

SUCCESS IN HISTORY AT PGS!

IF YOU FOLLOW THE GUIDANCE BELOW YOU HAVE EVERY CHANCE OF BEING A



SUCCESS AND GETTING A GREAT GRADE AT GCSE HISTORY AT PGS.

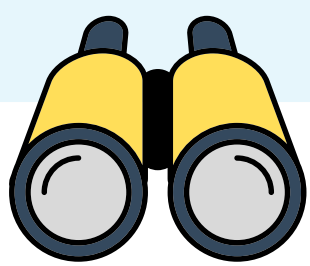


BUG THE QUESTION!

Box THE COMMAND WORDS



Underline THE KEY WORDS **Glance** BACK AT THE QUESTION AS YOU WRITE!



PRESENTATION MATTERS!

PUT A DATE AND TITLE ON EVERY PIECE OF WORK.

UNDERLINE USING A RULER.

COMPLETE ANY CORRECTIONS IN GREEN PEN.

BRING YOUR ESSENTIAL KNOWLEDGE BOOK TO EVERY LESSON.
PLANNER AND PENCIL CASE OUT.



GREAT WORDS TO USE!

AS A RESULT OF....

AS A CONSEQUENCE.....

THIS WAS IMPORTANT BECAUSE...

THEREFORE....

HOWEVER.....

THIS IS NOT SIGNIFICANT BECAUSE....

THE SOURCE IS USEFUL BECAUSE.....

THIS LED TO.....

COP THE SOURCE!

USE THE INFORMATION TO THE RIGHT WHEN YOU ARE DOING ANY SOURCE ANALYSIS IN HISTORY



C – CONTENT

WHAT IS THE MESSAGE OF THE SOURCE?

QUOTE FROM THE CONTENT OF THE SOURCE.

O – OWN KNOWLEDGE

WHAT DO YOU KNOW ABOUT THE SUBJECT? DOES THIS MATCH THE SOURCE? WHAT IS MISSING (SPEND)?

P – PROVENANCE

WHO WROTE IT?

WHEN?

WHY?

WHO FOR?

WHAT TYPE OF SOURCE IS IT?

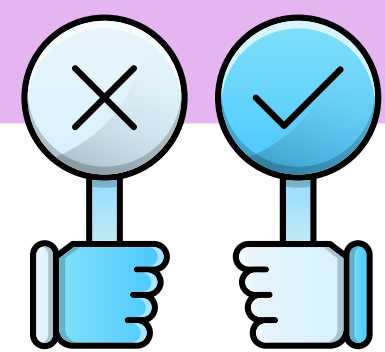
IS IT USEFUL?

IS IT RELIABLE?

IS IT TYPICAL?

SPEND!

IN HISTORY YOU **MUST** USE SPECIFIC INFORMATION TO SUPPORT YOUR ANSWERS. SPEND LIKE YOU'VE NEVER SPENT BEFORE!



S – STATISTICS

USE DATES, EVENTS, OR DETAILED EXAMPLES. E.G. INSTEAD OF "THE WAR WAS LONG," SAY "WORLD WAR I LASTED FROM 1914 TO 1918."

P – PLACES

REFER TO WHERE SOMETHING HAPPENED TO GIVE CONTEXT. E.G. "PROTESTS BROKE OUT IN BIRMINGHAM, ALABAMA..."

E – EVENTS

SPECIFIC EVENTS E.G. "THE FIRST BATTLE IN 1066 WAS AT GATE FULFORD"

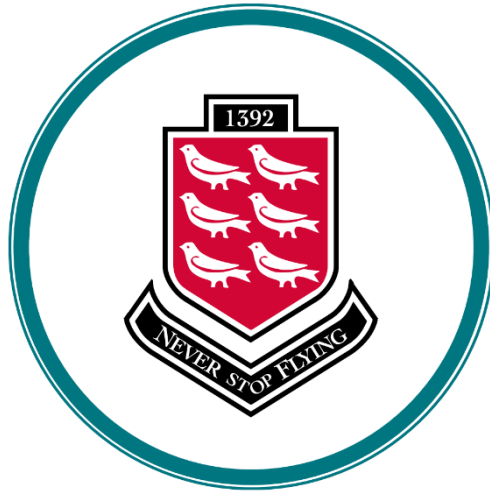


N – NAMES

INCLUDE NAMES OF KEY PEOPLE, GROUPS, OR ORGANISATIONS. E.G. "LED BY MARTIN LUTHER KING JR..."

D – DATES

ADD RELEVANT DATES AND TRY AND BE AS ACCURATE AS POSSIBLE. E.G. "OVER 1 MILLION SOLDIERS DIED AT THE BATTLE OF THE SOMME IN 1916."



GCSE History

Essential Knowledge

Booklet

American West

Section A: The Early Settlement of the West: 1835-1862

Section B: Development of the Plains: 1862-1876

Section C: Conflicts and Conquest: 1876-1895

Section A: The American West

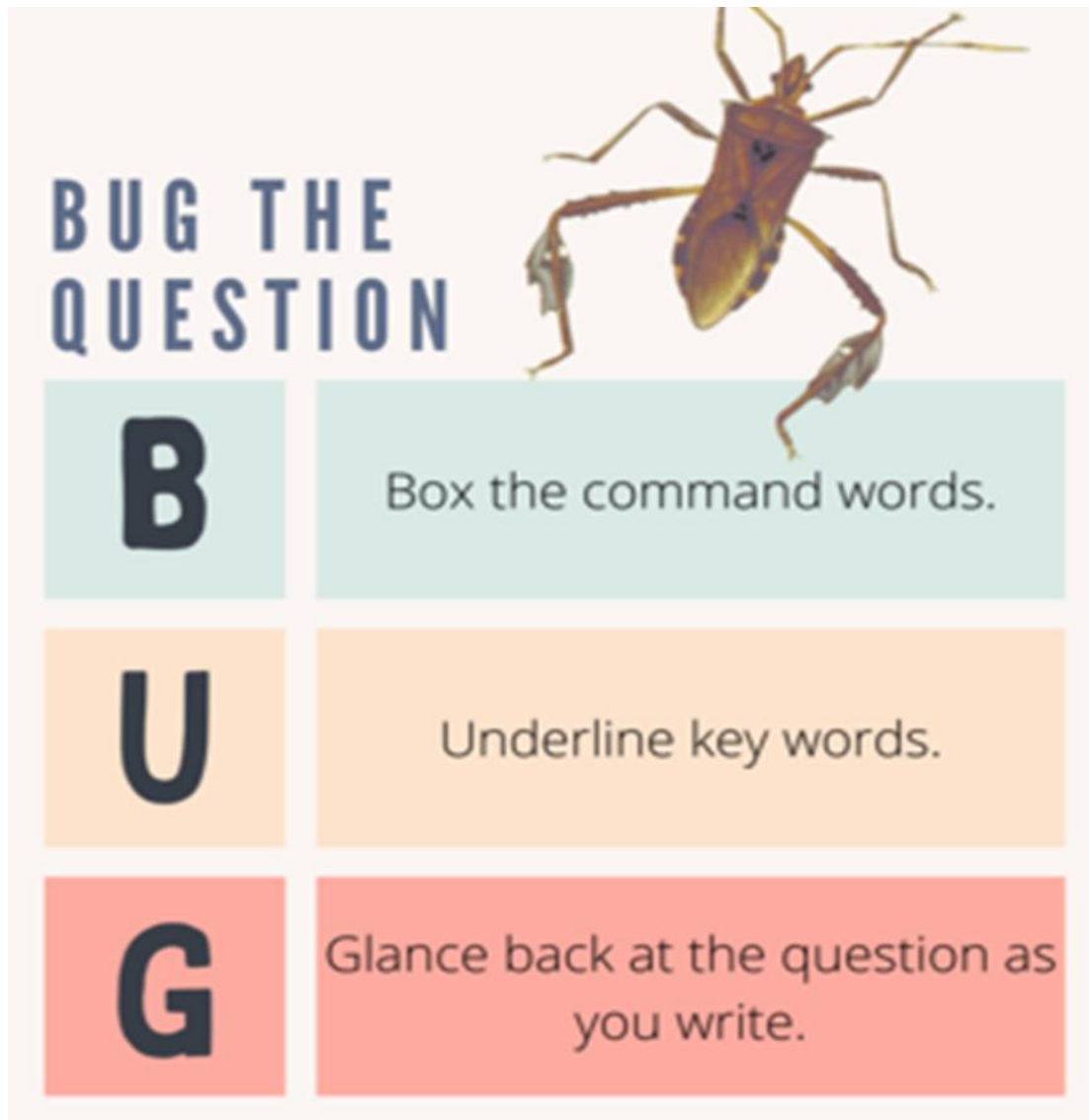
Question Format

| Question | Information |
|----------|--|
| Q1 | <i>Explain one consequence of...</i> <ul style="list-style-type: none">• Worth 4 marks• AO1 & AO2 (Knowledge and explanation of consequence) |
| Q2 | <i>Explain one consequence of...</i> <ul style="list-style-type: none">• Worth 4 marks• AO1 & AO2 (Knowledge and explanation of consequence) |
| Q3 | <i>Write a narrative account of...</i> <ul style="list-style-type: none">• Worth 8 marks• AO1 & AO2 (Chronological understanding and causation) |
| Q4 | <i>Explain the importance of X for Y</i> <ul style="list-style-type: none">• Worth 8 marks• AO1 & AO2 (Knowledge and explanation of significance) |
| Q5 | <i>Explain the importance of X for Y</i> <ul style="list-style-type: none">• Worth 8 marks• AO1 & AO2 (Knowledge and explanation of significance) |

Assessment Objectives (AO)

| AO | What you need to do |
|-----|--|
| AO1 | Demonstrate knowledge and understanding of the period studied |
| AO2 | Explain and analyse historical events and periods using second-order concepts like cause, consequence, change, continuity, significance, similarity/difference |

How to Answer the Questions



Question 1 – Explain one consequence of... (4 marks)

- 2 PE paragraphs
- Clearly state the **consequence** and **explain its impact**
- Use accurate and specific detail

Structure:

- One consequence of X was...
- This meant that... / This led to...
- A second consequence of X was...
- This resulted in...

Question 2 – Explain one consequence of... (4 marks)

- 2 PE paragraphs
- Clearly state the **consequence** and **explain its impact**
- Use accurate and specific detail

Structure:

- One consequence of X was...
 - This meant that... / This led to...
 - A second consequence of X was...
 - This resulted in...
-

Question 3 – Write a narrative account of... (8 marks)

- Focus on **sequence** and **cause/effect**.
- Include **3 key events** in **chronological order** – **Chronolink**.
- Use **specific names, dates, and events**.

Structure:

- Begin with the first key event (what, when, why important)
- Link to the second event (how it followed or changed things)
- End with a third event and show overall progression

Tip: Use words like *"This led to..."* / *"As a result..."* / *"The next stage was..."*

Question 4 – Explain the importance of... (8 marks)

- Pick **two clear reasons** why the event/person/theme was important
- Link back to **impact on the American West**
- Focus on **significance**: short-term and/or long-term

Structure:

- One reason X was important for Y was...
- This mattered because...
- Another reason it was important was...
- Therefore, it helped to...

