and dictatorship.</p>	<p>Dissent and revolution (1917)</p> <p>The consolidation of Bolshevik power (1918-1924)</p> <p>Stalin's rise to power (1924-1929)</p>	<p>Economy and society (1929-1941)</p> <p>Stalinism, politics, and control (1929-1941)</p> <p>The Great Patriotic War and Stalin's dictatorship (1941 -1953)</p>
<b>Unit 3</b> <b>American Civil Rights, 1863-1992</b>	<p>This course is an <b>investigation of a historical issue</b> focusing on the experience of African-Americans in the United States from 1863 to 1992. It culminates in a 4,000 word essay exploring a question you develop and set yourself, with guidance from your teachers. You will use both primary sources and historical interpretations in order to develop your argument.</p>	<p>The content of this course is delivered in the six week period after your AS exams. You will then spend the summer reading and developing a question, with the aim of completing a first draft by Christmas. Work for this unit runs along-side your taught units in Year 13, but is primarily done independently.</p>	

# Exam Overview

## A-Level History

Your A Level History grade is comprised of the results of two exams and one coursework essay. Each of the two exams, written at the end of Year 13 and including content from both Year 12 and Year 13, is worth 40% of your overall grade. Your coursework, researched across the summer between Year 12 and Year 13 and primarily written in the autumn term of Year 13, is worth 20% of your overall grade.

	A Level Exam
<b><u>Unit 1C</u></b> <b>The Tudors:</b> <b>England,</b> <b>1485-1603</b>	<p>You have <b>2 hours and 30 minutes</b> for this exam, during which time you will answer <b>three questions</b>, one worth <b>30 marks</b> and two worth <b>25 marks</b>. The exam is out of a total of <b>80 marks</b>.</p> <p>You will answer <b>one compulsory question</b> worth 30 marks on your ability to understand <b>historical interpretations</b>. You are asked to <b>assess how convincing</b> three historian's opinions are based on short extracts.</p> <p>You will answer <b>two of three questions</b> worth 25 marks assessing <b>your knowledge</b>. You are given a statement and asked to <b>explain why you agree or disagree</b> with it. You will need to write a balanced answer leading to a supported conclusion in answer to the question.</p> <p>The content of the exam includes material covered in both Year 12 and Year 13.</p>
<b><u>Unit 2N</u></b> <b>Revolution and Dictatorship:</b> <b>Russia and the Soviet Union,</b> <b>1917-1953</b>	<p>You have <b>2 hours and 30 minutes</b> for this exam, during which time you will answer <b>three questions</b>, one worth <b>30 marks</b> and two worth <b>25 marks</b>. The exam is out of a total of <b>80 marks</b>.</p> <p>You will answer <b>one compulsory question</b> worth 30 marks assessing your ability to use <b>primary sources</b>. You are asked to <b>assess the value</b> of three sources for studying a particular aspect of the course.</p> <p>You will answer <b>two of three questions</b> worth 25 marks assessing <b>your knowledge</b>. You are given a statement and asked to <b>explain why you agree or disagree</b> with it. You will need to write a balanced answer leading to a supported conclusion in answer to the question.</p> <p>The content of the exam includes material covered in both Year 12 and Year 13.</p>

## Introducing Historiography: *the challenges of analysing historians*

One of the challenges when studying history is understanding the role of historians. Historians are learned individuals who try to make sense of the past. Historians conduct research and gather sources and evidence, from which they form interpretations, conclusions and arguments. They then publish these findings, either as academic works or as books for the open market. Most professional historians are employed in academia, as university or college professors, lecturers or researchers. A few historians also work for government bodies, in the private sector or as publishing authors. Because they prepare written history and deliver it to us, historians play a critical role in shaping how we view and understand the past. Yet for all their importance, no historian 'owns' history and no historian has a monopoly on historical truth, regardless of how much they might claim to. History itself is not a single truth but a vast patchwork of ideas and viewpoints, woven by many different historians over long periods of time. Every historian looks at the past from their own perspective, uses their own methods and speaks in their own voice.

Historians often reach different conclusions or answers from the same evidence. There are several reasons for this but the most common one is political. Just as you and the people you know see the modern world in different ways, historians tend to see the past differently. Every historian approaches the past with his or her own values, priorities and political perspectives. These qualities shape the way that historians study, interpret and make sense of the past. You will often hear the names of historians mentioned with political labels – for example, “the left wing historian Brown” or “Russell, a liberal historian”. Some people use these labels to summarise or encapsulate a historian’s political perspective. In general terms, left wing or Marxist historians tend to emphasise issues that affect the lower classes, such as economic inequality, class exploitation, the misuse of power and the condition and grievances of workers. Historians with right wing or conservative views tend to focus on economic freedom and opportunity, progress, social stability, law and order and the failures of radicalism. Somewhere between the two are liberal historians, who are usually more concerned about how well a society protects and advances individual freedoms and rights. And some historians adopt more complex or nuanced political positions.