Question 4 – Explain the importance of... (8 marks)

- Pick **two clear reasons** why the event/person/theme was important
- Link back to **impact on the American West**
- Focus on **significance**: short-term and/or long-term

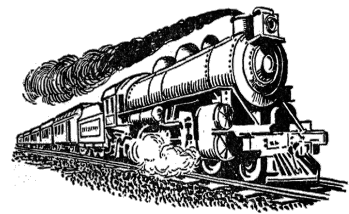
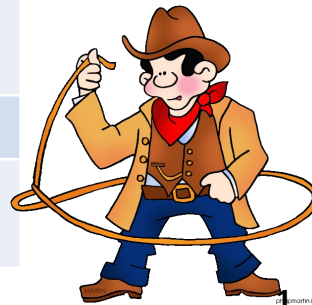
Structure:

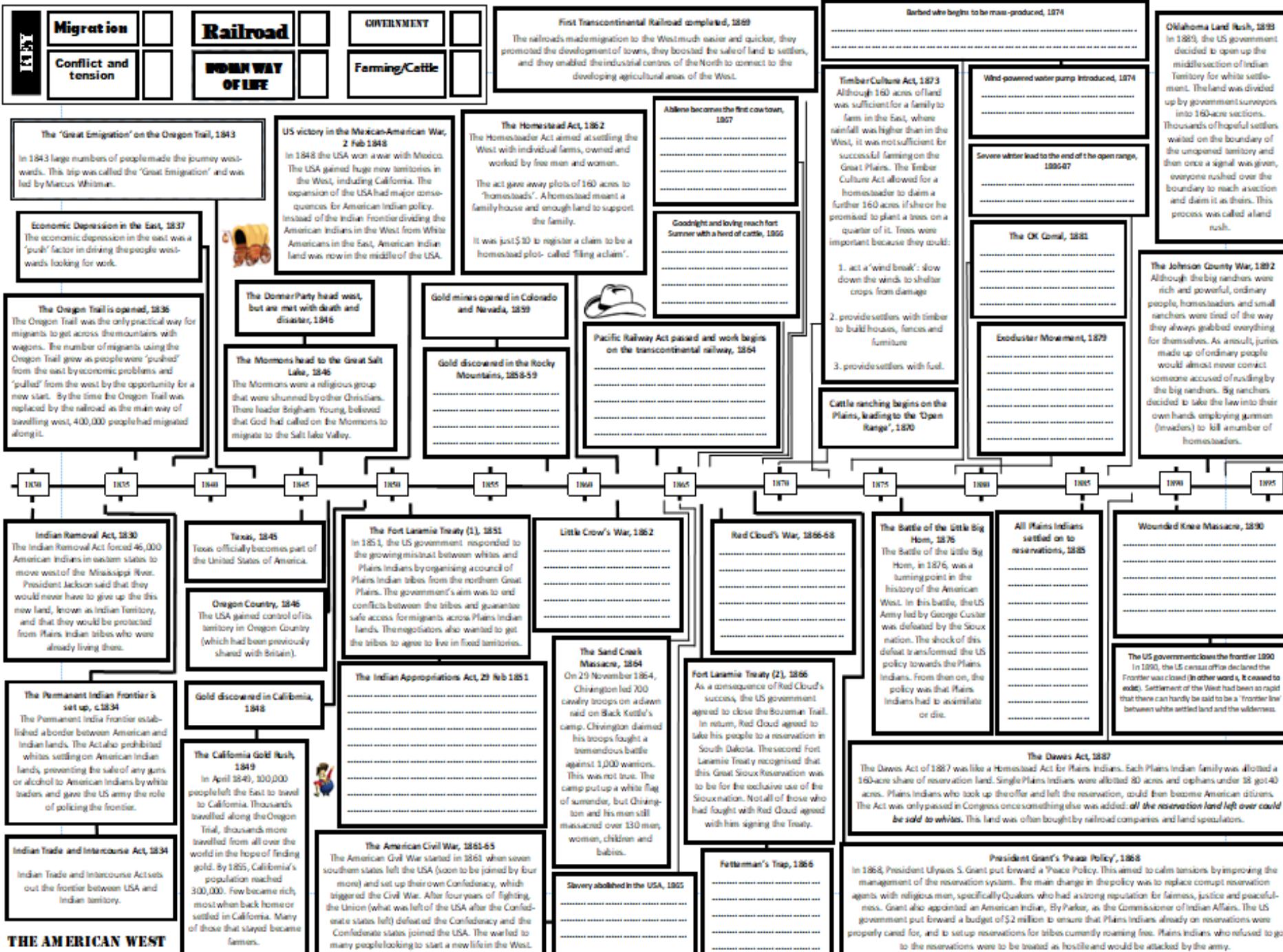
- One reason X was important for Y was...
- This mattered because...
- Another reason it was important was...
- Therefore, it helped to...

The American West, 1835-95

Key Terms

| | |
|--------------------|---|
| Plains Indian | Native groups who lived in the central (plains) area of America before white settlers arrived there |
| Nomadic lifestyle | Constantly moving from place to place without a set home. The Plains Indians were nomadic. |
| Migrants | Individuals who moved from one place to. |
| Settlers | Individuals who settled (moved in) to a new area |
| Federal government | The main US government who were in charge across the USA. |
| Assimilation | Indians becoming more like white Americans. |
| Rustling | Stealing animals, usually cattle or horses. |
| Indian Frontier | The boundary between land controlled by white settlers and Indians. |
| Treaty | An agreement between Indian leaders and the US government |
| Plains | Area of land in the middle of the USA which was mostly empty and was very dry and dusty |
| Prospector | People looking for particular minerals, for example gold |
| Homestead | Area of land big enough for a family to live on and grow enough crops to survive |







Plains Indians' society

Chiefs led Indian society. Some tribes had more than 1 chief so they could concentrate on doing different jobs. In some tribes (e.g. the Lakota Sioux) chiefs could only advise - they had no power to make people do anything. *Red Cloud* was a famous Lakota Sioux chief. *Sitting Bull* and *Crazy Horse* were also famous Sioux chiefs.

Councils were groups of chiefs, elders, and others who helped make decisions for the tribe. Anyone could give their opinion in council meetings and would be listened to.

The Elderly were strongly respected for their advice and wisdom. They acted as a link to the past and they preserved the history of the tribe by passing down stories and songs. They also helped to raise the children. When the elderly were ready to die they would leave the tribe so they did not slow the tribe down as they followed the buffalo herds. This was called exposure.

Women could not be chiefs but could work with council. Polygamy (men having more than one wife) was normal. Women were responsible for the family's possessions - including the tipi which belonged to the women - and ensuring they had enough to eat. Women also helped to turn buffalo hides and meat into products to use or trade.

Warrior Brotherhoods were groups of strong and skilled fighters. In the Lakota Sioux brotherhoods included the *White Horse Riders* and the *Strong Hearts*.



The Plains Indians' beliefs

Beliefs about land and property

Land was seen as sacred with some areas being particularly important (e.g. the Black Hills of Dakota were sacred to the Lakota Sioux).

Some plains Indians farmed the land but others felt this was disrespectful to the Great Spirit. They felt it would disrupt the spirits of the earth. Even when farming did happen land was owned by whole tribes, not individuals or families.

Indians believed nobody had the right to own land as all of it belonged to the spirits

Beliefs about nature

Indians believe everything had a spirit. They believed people should work with these spirits rather than trying to tame them.

Plains Indians believed they could contact the spirit world through 'Vision quests', where they would be guided by spirit animals. They also believed ritual dancing, such as the sun dance, could help them enter the spirit world.

Some plains Indians would wear or carry amulets to bring them luck.

Beliefs about war

Plains Indian tribes would raid each other for horses, food, weapons, and people. This was important to help them survive on the plains.

However, because they could not afford to lose warriors they had several ways to limit the number of fighters killed or injured in battle:

- Raids were strategic - the aim was to get what you needed and then leave.
- Only some warrior would go on each raid, leaving some to protect the tribe
- Warriors could show bravery by NOT killing one another, but instead touching or stealing a horse from an enemy warrior - this was called counting coup.



Indian survival on the Plains

Nomadic Lifestyle

Plains Indians moved around, following the buffalo and escaping the harshest weather.

In the warmer months they lived in tipis made of around 10-20 buffalo skins.

These were easily portable (they could be packed away in just 10 minutes), hard wearing, and could stand up to harsh winds due to their unique shape.

In the winter most tribes moved into wooden lodges which were insulated with earth. These were warm and safe. Some lodges housed as many as 60 people.

The Buffalo

The buffalo was essential to Indians' way of life:

- They ate the meat
- They made tools and weapons from the bones
- They used the dung to fuel fires
- They use the skin to make clothing, tipis, and bags
- They used the fat for soap and oil.

Plains Indians were very skilled at hunting the buffalo with bows and arrows or by causing stampedes. They were careful never to hunt them out of existence.

The Horse

Horses were important means of transport. Indians would attach a Travois (a type of sledge) to their horse to move belongings and tipis.

Horses were also important when hunting buffalo - hunters on horseback would ride among the buffalo shooting them with arrows in the side to kill them.

Horses were an important part (and cause) of war. They allowed warriors to raid tribes from further away and escape more easily. Because horses were so useful, capturing another tribes horses was often the aim of a raid.



Early Government policies

The Indian Removal Act (1830)

Signed by President Jackson, this law pressured 46,000 Indians living near the east coast of America into giving up their lands in return for new land west of the Mississippi river.

The new lands given to the Indians were known as 'Indian Territory' and tribes who moved were promised these would be protected forever from both white settlers and other Indian tribes.

The 'Permanent Indian Frontier' (1834)

The Indian Trade and Intercourse Act (1834) stated the Indian Territory was 'all that part of the United States west of the Mississippi river and not within the states of Missouri and Louisiana or the territory of Arkansas'. The divide between Indian Territory and these areas was known as The 'Permanent Indian Frontier'. White settlers were banned from living on this land, and from trading guns or alcohol with Indians. These laws were policed by the US Army who were also supposed to prevent violence between Indians or between Indians and white settlers.

The Indian Appropriations Act (1851)

This provided money to pay for moving Indians in Indian territory onto reservations instead. Hunting lands were allocated to some reservations, so the Indians could continue to hunt buffalo and other animals. This allowed the government to move Indians away from land that the white people wanted to use. They also reduced the land available for hunting which the government hoped would encourage the Indians to take up farming and to live like white Americans.



Westward Migration

Reasons for migration

Economic: In 1837 there was an Economic crisis in Eastern and Southern USA. People moved west to find work.

Gold: 1848-9 gold was discovered in California. Many people hoped to become rich by mining gold. By 1855 California's population was 300,000.

Manifest Destiny: this was the belief that God wanted Americans to populate the entire continent and so migrants were doing His will.

Freedom: Persecuted religious groups, including Jews, the Amish, and Mormons wanted more freedom and independence.

The Oregon Trail

The sea-route to Oregon was very expensive. The first land pass, the Oregon Trail, was publicised in 1825 by Jedidiah Smith.

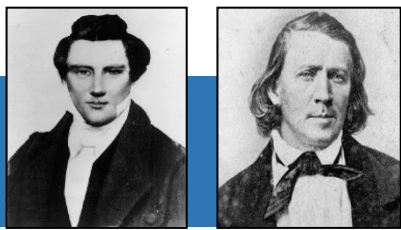
In 1841 the US government provided \$30,000 for an expedition to map the Oregon Trail and publish reports that would help migrants. John Fremont published these and made the journey sound exciting and achievable.

By 1869 400,000 people had migrated along the Oregon Trail.

Famous groups of Migrants

The Stephens Party (1844) was a well organised group of 46 migrants. They had 11 wagons of supplies and many skilled individuals including a blacksmith, doctor and Mountain Man. The group were successful in reaching California in 1845.

The Donner Party (1846) were well equipped but inexperienced. They left late and became trapped in the mountains during the winter. Many froze to death and the survivors were forced to eat those who died. By the time they were rescued only 47 out of 81 were still alive.



The Mormons

Founding and early years of the Religion

In 1830 Joseph Smith published The Book of Mormon after a visit from the Angel Moroni. Followers of Mormonism lived first in New York State (1831-7); then Kirtland, Ohio, (1837-8); then Independence, Missouri, (1838-9); then Nauvoo, Illinois (1839-44). Each time they had to leave after conflict with non-Mormon residents. In 1844 Joseph Smith was killed by an angry mob while in prison. Brigham Young became the new leader.

The 5 P's (the Mormon's core beliefs):

Polygamy - men could have many wives

Proselytisation - Mormons should try to convert other people to their faith.

Politics - Church leaders should try to gain political power.

Property - The Church owned all property. There were no rights to individual ownership.

People of god - Obedience would make Mormon's God's chosen people in Heaven and on Earth.

Movement West

in 1846 the Mormons begin the movement west. They sent a pioneer group ahead to plant crops and prepare living quarters. They also trained everyone in vital survival skills

On 24th July 1847 Brigham Young entered Salt Lake Valley. They formed a settlement, and gave families plots of 10-80 acres. They also set up a perpetual emigration fund to encourage more Mormons to move to Utah. It helped 26,000 to do so

1857 Mountain Meadow Massacre: the Mormons along with an Indian tribe killed a group of non-Mormon white migrants.

In 1896 Utah became a US state. Many, but not all, inhabitants were Mormon.



Problems farming on the Plains

Low Rainfall

Rainfall on the plains was half the amount farmers were used to on the east coast. There were also frequent droughts.

There were few rivers and water had to be taken from very deep wells (100m+ deep).

This was expensive and difficult.

This made it too dry to grow many crops or to keep animals alive.

Few Trees

The land was too dry for many trees to grow. This was made worse by fires (both accidental Prairie fires, and ones set by Plains Indians to promote grass growth).

This meant that there was not enough wood to build houses or fences, or to burn to heat homes and cook with.

Buffalo dung could be used as fuel but it burned quickly and so a lot was needed. Houses had to be built of earth ('Sod Houses') these were warm and fireproof but always dirty and turned to mud in heavy rain

Climate Extremes

The plains had very hot summers and very cold winters. Hailstorms, thunderstorms, tornados, and other extreme weather events were also common. The Plains were nicknamed the 'Great American Desert'.

This made it very difficult to farm as crops withered in the summer heat and the earth became difficult to plough (this was made worse by deep tangled grass roots).

Hail, lightening fires, frost and snow also destroyed crops.

All of these extremes made living on the plains uncomfortable and dangerous.



Fort Laramie Treaty, 1851

Causes

As increasing numbers of white settlers began to travel across the plains this put pressure on resources and disturbed the plains Indians way of life. This led to growing tension between settlers and Indians. Because of this, the government decided to introduce the Fort Laramie treaty to try to solve these problems.

Events

Representatives of several tribes met with government negotiators. However many of these did not have the authority to make decisions for the whole tribe because Plains Indian society did not work that way. Many of these representatives only attended to get the free food and gifts the government were offering.

The treaty agreed:

- Indian Tribes would not fight among themselves
- Indians would allow migrants, railroad workers, and the US army to travel freely in their lands
- Tribes would pay compensation if any member broke the treaty
- The government would protect Indians from migrants and settlers
- Tribes would be paid \$50,000 per year

Consequences

The treaty was a step towards confining tribes on reservations as their land was defined and limited and they became reliant on government handouts. It also undermined the Permanent Indian Frontier by giving white migrants the right to move and settle in the West. Many Indians did not agree to or follow the treaty - there were problems with translation and differing ideas of territory.



Early law and order problems

Reasons for lawlessness

New migrant towns had little formal law enforcement. Politicians did not think it worthwhile to invest in changing this. Instead the west operated on a code of honor based on using violence to solve problems. It was not illegal to shoot someone in self defence, including as part of a fight.

The racial and social diversity of the west led to many conflicts. Different groups had different interests and aims which often harmed the interests of others.

Crimes

Some of the most common crimes were:

- Bank Robbery (the James-Younger gang carried out a series of robberies 1866-82)
- Claim Jumping (stealing land where there might be gold or silver to mine)
- Horse Stealing
- Racial attacks (especially against the Chinese after the number of Chinese people in California leapt to 20,000 in 1852).
- Shootings (between 1866 and 1900, 20,000 people died due to shootings)

Attempts at solving law and order problems

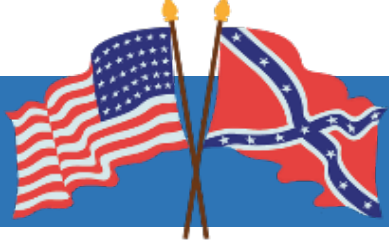
Until a territory had a population of 60,000 it could not have its own laws, government or legal system. The US government would appoint a governor, judges, and a US marshal for each territory to make all the decisions. These men could be honest but many were not because the government paid them very poorly.

Sheriffs were locally elected and were usually chosen for their ability to fight.

Mining camps would write down their own rules and enforce them internally

Vigilance Committees were gangs who would hunt down and punish suspected criminals.

In 1851 89 suspects were captured and tried by Vigilance Committees.



The Civil War

Causes

In 1861 eleven southern states left the USA to set up their own Confederacy. the other states fought to have them return to the USA as they believed it should be one country. There were a lot of reasons for the split between North and South, including, but not only, the issue of Slavery.

Events

The Civil war lasted until 1865. By the time it ended over 600,000 Americans had died and a further 400,000 wounded. The economy and social structure of the Sothern states had been destroyed. At the end of the war, slaves in the southern states were set free.

Consequences

Many former soldiers migrated to the west, taking grudges with them. This caused problems for law and order.

Some freed slaves travelled to the West hoping for a better life. Traditional racist attitudes meant that many white settlers were unhappy to have African Americans living freely alongside them. This caused tension.

During the war, the US government was able to pass 2 very important laws which had previously been blocked by opposition from the southern states:

- The Homestead Act (May 1962): aimed at settlement the west with individual farms owned and worked by free men and women.

- The Pacific Railroad Act (July 1862): aimed at developing connections between the new lands of the west and the northern industrial cities.



The Homestead Act

Causes

The Homestead act aimed to encourage settlement in the West by ordinary and poorer families by making land affordable. The government did not want all the land in the West to be bought up by a few rich landowners. It wanted to encourage the settlement of the West by lots of individual farmers. Thousands of small farmers all paying property taxes would give a big boost to the US economy

What the law introduced

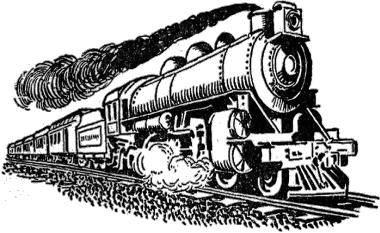
Families could claim 160 acre 'homesteads'. This was meant to be enough land to support a family. This cost just \$10, called filing a claim.

Anyone who was head of a family and over the age of 21 could file a claim as long as they planned to become a US citizen if they were not already (this excluded the Indians who could not become citizens).

Once someone had lived on a homestead for 5 years, built a house, and planted 5 acres of crops they could 'prove up' by paying \$39. This meant that they could sell the plot or pass it on to their children when they died.

Consequences

By 1876 over 6 million acres of land had become homesteads. Eventually 80 million acres would be. In Nebraska nearly half of all settled land was homestead land and it was the population growth this caused that allowed Nebraska to become a state in 1867. However, only 13million acres had been 'proved up' by 1884. 40% never were. The 80million acres was only 16% of the 500million acres of available government land. 300million were granted to railroad companies and rest sold at higher prices mostly to cattle ranchers.



The Pacific Railroad Act

Causes

The Pacific Railroad Act provided the incentive for transcontinental railroad building. The railroads made migration to the west much easier and quicker, they promoted the development of towns, they boosted the sale of land to settlers from the USA and abroad and they enabled the industrial centres of the North and east to connect to the developing areas of the West. However building such an enormous railroad (over 2000km) was difficult and expensive.

Events

It took over 6 years to build the transcontinental railroad which was not completed until May 1869. The railroad eventually connected Sacramento in California to the eastern states.

The railroad was built by two companies who met in the middle: the Union Pacific who built westward and the Central Pacific who built eastwards.

The government made this possible by extinguishing Indian right to land, loaning each company \$16,000 for every mile of track laid (\$48,000 in mountain areas), and granting companies 45million acres of free land along the route which they could sell for profit.

Consequences

The railroad led to a huge increase in Westward migration as they made it faster, safer, and less isolating. The railroad companies also put a lot of effort into encouraging migration - each company had agents whose job it was to provide migrants from the east and from abroad (C.B.Schmidt was responsible for 60,000 Germans migrating to Kansas). By 1880 railroad companies had settled 200million acres.



Solving to farmers' problems

New inventions

As new machinery became available it made farming far easier. Halladay's Wind pump could draw water from wells up to 30 feet deep (although in many areas this was not deep enough). The invention of barbed wire in 1874 meant that farmers could build cheap, effective fences to protect crops and livestock. By 1880 it had become cheaper and stronger and was very widely used. The Sulky Plough was strong enough to pull up tough prairie grasses - 50,000 were sold between 1875 and 1881.

Dry farming

Dry Farming was an experimental technique used to conserve water in the soil. It was developed by Hardy Webster Campbell. Dry farming prepared the soil so that it trapped rainwater and promoted strong root growth by crops, which meant they could access more of the water in the soil. Farmers found that dry farming worked particularly well with wheat. However because of droughts in the 1890s it did not become really widespread until the start of the 20th century.

The Timber Culture Act (1873)

The Timber Culture Act allowed homesteaders to claim an additional 160 acres of land as long as they used one quarter of it to plant trees. These trees could act as wind breaks and provide much needed timber for building and fuel. By 1878 16million acres had been claimed. Most claims were in Dakota, Kansas, and Nebraska. However there was not enough water and most of the trees planted died. Only in Minnesota did large increases in tree cover take place. Some people also used the act to claim land that they then sold on for profit rather than settling on it.



Law and Order

Impact of the Civil War

Large numbers of former soldiers migrated to the West after the Civil War. Many ex-soldiers were traumatised by their experiences and joined gangs as they were unable to find peaceful work. The Reno Gang is one example. From 1866-68 they committed five train robberies, stealing over \$96,000 in one of these. The group used violence and intimidation to get their way. They were eventually caught by Pinkerton's Detective Agency, however they were lynched (murdered) by a vigilance committee before they could stand trial.

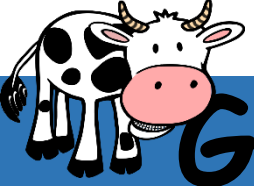
Impact of railroads

New towns near the railroads were especially lawless and were nicknamed "Hell on Wheels". One example is Abilene in Kansas. In 1867 the railroad reached the town and the population jumped from 500 to 7000. by 1870 gunfights between cowboys were a regular occurrence and gambling and prostitution and hugely increased. In 1870 the town erected a jail - it was immediately torn down by cowboys. By the end of 1871 the decision was made that the only way to stop the violence was to ban cowboys and their herds from entering the town.

Response to lawlessness

There was little proper policing in the West as the federal government lacked the resources or will to help. Victims of lawlessness therefore met force with force, hiring tough sheriffs and private detectives, and taking the law into their own hands through vigilance committees.

However, violent crime remained rare in most places. Much more common was theft as people tried to make a living in the hostile environment on the plains.



Growth of the Cattle industry

Origins of the Cattle Industry

In 1836 Texas became independent from Mexico and the Texans took over the cattle industry there. Cows were sold for meat, fat, and leather and were very valuable. Cowboys herded the cattle across the south to the eastern towns and cities where they could be sold. The cattle industry was severely disrupted by the Civil War (1861-5) but remained an important part of the Southern Economy throughout the 19th century.