The historiography of a significant period or event will always contain a range of political perspectives. In the case of the French Revolution, for example, most left wing historians see it as being driven by working class dissatisfaction, the product of decades of feudalism, gross inequality and political exclusion. In contrast, conservative historians claim the French Revolution was based on exaggerated grievances and falsehoods; it tried to do too much too quickly and, as a consequence, descended into a series of violent power struggles. One of the challenges for history students is to understand these different political perspectives and be able to differentiate between them. Students should also be aware of their own values and political assumptions. These factors will shape the way that you see and understand history.



Time is another factor that can change the perspectives of historians. As the views and values of society shift and evolve, so do historians and their attitudes toward the past. Historians of a particular generation approach the past differently to their predecessors. They study different people or groups, ask different questions, consider alternative causes and factors and form different theories. Historians who challenge and revise existing understandings of the past are often referred to as revisionists. The last half century or so has been a fertile period for historical revisionism. Universities have opened up to more people with different ideas, allowing a greater exchange of information and a broader range of viewpoints. Ideas and approaches once never considered or countenanced by historians have been tested and explored in the modern era. Changes in social values have encouraged historical research from the perspectives of marginalised or excluded groups, such as women, homosexuals, colonised peoples and racial minorities. It follows from this that a history written in, say, the 1950s may be radically different to another written in the last decade. When studying a historian, it is important to know when they were active and the historiographical context they operated in.

Historians are both the gatekeepers and the architects of history. Our understanding of the past is built upon their research, knowledge and hard work. It is important for history students to value and respect historians. Use historians as your guides as you find your way through the past. Draw on their findings and their knowledge, use their writing as evidence and acknowledge this in referencing. Be aware that no historian offers a definitive account of the past. Find historians you like and challenge historians you disagree with. Above all, think critically about the past – but also the historians who reveal it to us.

**Summarise in FIVE points - what factors affect a historian's point of view?**

1.

2.

3.

4.

5.

# What can affect how a historian interprets the past?

**‘Schools of Thought’ also Impact on how a historian interprets the past - research the different schools of thought in the table and write a definition for each**

School of Thought	Definition
Postmodernist	
Whig	
Feminist	
Liberal	
Marxist	
Conservative	
Revisionist	
Determinist	

# How do we analyse historical interpretations?

On paper 1 of your A-Level exam (The Tudors) you will be asked to read 3 historical interpretations and assess how convincing you find these views. To do this you will be required to use your own knowledge to either support or challenge the interpretation.

For the sake of this exercise, we are going to focus on Weimar and Nazi Germany. This IS NOT a topic at A-Level but it is a topic you have knowledge on from GCSE.

**This exam skill requires the use of the following technique:**

- 1. Be clear about the focus of the question. Be clear about any date focus.**
- 2. Outline the overall argument of the extract.**
- 3. Find the sub-arguments (what the interpretation is arguing to back up it's overall point of view) within the extract.**
- 4. Find evidence to support the sub-arguments (it's convincing) or evidence to challenge the sub-arguments (it's less convincing).**
- 5. Evaluate how convincing you find the argument.**

*Ultimately we are asking questions such as these below:*

## Analysis

What conditions or outcomes does the historian consider important? For example, do they place more emphasis on economic outcomes than social improvements?

How does the historian describe and evaluate different people or groups? Does the historian sound positive or negative about particular people, groups or classes?

Does the historian express any value judgements or unfair assumptions about particular people, groups or events?

What style and tone of language does the historian employ? Do they use emotive language, exaggeration or hyperbole?

What evidence does the historian draw upon? What evidence do they overlook, reject or downplay?

Does the historian form conclusions that are not supported by the evidence?

Do you have evidence that directly challenges or supports the historian?



**Here you have a worked example based on women in Nazi Germany.**

## **1. Focus on the date/era**

*This interpretation is focused on women's experiences under the Nazis - we are therefore using our knowledge from 1933 onwards.*

### **INTERPRETATION 1**

*From Germany 1918-45 by J. Brooman, published in 1996.*

Women were soon brought in line. Shortly after the Nazi seizure of power, thousands of married women doctors and civil servants were sacked from their jobs. Over the next few years, the number of women teachers was gradually reduced. From 1936 onwards women could no longer be judges or prosecutors, nor could they serve on juries.