Texas Fever

Many Texan cattle were infected with a disease known as Texas Fever, which was highly infectious to other cattle and usually fatal. Many farmers in Kansas and Missouri were therefore opposed to cattle being driven near their lands. In 1855, Missouri farmers formed vigilance committees to block the drives. By 1859 both Kansas and Missouri had passed quarantine laws to prevent Texan cattle from entering the state.

Growth after the Civil War

After the civil war ended in 1865 the southern states had no money but a lot of cattle (5million). The northern states however had lots of money but no beef. Southern cattle farmers could therefore make a lot of money selling cows in the north east, for example in Chicago where in 1865 each cow was worth \$40.

With so much money to be made, many people began to see that they could make a lot of money from the Cattle industry and started investing in it.



Key Cattle Individuals

Joseph McCoy

In 1867 Joseph McCoy turned Abilene, Kansas, into one of the most important cow towns. He purchased 450 acres of land to build stockyards, negotiated with the Kansas Pacific Railroad for a depot to be built where 100 railway cars could be loaded, constructed a hotel called the Drovers Cottage, and arrange for the Chisholm Trail to be marked out. McCoy spent \$55,000 advertising Abilene. By the end of 1867 35,000 cattle had been through Abilene. Three million were between 1867 and 1872.

Charles Goodnight and Oliver Loving

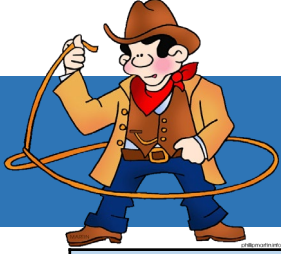
Charles Goodnight and Oliver Loving found a new way to make money by selling cattle directly to western settlers and Plains Indians. The route they used from 1866 was called the Goodnight-Loving trail. Goodnight and Loving with 18 cowboys, drove 2000 cattle through hostile Comanche Indian territory to sell them for nearly four times as much as they would have sold it for in Texas. By 1878, Goodnight was so successful that his ranch had expanded to one million acres.

John Illif

Illif bought a herd of cattle for \$500 in 1861, a very cheap price because they were exhausted from travelling across the Plains and were too thin to sell for beef. Illif fattened his herd up on the Plains, something that had not been done before, and then sold them on for a good price. By 1870 he had 26,000 cattle and his ranch covered 16,000 acres. He became Denver's first millionaire: selling beef to the mining towns, to the teams building the Union Pacific railroad and to the government for Indian reservations.

The cattle barons

Through the 1870s, the cattle industry was seen as a sure way to make money: costs were low while profits were high. The best way to make a lot of money was to have very large ranches and enormous herds of cattle. The consequence was that a few men, backed by rich investors, came to dominate the cattle industry. They were called the cattle barons because of their wealth and power. In new territories, like Colorado and Wyoming, cattle barons controlled local politics as well as almost all the land.



Life of a Cowboy

Life on the long drive

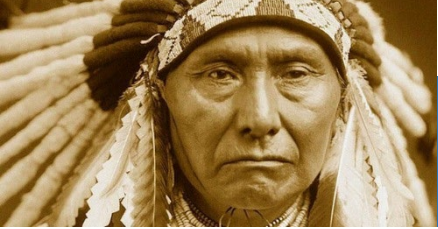
Taking a herd all the way along the Goodnight-Loving trail could take six months travelling 15-20 miles per day. This was dangerous and exhausting work which involved keeping themselves and as many as 3000 cattle safe. They slept outside and took turns to guard the cattle 24 hours a day. Most groups had 12 cowboys including a Trail Boss, who was in charge. In the 1870s a Trail Boss would be paid around \$100 per month, while ordinary cowboys got \$25-30. When they reached their destination, cowboys would be paid and often would spend a lot of this money drinking and gambling in cow towns such as Abilene.

Life on the ranch

Cattle in Texas were raised on ranches, which covered huge areas. Through the winter, the cattle roamed freely, mixing together with cattle from other ranches. During the winter months, most ranches did not employ many cowboys. The real ranch work began in early spring with the round up. This often involved cowboys from several ranches all working together to find all of the cattle and sort them into which ranch they belonged to. Cattle were branded to show which ranch they belonged to, but in the spring new calves would need to be branded with the same mark as their mothers. Most ranch cowboys lived in bunkhouses which were often cold and draughty. Life on the ranch could be very boring as they were so far from towns.

Ranches on the plains

From the 1870s cattle started to be raised on the plains rather than just in Texas. Driving the cattle to rail stops now took only days. However it was harder to keep cattle alive as the winters on the plains were much harsher than in Texas.



Changes Indians' lives

The impact of the railroads

Land grants took land away from the tribes and reduced grazing for buffalo, and settlers and railwaymen built fences blocking buffalo movements and disrupting hunts. Most significantly, railroads enabled the extermination of the buffalo by hunters: bringing the hunters to the Plains and then carting away the buffalo hides. In 1870 the Pawnee Indians agreed to move to a reservation in Indian territory. Other tribes in the way of the railroad, such as the Omaha, Santee Sioux and Winnebago tribes, also signed treaties to go and live on reservations in northern Nebraska.

The impact of the Cattle Industry

Cattle and buffalo had the same diet: grass. Therefore, as cattle increased, buffalo numbers declined. In 1860 there were 130,000 cattle in the West, in 1880 there were 4.5 million cattle spanning new areas in Colorado, Wyoming, Montana and Dakota. As buffalo became hard to find, some Indians went to work in the cattle industry, especially in Indian territory. This was much more of a settled way of life, which took Indians away from their traditional lifestyles.

The impact of gold prospecting

In California, gold prospectors had murdered Indians as well as forcibly removing tribes, and the influx of men from all over the world brought new diseases that devastated Indian populations. Gold prospecting was the main reason for the Fort Laramie treaty of 1851, to protect migrants using the Oregon trail. In 1862, gold was discovered in Montana territory. Thousands travelled along the Bozeman trail, through the Lakota Sioux's hunting lands, despite this breaking the Fort Laramie Treaty.



The Growth of Reservations

The growth of reservations

As more white Americans moved to the plains, Indians were forced into reservations. Promised protection and government support, many Indians felt this was the only way to survive. However, the government rarely kept promises to the Indians and so many resisted fiercely being forced onto reservations.

Impacts of reservations

The government hoped reservations would force Indians to act more like white Americans. However they sometimes placed enemies on the same reservation (e.g. Apache and Navajo) and did not understand that chiefs could agree to reservations for themselves but could not for all of their people. Reservations were usually on poor quality land making farming nearly impossible and leaving Indians reliant on government hand-outs. Bureau of Indian Affairs agents in control of reservations were often corrupt. White settlers meanwhile disliked any land being given to Indians who didn't use it 'properly'.

President Grant's Peace Policy (1868)

President Grant aimed to calm tension between Indians and settlers by:

- Replacing corrupt reservation agents with religious men, especially Quakers, whom it was felt would be more fair.
- Appointing Ely Parker, an Indian as Commissioner of Indian Affairs. He believed that Indians were best off being treated as "helpless wards" with no right to make their own decisions as this would force the government to care for them. The Indian Appropriations Act (1871) followed this idea and had a devastating impact.
- Putting forward a budget of \$2million to help Indians on reservations.



Little Crow's War

Causes

Little Crow was a chief of a band of the Dakota Sioux in Minnesota. In 1851, they and other Dakota Sioux bands, agreed to move to two reservations, giving up 24 million acres of land, in return for \$1.4 million and a yearly payment of \$80,000. The government however withheld the money, claiming debts to traders had to be paid off first. In 1858, the Indians were made to sign away half of the reservation to pay the traders debt. Little Crow said 'you promised us that we should have the same land forever, and yet now you want to take half of it away'.

Events

The reservation was too small and the land too poor to support the Indians. By August 1862 they were starving. People tried to survive by eating grass. The reservation agent, Thomas Galbraith, had a storehouse full of provisions but refused to help the Indians. Led by Little Crow, Indian warriors took food and provisions from the warehouses, distributed it among the starving people, and burnt the buildings. They then attacked settlers' towns and army forts. Little Crow did not think it was right to kill those who were no threat, but not everyone agreed and around 6000 white people were killed, including women and children.

Consequences

As US troops arrived, Little Crow and his followers fled to Dakota. 400 Dakota warriors were caught and put on trial, and most were sentenced to death without any evidence of their guilt. President Lincoln insisted that only those proven to be guilty of murder or rape should be executed- 38 men. This infuriated white Minnesotans who wanted all the Indian warriors to be killed. The rest of the Dakota Indians in Minnesota were moved to the Crow Creek Reservations: isolated dry lands in South Dakota, in which many starved to death.



The Sand Creek Massacre

On 29 November 1864, 700 US troops led by Colonel Chivington the Indian Camp at Sand Creek. Chivington claimed he fought a battle against 1000 warriors. This was not true. The Indians put up a white flag to surrender, but the US soldiers massacred over 130 men, women, and children. They scalped their victims and took these to display in local saloons.

Causes

In 1858 gold was discovered in Colorado Territory causing prospectors to cross Cheyenne and Arapaho Indian land. Whites put pressure on the government to move the Indians to reservations. In the 1861 Treaty of Fort Wise, some Indians agreed to move, but many warriors, known as Dog Soldiers, rejected the treaty and did not move. This led to conflict between the Dog Soldiers and white settlers and migrants. In 1864 Chief Black Kettle reached an agreement with army and government officials. Believing he had army protection, Black Kettle set up camp at Sand Creek. However, the governor, John Evans, was determined to kill Indians leading to Chivington's attack.

Consequences

Black Kettle escaped and told other tribes about the massacre damaging further their trust in white Americans and leading to further violence. In 1865 a new treaty gave the Cheyenne and Arapaho a large reservation and generous payments to the survivors of the Sand Creek Massacre. However, in 1876 the US government backed out of the deal and moved the Indians to a far smaller reservation, half the size of the one they had been promised. They were also not allowed near white people's property, limiting their ability to hunt buffalo. No compensation was paid. Black Kettle died in 1868, in another massacre of Indians by US troops.



Red Cloud's War

Causes

In 1862 gold was discovered in Montana. Prospectors used a short cut crossing Lakota hunting land called the Bozeman Trail. By 1865, 2000 people had travelled the Bozeman trail despite it breaking the Fort Laramie Treaty (1851). By 1866, the government wanted a new treaty. Red Cloud, a highly respected war chief of the Oglala Lakota, and other Lakota Chiefs, were invited to talks. However, Red Cloud found out that the army had already brought materials to build forts along the Bozeman Trail and the government was not open to real negotiation. Red Cloud believed they had been forced into either fighting or starving. He chose to fight.

Events

Red Cloud's 3000 followers fought to close the Bozeman Trail by attacking soldiers and workers building forts for two years. Lakota leaders Sitting Bull and Crazy Horse, and by Cheyenne and Arapaho bands also joined them. In December 1866, the Sioux led Captain Fetterman and 80 soldiers into a trap near Fort Phil Kearny. The soldiers knew that the Lakota often used ambushes but still fell for it. The Indians also stopped troops from leaving Fort Phil Kearny. The Indian's success led to the government forming a peace commission in 1867 which said that to end the conflict Indians has to be convinced to move to reservations.

The Second Fort Laramie Treaty (1868)

As a consequence of Red Cloud's success, the US government agreed to abandon the forts and close the Bozeman Trail. In return, most Lakota Indians (but not all - including Sitting Bull and Crazy Horse) agreed to move to a reservation in Dakota, stretching from the Black Hills to the Missouri river (The Great Sioux Reservation).



The end of the Open Range

Causes

Overstocking (more cattle was being produced than were needed) led to falling prices of cattle and so falling profits for cattlemen.

Overstocking also led to far faster soil erosion making problems such as the drought in 1883 far worse and leading to prairie fires.

In the winter of 1886-7 temperatures fell to -55°C. At least 15% of open range herds died in what is called *The Great Die Up*. This led to financial ruin for many cattlemen.

Events

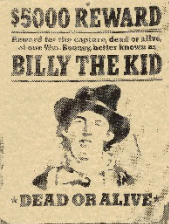
By 1887 most cattle was in very poor condition and were worth very little money. This led to the end of farming on the Open Range as it was no longer profitable.

Instead smaller ranches became the norm as they had coped better with the extreme weather conditions by keeping a closer eye on their herds.

Consequences

After 1887 open range farming (where herds roamed freely over huge areas) was finished. The move to smaller ranches led to fewer, but higher quality, cattle being produced using breeds such as Holsteins and Herefords.

There was much less demand for cowboys. Many found completely new careers. Those that worked in the cattle industry still became ranch hands. They lived far less adventurous lives doing things like branding and dehorning cattle, mending fences, inspecting grass, harvesting hay to feed the cattle, and caring for horses and calves. They also lived in cold, leaky Bunkhouses and had to follow strict schedules and rules.



Individuals in Law and Order

Billy the Kid

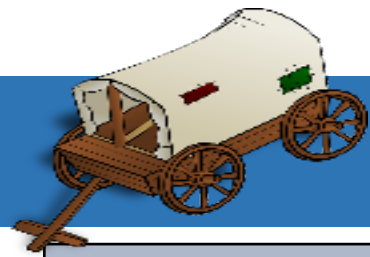
Billy the Kid was first arrested in his mid teens for stealing butter. He soon moved on to stealing bigger things such as horses and cattle. He became well known for his ability to escape from jail, for example by climbing out the chimneys.

In 1878 Billy became involved in a conflict in Lincoln County, New Mexico, between Cattle Baron John Chisum and local ranchers led by Lawrence Murphy. The war fizzled out after Murphy's death but Billy continued fighting against those he believed were responsible for the death of a friend during the war.

His gang had many hideouts and got support from local Mexicans. To try to end the violence a new governor was appointed and a new Sherriff, Pat Garrett, was elected. Garrett tracked Billy down. He was tried and sentenced to death but escaped. Garrett tracked him down again at Fort Sumner and shot Billy dead.

Wyatt Earp

Wyatt Earp was a tough gunslinger who had worked as Marshal in the Cownowns of Wichita and Dodge City between 1874 and 1879. In 1880 he became Sherriff of Tombstone, Arizona, working with his two brothers, Virgil and Morgan. The Earps worked for Tombstone's rich businessmen who were in conflict with local rancher led by the Clanton and McLaury families. In 1881 the Earps were accused of being involved in robbery, although they denied it. On 26th October 1881 there was a gunfight near the OK Corral in Tombstone. Tom and Frank McLaury and Billy Clanton were killed. In 1882 Virgil Earp was shot (but survived) and Morgan Earp was killed as the violence got worse. Wyatt Earp killed the two men who he said killed his brother without any trial or evidence being given. This turned the local people against the Earps as they saw this as cold blooded murder.



The Exoduster movement

After the Civil War some black Americans chose to move to the west and claim land under the Homestead Act. They were encouraged by a former slave, Benjamin Singleton, to move to Kansas. In 1879 40,000 black Americans had migrated to Kansas. They were called the Exodusters because their movement was an exodus to the dry, dusty west.

Causes

The four million slaves freed after the American Civil War were not treated equally. Many chose to move West for a better life. They chose Kansas because it was known as a progressive anti-slavery state. Many Exodusters also took comfort in the bible story of Exodus, believing God would help and provide for them as they escaped oppression. In 1879 there was a rumour that the US government had given the whole of Kansas to ex-slaves. This was not true but it encouraged thousands of black Americans to move.

Consequences

By 1880 43,107 black Americans had settled in Kansas many settling in all black settlements like Nicodemus. However life for the Exodusters wasn't easy. As the best land in Kansas had already been taken they were left with hard to farm uplands. Many ran out of money and could not afford the set up costs. Many had also travelled through areas affected by yellow fever and were dangerously ill when they arrived in Kansas. The state government had to provide money to help them. White Americans disliked that the Exodusters were getting help that wasn't available to them. Exodusters generally remained poorer than white Americans and had fewer rights, although they were better off than they would have been in the South.

By 1880 the number of migrants had reduced to only a few a year. Many of the original Exodusters eventually moved on to Nebraska or Oklahoma.



The Johnson County War

Causes

During the 1870s, cattle barons took over large areas in Wyoming. This caused conflict with smaller farmers. During the Great Die Up (1886-7) smaller ranches lost fewer cattle. The cattle barons accused them of cattle rustling. The cattle barons stopped many small farmers from taking part in the spring round up using their organisation the Wyoming Stock Growers Association (WSGA). In 1889, two homesteaders, Ella Watson and Jim Averill, were killed by Albert Bothwell, a cattle baron, who then took over their land and cattle. More killings followed. In 1892 homesteaders set up their own group to challenge the WSGA.

Events

In 1892 the WSGA planned an attack to kill 70 men they said "should die for the good of the county". They raised \$100,000 to hire 22 Texas gunmen (who were paid \$5 per day and \$50 for every man they killed off the list). The invaders attacked the KC Ranch looking for Nate Champion and Nick Ray. Sheriff Angus of Johnson County quickly gathered a force of 40 men to challenge the invaders. Outraged citizens of Buffalo (the main town in Johnson County) joined the resistance. The invaders were trapped in the TA ranch by 300 angry Johnson County residents they had to be rescued by the US 6th Cavalry.

Consequences

The Invaders were arrested but the WSGA had a lot of power and money. The Invaders were moved away from Johnson County to Cheyenne where they would probably have a more sympathetic jury. The best lawyers from Chicago were hired by the WSGA. The lawyers extended the trial until Johnson County ran out of money and had to drop the charges against the Invaders.



The Battle of Little Bighorn

Causes

In 1874 US army General Custer led an expedition to protect railroad builders and to prospect for gold in the Black Hills. Thousands of prospectors soon followed. The US government offered to buy the Black Hills for \$6 million or pay \$400,000 a year to mine there. The Sioux rejected this and attacks on both sides continued. In December 1875 the government ordered all Sioux to return to reservations. By 1876, 2000 Sioux and Cheyenne warriors, along with 5000 non-warriors had gathered in the Little Bighorn valley, led by Chiefs Sitting Bull and Crazy Horse. Chief Sitting Bull said "the whites want a war and we will give it to them."

Events

In 1876 the US army planned to force the Sioux back to reservations. General Custer found the Little Bighorn camp and with 200 soldiers decided to attack, disobeying orders to wait for reinforcements. Sitting Bull got the Sioux women and children to safety while Crazy Horse led a counter-attack. Custer and all his men were killed.

Consequences

The Indians were now seen as a real threat and white Americans put pressure on the government to crush Indian resistance. The Army pursued the Cheyenne and Sioux Indians relentlessly. Most returned to reservations by the end of 1876. By 1881 all had. They were now completely reliant on the government for food and shelter. The Government cancelled previous treaties and confined the Indians to smaller and poorer quality reservations. The Sioux' weapons and horses were taken and they were forced to live under military rule. In 1877 Crazy Horse surrendered to the US army and was killed while under arrest at Fort Robinson. All effective Indian resistance to the loss of land was over.



The Wounded Knee Massacre

Causes

By the end of the 1880s the Plains Indians felt disillusionment and despair. A drought and a government imposed ration cut in 1890 made this worse. A Paiute Indian, Wovoka, claimed to have vision that if Indians danced a sacred dance the Great Spirit would carry away the white people in a great flood and the land would belong to the Plains Indians again. The Ghost Dance spread rapidly. President Harrison ordered the army onto reservations to stop this. Chief Sitting Bull was killed by the Army who wrongly saw the Ghost Dance as part of a plan for a rebellion.

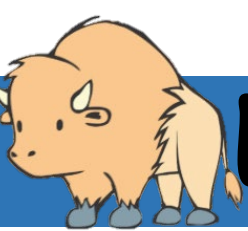
Events

Sitting Bull's followers joined with Big Foot's. They were arrested by the army and taken to Wounded Knee Creek. One Sioux warrior resisted being disarmed and others began to dance. In response the US army opened fire. In ten minutes 250 Sioux were dead, half of them women and children.

Consequences

Public opinion generally supported the massacre. The soldiers who took part were publicly praised. White settlers had feared the Ghost Dance would lead to an uprising and were glad it was over. Many white settlers felt that if the Indians could not be controlled they should be killed and saw the massacre as revenge after the Battle of Little Bighorn.

In 1890 the US census office announced that the Indian Frontier was over and that all land within the USA was now under government control.



Extinction of the Buffalo

Causes

In 1871 a process was discovered to cheaply turn the buffalo hide into leather for machine belts. This led to a massive increase in buffalo hunting as prices for each hide rose to \$1-\$3. the development of the railroad also meant hunters could easily get to and from the plains. The development of the Sharps rifle also made killing the buffalo quicker and easier. The US government promoted the killing of buffalo as a way to control the Indians by forcing them to change their way of life and move to reservations.

Events

By 1883 the once more than 25 million buffalo were gone. White hunters often killed more buffalo than they were able to skin. The hunters were often very inefficient and left the rest of the carcass to rot on the plains. Hunting of the southern herd peaked 1872-74 when hunters killed 4.5 million buffalo, compared to 1 million killed by Indians. The Northern herd was protected by the great Sioux reservation until 1876, but by 1880, 5000 whites were killing and skinning buffalo, and by 1883 the northern herd was gone.

Consequences

The loss of the Buffalo shattered the Plains Indians' way of life. They had to abandon their traditional way of life and instead turned to farming and cattle ranching to survive. However Indians were forced onto reservations and became dependent on the government for food handouts. The government used the withdrawing of these to control and punish the Indians, leading to widespread starvation.



The Dawes Act

Causes

After the Battle of Little Bighorn in 1876 government policy focused on eliminating the Indian threat. The government had previously used the reservation system to control the Indians but it was now felt that this system retained too many aspects of traditional Indian lifestyles. The government wanted to break up the power of the tribes and lessen the influence of chiefs. They also felt that reservations did not encourage assimilation into white American society. In addition to this, many whites felt that Indians should not own land they were not using profitably and this land should instead be given to white settlers.

Events

The Dawes Act (1887) was similar to the Homestead Act for Indians. Each Indian family was allocated 160 acres, (80 acres for single Indians and 40 acres for orphans under 18). If Indians took up this land and moved off the reservations they could become US citizens. Any reservation land that was left over was then sold to whites.

Consequences

The Dawes act freed up more land for white settlers. By 1890 Indians had lost half of the land they had held in 1887 to whites. Many Indians found it impossible to make a living farming on the plains: the conditions were too tough and they were not given enough land. Most gave up and sold the land to whites, leaving them even worse off in a country that valued land ownership as an important marker of status. The Dawes act made life even more difficult for the plains Indians. By 1890 the US government declared the Indian Frontier a thing of the past and all land within the USA under the full control of the US government.