## **2. Overall argument**

*The interpretation argues that once the Nazis gained power, they quickly used their powers to keep women in line with their traditional notion of womanhood.*

## **3. Sub-Argument/s**

*The Nazis controlled women by removing them from jobs that they did not deem fit for women*

## **3. Evidence to Challenge**

*Nazis controlled women in many other ways*

- *propaganda, providing loans for having children, awarding women for giving birth with the Mother's cross*
- *Not all women fell into line, many did not agree with Nazi views and there was opposition*

## **3. Evidence to Support**

*Nazis did indeed introduce policies to reduce unemployment:*

- *By the end of 1934 300,000 women had given up work*
- *Schoolgirls were trained for motherhood not work*
- *1937 - grammar schools for girls were banned*

## **5. Do you find it convincing overall?**

*Yes - although the interpretation does not focus on all the ways that women were put into line, it is undeniable that women lost jobs and their position in society.*

***Now you have a go at the next two on opposition. Research to remind yourself of the knowledge if you need to.***

## **Interpretation 1:**

Opposition to the Nazis was quite subversive and comprised on people simply not doing as expected rather than open revolt. Groups such as the Edelweiss Pirates and Swing Youth, opposed Nazi organisations but did not incite violence. These quiet protests grew in number and operated all throughout Germany.

*Adapted from a lecture given by Dr. David Rose, titled 'Opposition against the Odds'. Dr. Rose is a senior lecturer at the University of Leeds, specializing in subversive and opposition studies.*

### **1. Focus on the date/era**



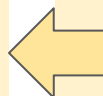
### **2. Overall argument**

### **3. Sub- Argument/s**



### **3. Evidence to Challenge**

### **3. Evidence to Support**



### **5. Do you find it convincing overall?**

***Now you have a go at the next two on opposition. Research to remind yourself of the knowledge if you need to.***

## **Interpretation 2:**

Formal opposition to the Nazis was limited in the traditional sense. Open revolt, rebellion and strikes were squashed quickly and brutally by the Nazi security forces. Hitler had always favoured severe reprisals against those who rebelled. These methods ensured rebellion was limited throughout Germany.

*Adapted from an article titled 'Total State of Fear' by Professor D Wood, emeritus professor of conflict studies at the University of Lincoln.*

### **1. Focus on the date/era**



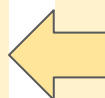
### **2. Overall argument**

### **3. Sub- Argument/s**



### **3. Evidence to Challenge**

### **3. Evidence to Support**



### **5. Do you find it convincing overall?**

# How do we analyse historical interpretations?

***Now you have a go at the next two on opposition. Research to remind yourself of the knowledge if you need to.***

## **Interpretation 1:**

The biggest problem in the creation of the Weimar Republic was the establishment of proportional representation as the method of electing the members of the Reichstag. This meant that the Reichstag would be filled with many smaller parties who would find it impossible to agree on the key aspects of government. Above all else this was the reason which brought about the problems associated with governing the Weimar Republic.

*Adapted from a book titled 'Weimar: A political history' written by B. K. Thompson, historian of political change in the 20<sup>th</sup> Century.*

### **1. Focus on the date/era**



### **2. Overall argument**

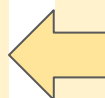


### **3. Sub- Argument/s**



### **3. Evidence to Challenge**

### **3. Evidence to Support**



### **5. Do you find it convincing overall?**

# Stepping it up to A-Level: Literature Review

We know that historical interpretations change over time and depending on the circumstances of when they were written. Lots of different historians will offer different viewpoints on particular topics - these different angles are collected in what we call a 'Literature Review'. This is explained in more detail in the box below.

Over the next few pages you have been given a Literature Review based on the Civil Rights Era (which you will write a piece of coursework on). It looks at different viewpoints on what was happening in Virginia regarding desegregating schools. Read through it, some of the language may need you to look up certain words or re-read passages - this is an academic piece of literature. Highlight what different historians argued as you go - you will need this for the next task

## **What is a literature review, then?**

A literature review discusses published information in a particular subject area, and sometimes information in a particular subject area within a certain time period.

A literature review can be just a simple summary of the sources, but it usually has an organizational pattern and combines both summary and synthesis. A summary is a recap of the important information of the source, but a synthesis is a re-organisation, or a reshuffling, of that information. It might give a new interpretation of old material or combine new with old interpretations. Or it might trace the intellectual progression of the field, including major debates. And depending on the situation, the literature review may evaluate the sources and advise the reader on the most pertinent or relevant.

## **But how is a literature review different from an academic research paper?**

The main focus of an academic research paper is to develop a new argument, and a research paper is likely to contain a literature review as one of its parts. In a research paper, you use the literature as a foundation and as support for a new insight that you contribute. The focus of a literature review, however, is to summarize and synthesize the arguments and ideas of others without adding new contributions.

## **Why do we write literature reviews?**

Literature reviews provide you with a handy guide to a particular topic. If you have limited time to conduct research, literature reviews can give you an overview or act as a stepping stone. For professionals, they are useful reports that keep them up to date with what is current in the field. For scholars, the depth and breadth of the literature review emphasizes the credibility of the writer in his or her field. Literature reviews also provide a solid background for a research paper's investigation. Comprehensive knowledge of the literature of the field is essential to most research papers.