GET A HOME
OF
YOUR OWN
EASY PAYMENTS



PERFECT TITLE
POSSESSION
WITHIN
THIRTY DAYS

Oklahoma Land Rush

Causes

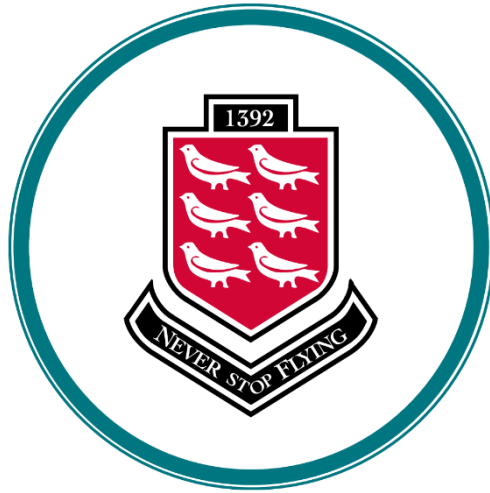
Since the start of the 1880s white settlers has been trying to move into Indian Territory, a large section of land East of the Mississippi river reserved only for Indians. However, the US army continually moved them off of this land. In 1887, the Dawes Act meant that instead of the tribe owning the land, individual Indian families received 160 acres and the rest could be made available to white Americans. In 1889 the government decided to open up large areas of Indian Territory for white settlement.

Events

The land was divided into 160 acres sections to be sold through a 'Land Rush'. Thousands of settlers waited at the boundary to this land and on a signal rushed forward to claim the best parcels of land. In the first land rush in 1889 when 2 million acres were claimed. The largest land rush was in 1893 when 8 million acres known as the Cherokee Strip were opened up for settlement. The final land rush was in 1895. By this point no land was left on which Indians could live a traditional lifestyle.

Consequences

Pressure from white Americans meant that increasing areas of land were opened for white settlement during the 1880s and 1890s. This led to the Indians being repeatedly moved and seriously limited the land available for them. Increasingly the only option available to the Indians was to assimilate into white society and give up on their traditional way of life.



GCSE History
Essential Knowledge
Booklet

Anglo-Saxons and
Normans

Section A: Anglo-Saxon England

Section B: The Year of Conquest: 1066

Section C: Establishing and Maintaining Control

Section D: Life in Norman England

Section B: Anglo-Saxon and Norman England, c1060–88

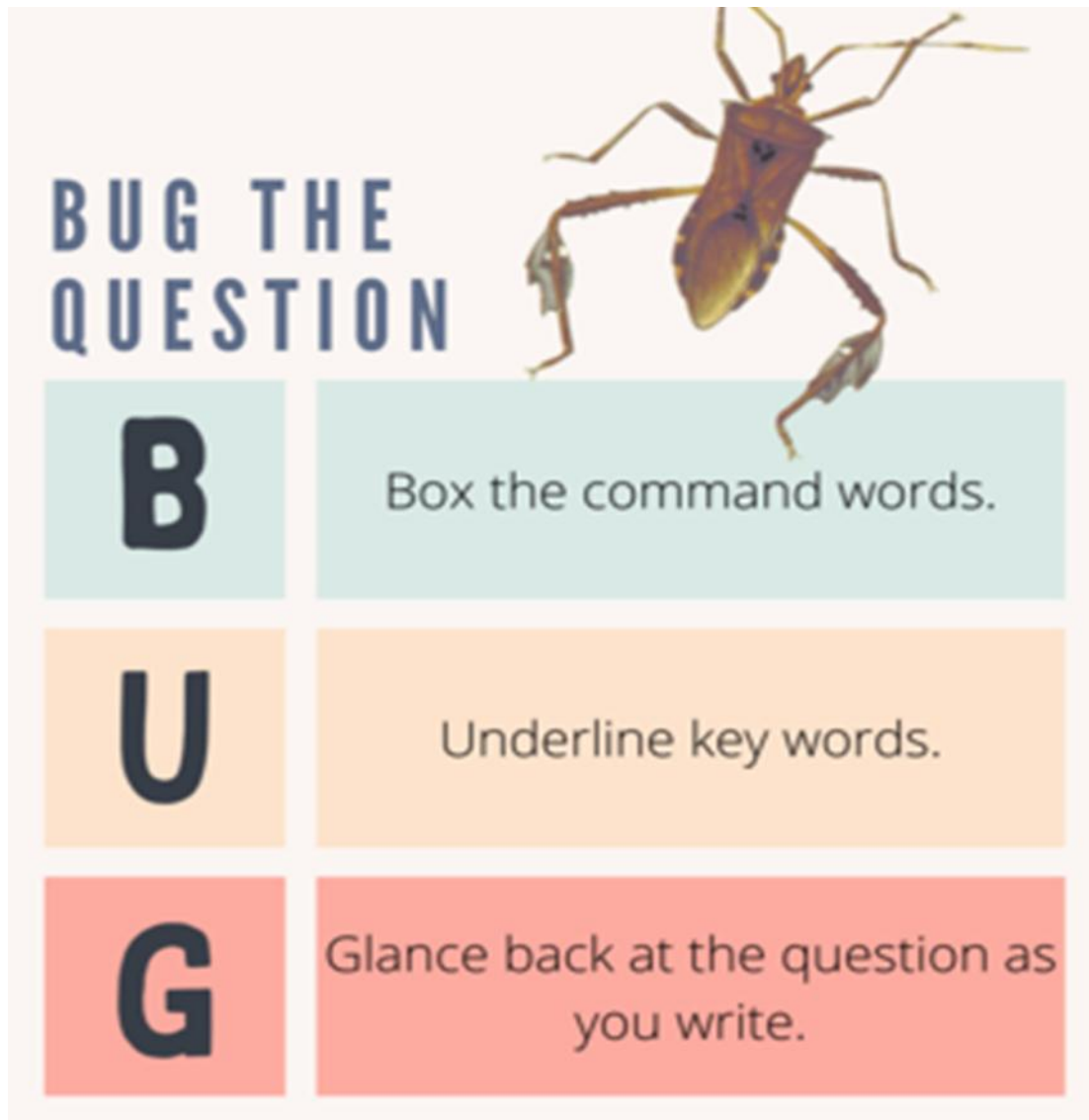
Question Format

| Question | Information |
|----------|--|
| Q1 | <i>Describe one feature of...</i> <ul style="list-style-type: none">• Worth 2 marks• AO1 (Knowledge of the period) |
| Q2 | <i>Describe one feature of...</i> <ul style="list-style-type: none">• Worth 2 marks• AO1 (Knowledge of the period) |
| Q3 | <i>Explain why...</i> (You WILL be given two bullet points but you must use one of your own) <ul style="list-style-type: none">• Worth 12 marks• AO1 & AO2 (Knowledge and explanation of causation) |
| Q4 | <i>'Statement' How far do you agree?</i> (You WILL be given two bullet points but you must use one of your own) <ul style="list-style-type: none">• Worth 16 marks• AO1 & AO2 (Knowledge, explanation, and judgement on causation, consequence, change, significance, etc.) |

Assessment Objectives (AO)

| AO | What you need to do |
|-----|--|
| AO1 | Demonstrate knowledge and understanding of the period studied |
| AO2 | Explain and analyse historical events and periods using second-order concepts like cause, consequence, change, continuity, significance, similarity/difference |

How to Answer the Questions



Question 1 – Describe one feature of... (2 marks)

- Identify **two valid features** of the topic
- Support each with **accurate detail or explanation**

Structure:

- One feature of X was... This meant that...
- Another feature was... This is shown by...

Example:

One key feature of Norman castles was that they were strategically placed fortifications built to assert control over newly conquered territories.

Question 2 – Describe one feature of... (2 marks)

- Identify **two valid features** of the topic
- Support each with **accurate detail or explanation**

Structure:

- One feature of X was... This meant that...
- Another feature was... This is shown by...

Example:

One feature of Anglo-Saxon earldoms was that they were large regions controlled by powerful nobles.

Question 3 – Explain why... (12 marks)

- Write **3 PEEL paragraphs**
- Two of your reasons can be from the **bullet points**, one must be from your **own knowledge**.
- Focus on **causation** or other second-order concept from the question

Structure:

- One reason why X happened was...
- This led to... / This meant that...
- This is important because...

Tip: Link back to the question each time with a mini-conclusion.

Question 3 – ‘Statement’ How far do you agree? (16 marks)

- Write **3 PEEL paragraphs with an introclusion first and a conclusion to end**.
 - Two on the points provided (or your own if better)
 - One with a different reason from your own knowledge
 - Weigh up **both sides of the argument**
 - Finish with a **balanced judgement** in your conclusion

Structure:

- Introclusion: Short, to the point, say what you are arguing.
- Paragraph 1: Argument in favour
- Paragraph 2: Argument against or an alternative interpretation
- Paragraph 3: Another relevant factor (own knowledge)

- Conclusion: State how far you agree and justify with comparison of evidence

Example:

“The main reason for William’s victory at Hastings was Harold’s mistakes.”

- You might argue that Harold made poor decisions (e.g. marching south too quickly)
 - But also consider William’s preparation, military tactics, or luck (e.g. weather delays)
 - Make a final judgement based on the strength and impact of each factor
-

Key Tips for Success

- Know your **key events**: 1066 succession crisis, the Battle of Hastings, revolts, the Harrying of the North, the feudal system, the Domesday Book, etc.
- Use **specific evidence (SPEND)**: names, dates, places (e.g., Edwin and Morcar, Hereward the Wake, Ely, etc.)
- Always link your points **back to the question**
- Practise writing **balanced arguments** with clear conclusions

Paper 2

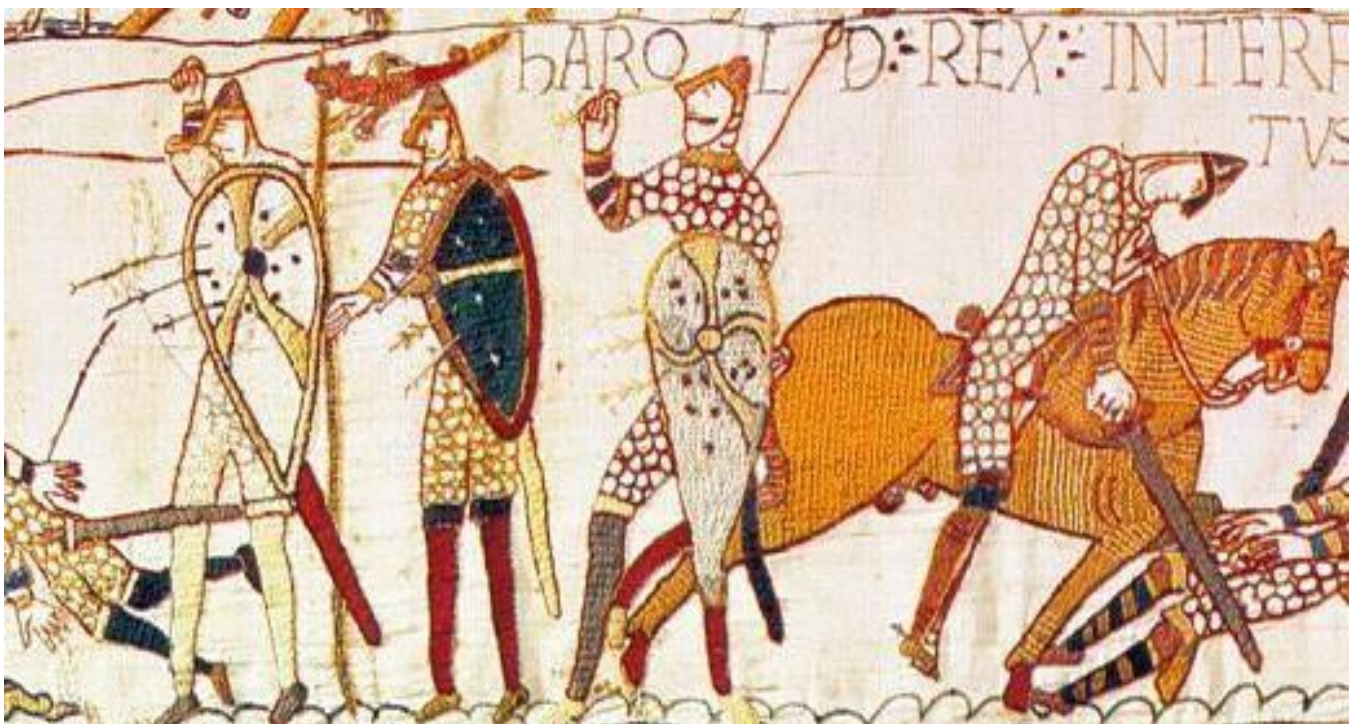
Norman England

c.1066-1100



Anglo-Saxon England

1060-66



What was England like in Anglo-Saxon times?