## **Who writes these things, anyway?**

Literature reviews are written occasionally in the humanities, but mostly in the sciences and social sciences; in experiment and lab reports, they constitute a section of the paper. Sometimes a literature review is written as a paper in itself.

## 299 Literature Review

The 1954 Supreme Court ruling in *Brown v. Board of Education* brought tremendous upheaval to the state of Virginia, which had operated under deep segregation for decades. Under the influence of an extremely conservative political machine headed by Democratic Senator Harry Flood Byrd, Virginia enacted a strategy of total opposition to the Court's decision. The "massive resistance" movement, as Byrd called it, was loosely based on the doctrine of interposition and included several legislative attempts to impede integration in the state. Politicians sympathetic to the Byrd machine withheld state funding from integrated schools and created pupil assignment plans that awarded only a few token spots to black students at white schools. The movement, which most historians cite as taking place from 1954 to 1956, ultimately caused temporary school closings in Charlottesville, Norfolk, and Prince Edward County, Virginia.

While much has been written on the aftermath of the *Brown* ruling in the South, relatively few monographs have been published about Virginia's massive resistance in particular.<sup>1</sup> The majority of books specifically dealing with Virginian resistance were published in the 1960s and 1970s, a trend that presumably occurred because of the large interest in school integration during the Civil Rights movement. Until recently, books concerning Virginia's massive resistance sought to explain it only through the actions of conservative whites who adamantly opposed the

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<sup>1</sup> For an overview of resistance to desegregation in the South, see Reed Sarrait, *The Ordeal of Desegregation: The First Decade* (New York: Harper and Row, 1966); Numan V. Bartley, *The Rise of Massive Resistance: Race and Politics in the South During the 1950's* (Baton Rouge, LA: Louisiana State University Press, 1969); Francis M. Wilhoit, *The Politics of Massive Resistance* (New York: George Braziller, 1973); J. Harvie Wilkinson III, *From Brown to Bakke: The Supreme Court and School Integration: 1954-1978* (New York: Oxford University Press, 1979); George R. Metcalf, *From Little Rock to Boston: The History of School Desegregation* (Westport, Conn.: Greenwood Press, 1983); Numan V. Bartley, *The New South, 1945-1980*, vol. 11, *A History of the South*, ed. Wendell Holmes Stephenson and E. Merton Coulter (Baton Rouge, LA: Louisiana State University Press, 1995). For an overview of the political climate in Harry Byrd's Virginia, consult J. Harvie Wilkinson III, *Harry Byrd and the Changing Face of Virginia Politics, 1945-1966* (Charlottesville: University Press of Virginia, 1968); William B. Crawley Jr., *Bill Tuck: A Political Life in Harry Byrd's Virginia* (Charlottesville: University Press of Virginia, 1978).



desegregation decision. While these studies all indict the Byrd organization for fueling the massive resistance movement, they provide two different explanations of the machine's role: that massive resistance was a manifestation of the general popularity of Byrd's ideology in Virginia society, and that the Byrd machine specifically orchestrated the movement in order to regain power that had begun to wane in previous years. These views are obviously supported by differing conceptions of Byrd and the state of Virginia politics at the time of *Brown*.

The first studies of Virginia's massive resistance, and those upon which all other research on the subject is based, are Benjamin Muse's *Virginia's Massive Resistance* and Robbins L. Gates's *The Making of Massive Resistance*, first published in 1961 and 1962, respectively.<sup>2</sup> Relying mainly on primary documents and interviews, these classic accounts reveal the key facts of the ordeal but offer little interpretation of the situation, lacking the necessary historical hindsight to do so. Muse, a journalist hailing from northern Virginia and known for his opposition to the Byrd machine, provides the straightforward and simple interpretation that massive resistance was a product of the immense political prowess wielded by white supremacist politicians within the Byrd machine.

Gates's *The Making of Massive Resistance*, originally written as a political science dissertation at Columbia University, builds upon Muse's initial study by examining why the Stanley Plan, a strategy to withhold state funding from integrated schools, took precedent over more moderate pieces of legislation such as the Gray Plan. Gates also places blame on the Byrd organization, but takes Muse's analysis a step further by implying that Virginia's actions were not representative of the whole electorate but instead were influenced by a disproportionate number of whites from Southside Virginia, the area with the highest black population. Gates

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<sup>2</sup> Benjamin Muse, *Virginia's Massive Resistance* (Bloomington: Indiana University Press, 1961); Robbins L. Gates, *The Making of Massive Resistance: Virginia's Politics of Public School Desegregation, 1954-1956* (Chapel Hill: University of North Carolina Press, 1964).

determines that while massive resistance was indeed a product of the Byrd machine, it was not a demonstration of hegemony but rather an outcome of Byrd's need to reinforce waning political influence. Subsequent studies of massive resistance in Virginia all use Gates and Muse as starting points for research and either restate or expand upon these original theories.<sup>3</sup>