- England had a population of about 2 million people (less than half of London today!)
- Almost everyone farmed land.
- England was a Christian country, and religion played a large role in everyday life.
- For centuries England had been under threat from the Vikings, and parts of northern England had Viking settlers.
- Edward the Confessor was king from 1042 to 1066, but the kings before him (Cnut and his two sons) had been Vikings.
- England had a very well-organised government.

The Social System

At the top of Anglo-Saxon society were the King and his nobles, and at the very bottom were slaves.

The **king** was the **most powerful** person in Anglo-Saxon England. His job was to protect his people from attack and make laws.



King

Earls were the most important men after the king. The area of the country controlled by an earl was called an **earldom**.



Earls

Thegns ("thanes") were local lords who lived in a **manor house** and held more than 5 **hides** of land. Thegns had a duty to provide men for the fyrd (army) when needed.



Thegns

Peasants made up most of the population. They worked for their local lord. **Ceorls** ("curls") were free to go and work for another lord if they wanted to, although they still had to do some work for their local lord as well.



Peasants

Slaves made up about 10% of the population, and were viewed more as property than people. Owning slaves was a normal part of life for the Anglo-Saxons, but the Normans thought it was cruel.



Slaves

Peasants and **merchants** could work their way up to **thegn** status.

Slaves could be freed by their masters to become ordinary **peasants**.

Thegns could be promoted to **earls**.

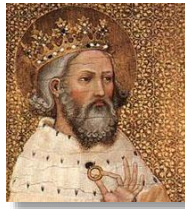
A **peasant** could sell themselves into **slavery** to support their family.

An **earl** could be demoted to a **thegn**.

The Monarchy

Edward's strengths

- A powerful king was one who had success in battle and led a strong army.
- Edward was not a warrior king himself, but his earls and thegns were a **powerful military force**.
- He was a **respected law-maker** – someone who kept things peaceful.
- He was **pious (very religious)**. Kings claimed to have a special link to God.



Edward the Confessor was king from 1042 to 1066. Every boy swore an **oath** to the king when they reached 12 years old. The king controlled law-making, money, land ownership, the military and taxation.

Limits to Edward's power

- Half of the country, the **Danelaw**, still had strong Danish links from previous Viking invasions. These people wanted to live by their own laws and customs.
- The **Earl of Wessex, Earl Godwin**, was very powerful. He could put pressure on Edward to do things his way.
- Edward and Godwin fell out in **1050**. Edward forced Godwin into exile, but he returned in 1051 with an army, and Edward gave him his earldom back to prevent a war.

Government

The Witan

The Witan was a council of advisers to the king, made up of important people like earls and archbishops. It discussed threats and disputes, and had a large role in choosing a new king.



The king decided who was on the Witan and when it met. He did not have to follow its advice.

Earldoms

The earls were given many of the king's powers in order to help run the country.

- **They collected taxes.** Earls kept a third of what they collected, so were very rich.
- They were in charge of **justice and legal punishments** in their earldom.
- They had great **military power**. Each earl had a group of highly-trained bodyguard soldiers called **housecarls**.

Earls depended on the support of the thegns in their earldom.



Local government



The country was divided into **earldoms**, controlled by an earl.

Each earldom was divided into **shires**, overseen by a **shire reeve**.

Each shire was divided into **hundreds** (equal to 100 hides in some areas).

Each hundred was divided into **tithings** (groups of 10 households).

A **hide** was a measurement of land equal to about 120 acres.

The **fyrd** was the army, made up of one man from every five hides.

The **select fyrd** was made up of well-equipped thegns and their followers. Their service was fixed at a period of 40 days, because they couldn't leave their farms for too long.

Shire reeves carried out the king's instructions in each shire.

They **collected fines, enforced the law**, provided men for the **fyrd** and maintained **roads and defences**.

They also collected the **geld tax**. This was a tax on land originally to pay off the Vikings.

The legal system

Justice was based on **collective responsibility** – if someone refused to join the fyrd, there would be consequences for the whole tithing.

Blood feuds were grudges between families which often lasted generations. If someone was killed, the victim's family had the right to kill someone from the murderer's family.

The **Wergild** system meant that instead of taking revenge, the victim's family received compensation from the murderer's family. A ceorl was worth 20 shillings, a thegn 1200 shillings and an earl or archbishop 3600 shillings.



The economy

England was well suited to growing crops, and likely traded wool and cloth too. The Anglo - Saxons traded with other countries (e.g. silver for coins came from Germany).

The biggest cities were **London** and **York**, and important towns included Norwich and Lincoln.

Each shire had a main town called a **burh**. These were well fortified and linked by roads. The king's laws said that more valuable trade had to take place in a burh, so that trade tax could be paid.



Villages consisted of a few houses scattered in the countryside. Houses were made of wood and straw. Lots of relatives lived together. Thegns also lived in the countryside, but their houses were bigger and better built than peasant huts.

The Influence of the Church

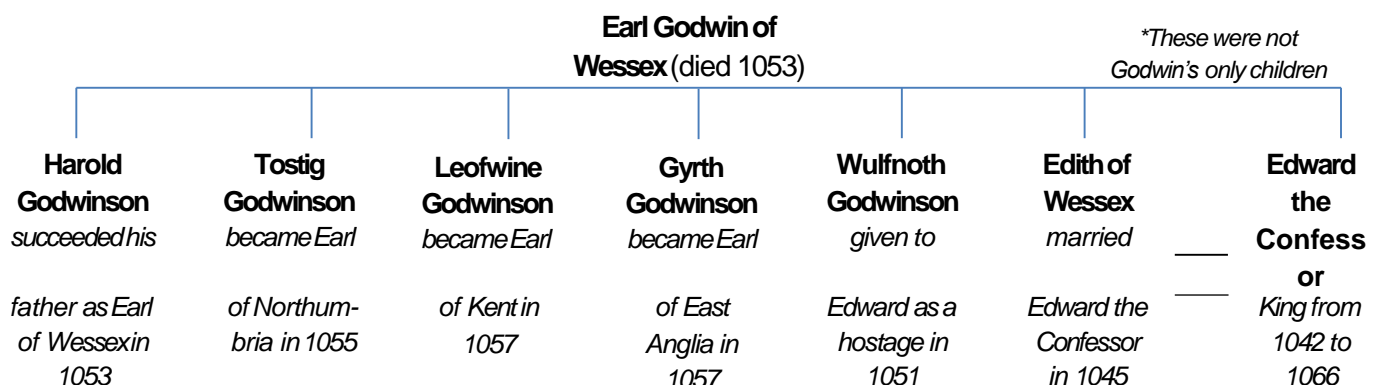
- The English Church was organised into large areas controlled by **bishops**, who were rich, important people.
- Local **priests** were often quite ordinary people and not especially well-educated.
- **Abbots** and **abbesses** ran monasteries and nunneries, though the number of these was shrinking.
- Religion was an important part of everyday life because people worried about what would happen when they died. For example, Edward devoted time to rebuilding Westminster Cathedral.



Edward the Confessor's Last Years

The Godwin Family

Earl Godwin had been made Earl of Wessex by King Cnut in 1018. Godwin helped Edward the Confessor become king, and Edward was married to Godwin's daughter Edith.



Why Edward was powerful



LAND

The Godwins had lots of land, making them almost as rich as the king.

LEADERSHIP

The Godwins were lords to many hundreds of thegns. This made them powerful war leaders.

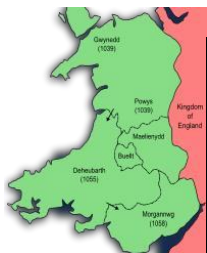


CHURCH INFLUENCE

The Godwins convinced Edward to appoint bishops who were loyal to them.

DEFENSIVE IMPORTANCE

Wessex was England's defence zone attack against attacks from across the Channel. Harold also controlled the area around Hereford, often attacked by Wales.



MILITARY SUCCESS

The Godwins' only main rival by the 1060s was **Aelfgar, Earl of Mercia**, who teamed up with the Welsh king **Llywelyn**. After Aelfgar died in the early 1060s, Harold and Tostig swiftly defeated Llywelyn. Harold's second wife was Llywelyn's widow (who was also Aelfgar's daughter!).



POLITICAL LINKS

Political marriages gave the Godwins power –e.g. Edith Godwin to King Edward, and Harold Godwinson to Edith of Mercia.

Harold's Embassy to Normandy

Harold Godwinson went to Normandy on a mission for the King (an **embassy**) in 1064.



- Harold landed in Ponthieu, where Count Guy of Ponthieu took him prisoner.
- William of Normandy rescued Harold.
- Harold then spent time in Normandy, helping William in two military campaigns.
- Harold made an oath to William – possibly swearing to support William's claim to the English throne.

- It shows that Harold was Edward's **trusted adviser**, as it was clearly an important embassy.
- The Normans used it to **boost William's claim** to the English throne.
- After Harold took over asking from Edward in 1066, the Normans used this embassy to portray Harold as an **oath-breaker**.

The Rising Against Earl Tostig

In **1065** there was an **uprising** against Tostig, the Earl of Northumbria. It was led by important Northumbrian thegns.

The rebels invited **Morcar**, brother of the Earl of Mercia, to be their earl. Harold Godwinson's second wife was Morcar's sister, Edith of Mercia. Harold was given large amounts of land in Mercia.

By November 1065 Tostig was **exiled**.

Reasons for the uprising:

- **Tostig was a southerner**, but Northumbria had strong Viking links.
- People felt **he abused his power** – e.g. he had killed powerful rivals.
- Tostig **taxed Northumbria heavily**.
- He **didn't defend Northumbria from an attack** by Malcolm III of Scotland in 1061.

The response to the uprising:

- Harold agreed that his brother Tostig had pushed Northumbria too far.
- King Edward ordered an army to put down the rising, but Harold and other earls didn't follow his order. **This shows weakness in the king's power.**
- Edward was forced to accept the rebels' demands.

Edward was old and ill by this point, and Harold wanted to be king. **By getting rid of his brother, he removed a potential rival for the throne.**

Edward the Confessor's Death

Edward died on the 5th of January 1066. He had no children, which meant there was a **succession crisis**.

The Bayeux Tapestry shows Edward on his deathbed, holding out his hand to Harold.

The Witan met quickly and Harold was crowned the same day as Edward's burial, 6th January 1066.



Timeline: 1042-1066

1042: Edward the Confessor become king



1050: Tension escalated between Godwin and Edward over Godwin's refusal to punish the people of Dover for their treatment of a visitor from Boulogne



1051: Edward visits William in Normandy and it is here where he supposedly promises him the crown.