The mid-1960s saw several accounts of massive resistance in Virginia. Bob Smith's *They Closed Their Schools* (1965) supplements Muse's and Gates's monographs with a specific study of the closing of Prince Edward County schools.<sup>4</sup> Smith, at the time an associate editor of Norfolk's openly anti-Byrd *Virginian-Pilot*, uses several interviews with residents of Prince Edward to paint a picture of Virginia's "grim charade" of school closing in the county.<sup>5</sup> *They Closed Their Schools* continues the trend of vilifying Byrd and provides little fresh analysis of massive resistance in general. In his 1967 book *The Negro in Virginia Politics, 1902-1965*, Andrew Buni presents a political history of the role of blacks in twentieth-century Virginia.<sup>6</sup> Buni relies heavily on Muse and Gates, especially in the two chapters specifically examining massive resistance. *The Negro in Virginia Politics* holds to Gates's theory that massive resistance was a way for the Byrd organization to reinforce its dwindling influence in Virginia.

The late 1960s and 1970s saw further interest in Virginia's massive resistance and the role of Harry Byrd in the crisis. J. Harvie Wilkinson's *The Changing Face of Virginia Politics*

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<sup>3</sup> Muse himself builds upon his previous work, publishing *Ten Years of Prelude: The Story of Integration since the Supreme Court's 1954 Decision* (New York: Viking Press, 1964), a study of the effects of the *Brown* decision on the entire South.

<sup>4</sup> Bob Smith, *They Closed Their Schools: Prince Edward County, Virginia, 1951-1964* (Chapel Hill: University of North Carolina Press, 1965).

<sup>5</sup> *Ibid.*, vii.

For other personal accounts of life in Virginia during massive resistance, see Sarah Patton Boyle, *The Desegregated Heart: A Virginian's Stand in Time of Transition* (New York: Morrow, 1962), Virginius Dabney, *Across the Years: Memoirs of a Virginian* (Garden City, NY: Doubleday, 1978); Francis Pickens Miller, *Man From the Valley: Memoirs of a 20<sup>th</sup> Century Virginian* (Chapel Hill: University of North Carolina Press, 1971).

<sup>6</sup> Andrew Buni, *The Negro in Virginia Politics, 1902-1965* (Charlottesville: University Press of Virginia, 1967).

(1968) supports and expands upon Gates's initial argument by asserting that massive resistance was more of a "twilight performance where the hard-core coalition of the old Byrd organization hoisted its last great hosannas" than a show of strength at the height of the regime's power.<sup>7</sup> In his 1976 monograph *The Crisis of Conservative Virginia*, James W. Ely reinforces Muse's argument that massive resistance came out of the engrained power of the Byrd organization. Ely's book is especially significant because although it supports a previous argument, it does so with the benefit of increased historical perspective and two decades of additional secondary resources.

After the popularity of monographs about massive resistance in the Civil Rights era of the 1960s and 1970s, the 1980s saw almost no books on the topic. Increased interest in the topic was shown in the 1990s, however, when two books attempted to correct a lack of attention to moderate opposition of massive resistance. Previous research, whether pro- or anti-Byrd, had typically only focused on white supremacist support of massive resistance. In his 1997 book *Standing Before the Shouting Mob*, Alexander Leidholdt examines the work of the *Virginian-Pilot's* editorial-page editor, Lenior Chambers, to oppose massive resistance and school closings in Norfolk at a time when speaking out against segregation was seen as extremist and treasonous.<sup>8</sup> One year later, Matthew D. Lassiter and Andrew B. Lewis published a collection of essays that similarly aimed to examine the role of moderates during the crisis.<sup>9</sup> Containing articles by J. Douglas Smith, Joseph Thorndike, and James H. Hershman, Jr., as well as works

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<sup>7</sup> J. Harvie Wilkinson III, *Harry Byrd and the Changing Face of Virginia Politics, 1945-1966* (Charlottesville: University Press of Virginia, 1968), 114.

<sup>8</sup> Alexander Liedholdt, *Standing Before the Shouting Mob: Lenoir Chambers and Virginia's Massive Resistance to Public-School Integration* (Tuscaloosa: University of Alabama Press, 1997).

For another biographical view of a Virginia moderate during massive resistance, see John C. Jeffries, Jr., *Justice Lewis F. Powell, Jr.* (New York: Scribner, 1994).

<sup>9</sup> Matthew D. Lassiter and Andrew B. Lewis, eds., *The Moderates' Dilemma: Massive Resistance to School Desegregation in Virginia* (Charlottesville: University Press of Virginia, 1998).

by Lassiter and Lewis themselves, *The Moderates' Dilemma* examines the difficult position of those whites who dared to speak out against segregation.

The emergence of this new historical angle on massive resistance implies that research on the topic is far from finished. The majority of existing literature about massive resistance in Virginia was published within twenty-five years of the *Brown* ruling and seeks to explain the crisis based on the Byrd organization and white conservatives only. As Virginia moves further away from its segregated past and as new racial issues such as affirmative action arise in legislation and constitutional law, there are new angles to pursue in examining massive resistance. The future will perhaps see more research on white moderate opposition to the movement as well as monographs devoted solely to black action during the crisis. New angles and a changing political climate, however, do not diminish the movement's importance. In the words of federal judge J. Harvie Wilkinson, a respected scholar of racial politics, "massive resistance was truly Virginia's issue of the century."<sup>10</sup> Continued examination of the existing literature on the issue as well as the emergence of new theories and angles will ensure that the legacy bequeathed to Virginia by the movement's ultimate demise will not be forgotten.

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<sup>10</sup> Wilkinson, *Harry Byrd*, 113.

*Using the Literature Review complete the following table:*

Historian	Date/Era of Writing	Argument/ What they added to the historical field

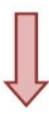


# How do we analyse primary sources?

On paper 2 of your A-Level exam (Russia) you will be asked to read 3 primary sources and assess the value of these sources. To do this you will need to focus on four criteria:

- **Provenance**
- **Tone**
- **Content and Argument**
- **Reaching a conclusion**

The boxes below explain what these different factors mean and the sorts of questions we should be asking.

<p><u><b>Provenance</b></u></p> <p><i>Author – who wrote it? Can this person be trusted?</i>  <i>Date – when was it written? Why is this significant?</i>  <i>Type – what type of source is it? Why is this important?</i>  <i>Audience – who is the audience? Does this affect reliability?</i>  <i>Purpose – why was it written? How does this affect value?</i></p>	<p><u><b>Tone</b></u></p> <p><i>What attitude is the source trying to project?</i>  <i>Is the tone positive or negative?</i>  <i>Keywords/phrases that reflect the tone</i>  <i>How does the tone impact the value of the source?</i>  <i>How does the provenance impact the tone?</i></p>
<p><u><b>Content and Argument</b></u></p> <p><i>Is the information accurate?</i>  <i>Is it only giving part of the evidence? Is it ignoring other aspects?</i>  <i>Is the argument typical of what the majority of people would have thought or said at the time?</i>  <i>What aspects of your historical knowledge supports or challenges the content?</i></p>	<p><u><b>Conclusion</b></u></p> <p><i>How valuable are the sources?</i>  <i>Is one source more valuable than the other? Why?</i>  <i>Are the sources equally as valuable? Why?</i>  <i>(You can argue that the sources are all valuable)</i></p>

<p><b>1. Content vs. own knowledge</b></p> <p>Do the facts match up with my knowledge?</p> <p>Can I use other sources to double check the information?</p> <p></p>	<p><b>What is reliability in History?</b></p> <p>Sometimes in History we need to 'read between the lines'. A source may exaggerate or distort the way things were because it was written for a particular purpose. A propaganda poster might show a very positive image of life in a country, for example, if it is trying to persuade people to vote for the country's leader.</p> <p>Be careful though! Just because a source isn't completely reliable, doesn't mean it isn't useful to a historian – quite the opposite! Unreliable sources can reveal a lot about the people that wrote/made them and their motivations. Follow the steps here to unpick a source's reliability.</p> <p></p>	<p><b>3. Provenance</b></p> <p>Do the following factors make it more or less reliable?</p> <p><b>Author:</b></p> <p>Who wrote it? Were they connected to the events? Does this impact how we look at the source?</p> <p><b>Date:</b></p> <p>When was it written? Was it at the time of the event? Or some time after?</p> <p><b>Purpose:</b></p> <p>Why was this source made? Was it a piece of propaganda? Was it to try and persuade anyone?</p> <p><b>Nature:</b></p> <p>What type of source is it? Was it a photo, a diary entry, a painting, a government document?</p> <p><b>Intended audience:</b></p> <p>Who was meant to see this source? Was it intended for a mass audience? Or a select few?</p>
<p><b>2. Content – is the source giving the full picture?</b></p> <p>Are the events/experiences described typical? (Are they what I would expect? Do they seem 'normal' for the time?)</p> <p>Has the source missed anything out?</p> <p>Does it go into a lot of detail?</p> <p>Does it seem to be an exaggerated account?</p> <p></p>		



***This is a skill you have been practicing throughout your entire history journey at Wiseman (think about the WW1 section of your medicine exam). Have a go filling out the next few pages - again the focus is on Nazi Germany - something you already have knowledge on. Research and remind yourself any knowledge that you need to,***

## Source 4: Joseph Goebbels, *The Womanhood* (1934)

Our displacement of women from public life occurs solely to restore their essential dignity to them... It is not because we did not respect women enough but because we respected them too much that we kept them out of the miasma of parliamentary democracy.

How valuable is Source 4 to a historian studying the role of women in Nazi Germany?

Summarise the source (include the argument / point of view of author)

Context: What were relevant events?

### Content

What does the source say that's relevant to the question?

Tone: How does it communicate the information? How does that affect the value?

### Provenance

Who made /wrote it? How does that affect the value?

Why did they make/write it? How does that affect the value?

When was it made/written? What going on then, before, after? How does this affect the value?

Where was it made/written? Why was this significant? How does this affect the value?

Overall value

How valuable is Source 5 to a historian studying the experience of young people in Nazi Germany?

(Source 5) [Adolf Hitler](#), speech at the [Nuremberg Rally](#) (10th September, 1935)

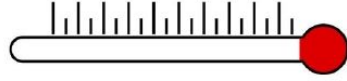
In our eyes the German boy of the future must be slender and supple, swift as greyhounds, tough as leather and hard as Krupp steel. We must bring up a new type of human being, men and girls who are disciplined and healthy to the core. We have undertaken to give the German people an education that begins already in youth and will never come to an end... Nobody will be able to say that he has a time in which he is left entirely alone to himself.

Summarise the source (include the argument / point of view of author)

Context: What were relevant events?

Content

What does the source say that's relevant to the question?



Tone: How does it communicate the information? How does that affect the value?

Provenance

Who made /wrote it? How does that affect the value?

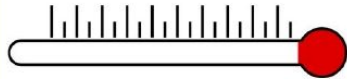


Why did they make/write it? How does that affect the value?

When was it made/written? What going on then, before, after? How does this affect the value?

Where was it made/written? Why was this significant? How does this affect the value?

Overall value



How valuable is Source 3 to a historian studying the hyperinflation in Weimar Germany?

(Source 3) [Daily Express](#) (24th February, 1923)

A Berlin couple who were about to celebrate their golden wedding received an official letter advising them that the mayor, in accordance with Prussian custom, would call and present them with a donation of money. Next morning the mayor, accompanied by several aldermen in picturesque robes, arrived at the aged couple's house, and solemnly handed over in the name of the Prussian State, 1,000,000,000 marks or one halfpenny.

Summarise the source (include the argument / point of view of author)

Context: What were relevant events?

Content

What does the source say that's relevant to the question?

Tone: How does it communicate the information? How does that affect the value?

Provenance

Who made /wrote it? How does that affect the value?

Why did they make/write it? How does that affect the value?

When was it made/written? What going on then, before, after? How does this affect the value?

Where was it made/written? Why was this significant? How does this affect the value?

Overall value

How valuable is Source 15 to a historian studying the opposition to the Nazis in Nazi Germany?

(Source 15) Extract from the second leaflet published by the [White Rose Group](#) (June, 1942)

Since the conquest of Poland three hundred thousand Jews have been murdered in this country in the most bestial way. Here we see the most frightful crime against human dignity, a crime that is unparalleled in the whole of history... All male offspring of the houses of the nobility between the ages of fifteen and twenty were transported to concentration camps in Germany and sentenced to forced labor, and all girls of this age group were sent to Norway, into the bordellos of the SS.... The German people slumber on in their dull, stupid sleep and encourage these fascist criminals; they give them the opportunity to carry on their depredations; and of course they do so... But now, now that we have recognized them for what they are, it must be the sole and first duty, the holiest duty of every German to destroy these beasts.

Summarise the source (include the argument / point of view of author)

Context: What were relevant events?

Content

What does the source say that's relevant to the question?



Tone: How does it communicate the information? How does that affect the value?

Provenance

Who made /wrote it? How does that affect the value?

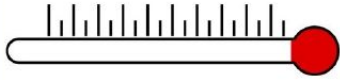


Why did they make/write it? How does that affect the value?

When was it made/written? What going on then, before, after? How does this affect the value?

Where was it made/written? Why was this significant? How does this affect the value?

Overall value



# Looking towards September: Reading List

The following reading list provides a mixture of textbooks and academic books that have been recommended by both staff and the exam board. If you wish to conduct any wider reading before your studies then have a look at this list:

## **Unit 1C: Tudors, 1485-1603**

### *Textbooks*

- C Lee, *Britain, 1483-1529*, Nelson Thornes, 2008
- R Carpenter, *The Church in England and the Struggle for Supremacy, 1529-1547*, Nelson Thornes, 2009
- M Tillbrook, *The Triumph of Elizabethan Britain 1547-1603*, Nelson Thornes, 2009
- I Dawson, *The Tudor Century*, Nelson Thornes, 1993
- D Murphy (ed), *England 1485-1603*, Collins, 1999
- N Fellows, *Disorder and Rebellion in Tudor England*, Hodder, 2009
- R Lockyer & D O'Sullivan, *Tudor Britain 1485-1603*, Longman, 1993
- K Randall, *Henry VIII and the Government of England*, Hodder, 2001
- K Randall, *Henry VIII and the Reformation in England*, Hodder, 2001
- J Warren, *Elizabeth I: Meeting the Challenge*, Hodder, 2008

### *Academic History Books*

- G W Bernard, *The Kings Reformation*, Yale, 2005
- C Carpenter, *The Wars of the Roses*, CUP, 1997
- C S L Davies, *Peace, Print and Protestantism*, Paladin, 1995
- S Doran, *Princes, Pastors and People*, Routledge, 1991
- E Duffy, *The Stripping of the Altars*, Yale, 1992
- G R Elton, *England Under the Tudors*, Routledge, 1991
- A Fletcher & D MacCulloch, *Tudor Rebellions*, Longman, 2004
- Griffiths (ed), *The Experience of Authority in Early Modern England*, Macmillan, 1996
- S Gunn, *Early Tudor Government*, Macmillan, 1995
- J Guy, *Tudor England*, OUP, 1998 • C Haigh, *The Reign of Elizabeth*, Macmillan, 1984
- C Haigh, *English Reformations*, Clarendon Press, 1993
- J Loach, *The Mid Tudor Polity 1540-1560*, Macmillan, 1980
- D Loades, *The Mid-Tudor Crisis, 1545-1565*, Palgrave, 1992
- D Loades, *Politics and the Nation 1450-1660*, Blackwell, 1999
- D M Palliser, *The Age of Elizabeth*, Longman, 1992
- A J Pollard, *The Wars of the Roses*, Macmillan, 1988
- J Scarisbrick, *The Reformation and the English People*, Blackwell, 1984
- A G R Smith, *Emergence of A Nation State*, Pearson, 1997
- P Thomas, *Authority and Disorder in Tudor Times 1485-1603*, CUP, 1999



## Unit 2N: Russia in Revolution and Dictatorship, 1917-1953

### Textbooks

- J Laver, *The Impact of Stalin's Leadership in the USSR 1924-41*, Nelson Thornes, 2008
- J Laver, *Triumph and Collapse: Russia and the USSR 1941-1991*, Nelson Thornes, 2009
- S Philips, *Stalinist Russia*, Heinemann, 2000
- A Todd, *The Soviet Union and Eastern Europe 1924-2000*, CUP, 2012
- S Waller, *Imperial Russia, Revolutions and the emergence of the Soviet State 1853-1924*, CUP, 2012
- G Darby, *The Russian Revolution*, Longman, 1998
- D Evans and J Jenkins, *Years of Russia, the USSR and the Collapse of Soviet Communism*, Hodder Arnold, 2001
- J Laver, *The Modernisation of Russia 1856-1985*, Heinemann, 2002
- S J Lee, *Russia and the USSR*, Routledge, 2005
- M Lynch, *Reaction and Revolutions: Russia 1881-1924*, Hodder Murray, 2005
- M McCauley, *Russia 1917-1941*, Sempringham, 1997
- M McCauley, *Stalin and Stalinism*, Longman, 2003
- D Murphy and T Morris, *Russia 1855-1964*, Collins, 2008
- A Wood, *The Russian Revolution*, Longman, 1986

### Academic History Books

- A Applebaum, *Gulag*, Penguin, 2004
- J Arch Getty, *Origins of the Great Purges*, Cambridge University Press, 1985
- V Brovkin, *Russia after Lenin*, Routledge, 1998
- E Crankshaw, *The Shadow of the Winter Palace*, Penguin, 1976
- G Darby, *The Russian Revolution 1861-1924*, Longman, 1998
- R Davies, M Harrison & S Wheatcroft, *The Economic Transformation of the Soviet Union 1913-1945*, Cambridge University Press, 1993
- S Davies, *Popular Opinion in Stalin's Russia*, Cambridge University Press, 1997
- Figs, *A Peoples Tragedy: The Russian Revolution, 1891-1924*, Pimlico, 1997
- S Fitzpatrick, *Everyday Stalinism*, Oxford University Press, 2001
- S Fitzpatrick, *The Russian Revolution*, Oxford, 2008
- G Freeze, *Russia, A History*, Oxford University Press, 2002
- L Kochan, *Russia in Revolution*, Paladin, 1970
- E Mawdsley, *The Stalin Years*, Manchester University Press, 2003
- M McCauley, *The Soviet Union 1917-1991*, Longman, 1981
- P Oxley, *Russia 1855-1991*, Oxford University Press, 2001
- D Rayfield, *Stalin and his Hangmen*, Penguin, 2005
- N Rothnie, *The Russian Revolution*, Palgrave Macmillan, 1989
- R Service, *The Russian Revolution 1900-1927*, Macmillan, 1991
- S A Smith, *The Russian Revolution, a very short introduction*, Oxford, 2002
- R Thurston, *Life and Terror in Stalin's Russia 1934-41*, Yale University Press, 1998
- C Ward, *The Stalinist Dictatorship*, Hodder Arnold, 1998

We look forward to seeing you in September!