1064: Harold's embassy to Normandy ends with him swearing an oath that William will be the next King of England



1055: Tostig, Harold's brother, becomes Earl of Northumbria.



1053: Earl Godwin dies and is replaced by Harold Godwinson.



1065: Uprising against Tostig. Harold supports the rebels and Tostig is exiled.



January 1066: Edward the Confessor dies and promises Harold the throne on his deathbed. Harold becomes king.



20th September 1066: The Battle of Gate Fulford.



6th October 1066: Harold reaches London. He leaves London on 12th.



27th September 1066: William's fleet set sail for England and land the next day.



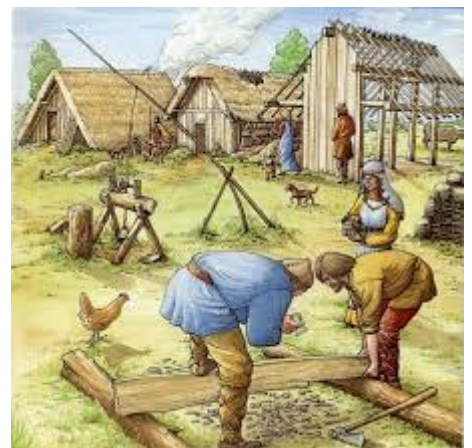
25th September 1066: The Battle of Stamford Bridge.



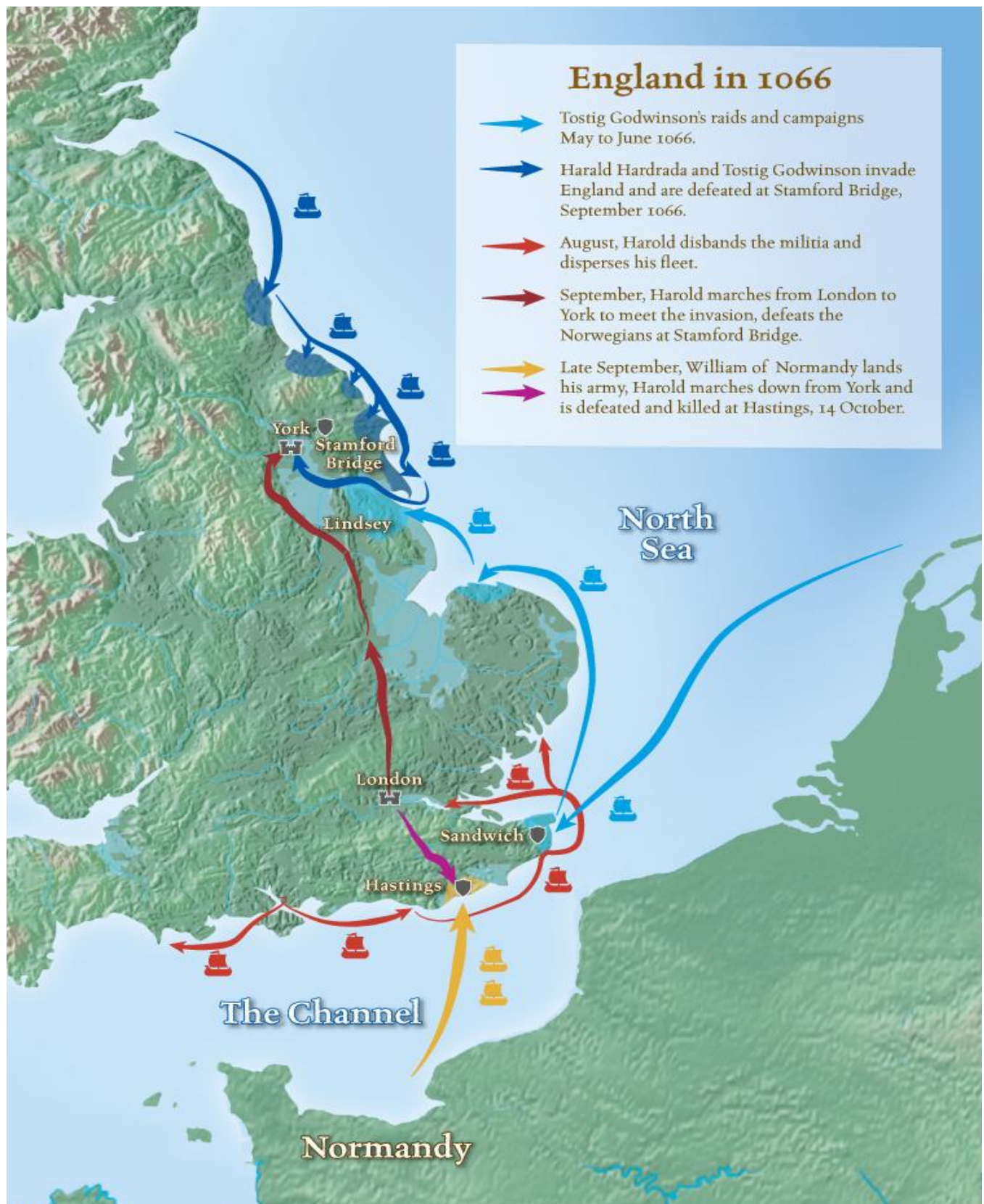
14th October 1066: The Battle of Hastings



25th December 1066: William is crowned King of England.



Year of Conquest 1066



1066 & the Rival Claimants for the Throne

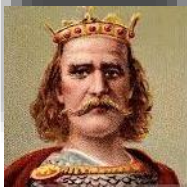
Harold Godwinson

Claim:

Appointed by Edward on his deathbed. Family connection (brother-in-law). Proven military success and influence with the earls.

Strength of claim:

Good – supported by witnesses (though ones loyal to him). Good chance of success.



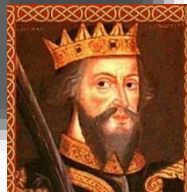
William, Duke of Normandy

Claim:

An agreement supposedly made with King Edward in about 1051, and confirmed during Harold's 1064 embassy.

Strength of claim:

Backed by the Pope, but no real evidence. **Good** chance of success – the Normans were strong warriors.



Harald Hardrada

Claim:

Complicated – he had essentially inherited the claim from previous Viking kings.

Strength of claim:

Weak, though the Danelaw may have welcomed a Viking king. The exiled Tostig went to Harald for support – together they had a strong army and fleet.



Edgar Aethling

Claim:

Royal blood – Edward's nephew and natural heir ("Aethling" = prince of royal blood).

Strength of claim:

Weak – he was a blood relation, but the Witan wanted a strong king to see off threats from Scandinavia and Normandy.



Harold's Coronation and Reign

Harold was crowned quickly because the Witan feared an attack by William. He faced several challenges as king:

- **Challenges from powerful earls** - including old rival the Earl of Mercia
- **The north** – would they accept Tostig's brother as their new king?
- **Tostig** – was looking for allies in Europe
- **William** – was reportedly getting ready to invade

Harold met with other Witan members at **York**, Northumbria's main city, to get their support.

He positioned an army along the **south coast**, expecting an invasion attempt by William. They eventually stood down when the Norman invasion had still not come by September.

Tostig sailed to England in May 1066, but he was put off by Harold's strong defences. A fight with the Mercians at Lincoln left him with only 12 ships.



Battle

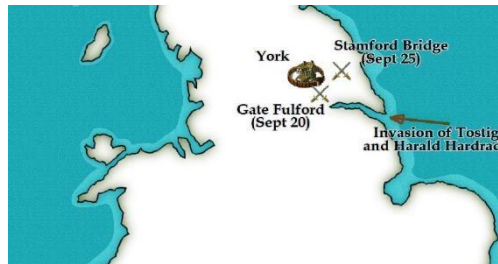
#1

The Battle of Gate Fulford – 20th September 1066

Harald Hadrada and Tostig attacked in September 1066. They were blocked just outside York by the new Earl of Northumbria **Morcar** and his brother **Edwin** (Earl of Mercia) at **Gate Fulford**.

The battle was a defeat for Morcar and Edwin. Their mistake was fighting just outside York, rather than within the city walls.

Harold heard about the invasion and marched north. He must have been confident that William would not attack the south any time soon.



Battle

#2

The Battle of Stamford Bridge – 25th September 1066

Harold surprised Hadrada and Tostig at Stamford Bridge. Both Hadrada and Tostig were killed. **Harold won** because:

- The Vikings had left their armour on their ships
- He had the element of surprise
- Hadrada and Tostig had fought at Gate Fulford 5 days before
- The Vikings were (wrongly) under the impression that the English hated Harold
- Harold's men broke the Viking shield wall

Were the battles significant?

| YES | HOWEVER... |
|--|--|
| <p>Hardrada and Tostig's invasion distracted Harold from the south.</p> <p>Edwin and Morcar made strategic errors at Gate Fulford.</p> <p>Harold's march south again made his troops less battle-ready than William's.</p> <p>His Stamford Bridge success may have made Harold over-confident. He rushed to fight William.</p> <p>Edwin and Morcar were unable to fight with Harold at Hastings.</p> | <p><i>Harold had already stood down the southern fyrd anyway.</i></p> <p><i>Harold expected they'd need help – he was already on his way north to help them before they were defeated.</i></p> <p><i>Morale would have been high though – they had just won at Stamford Bridge.</i></p> <p><i>Harold and the Witan had been preparing for a battle with William for months.</i></p> <p><i>The only evidence for this is the fact they aren't mentioned in sources on Hastings.</i></p> |

1066

5th January: Edward the Confessor dies, causing a succession crisis.

6th January: Harold Godwinson is crowned king of England.

Harold Godwinson puts troops along the south coast, fearing a Norman invasion.

May: Tostig sails to England but leaves when he sees Harold's army.

8th September: Harold stands his army down and returns to London.

Harold hears that Harald and Tostig have invaded and heads north.

20th September: Harald Hadrada and Tostig defeat Morcar and Edwin at **Gate Fulford**.

25th September: Harold defeats Hadrada and Tostig at **Stamford Bridge**.

28th September: The Normans land at Pevensey Bay on the South Coast.

2nd October: Harold leaves York, stopping at London from the 6th-12th.

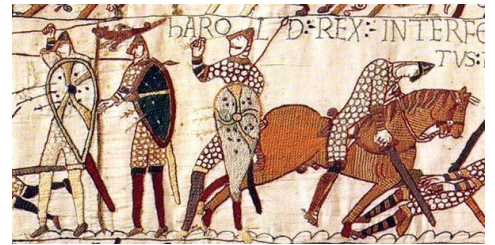
14th October: Harold is defeated by the Normans at the **Battle of Hastings**.

The Norman Invasion

The Battle of Hastings – 14th October 1066

Battle
#3

After leaving York, Harold stopped in London for around 5 days to gather troops. He then continued south and met William at **Senlac Hill, near Hastings**.



- The battle began in Harold's favour, but his strong **shield wall** gradually broke down.
- At one point a rumour went round that William had been killed, so he tipped his helmet to show he was still alive.
- Harold Godwinson and his brothers Gyrth and Leofwine held their position on the top of the hill. Eventually they were killed, but their housecarls fought on to the last.

Why did William win?

William's tactics and leadership:

- William used **cavalry** to break up Harold's shield wall.
- The Normans tricked the English into false security by **pretending to retreat**.
- William **delayed his invasion** until Harold had disbanded the southern fyrd.
- Horses were specially bred and shipped over for the battle.
- The Normans stole food and destroyed houses when they arrived in England.
- William quickly adapted an Iron Age fort at Hastings into a defensible castle.

Harold's leadership and bad luck:

- Harold's army had been out since May.
- He rushed south to fight William. He could have stayed in London.
- His men were poorly disciplined, which caused the shield wall to break up.
- He didn't have the element of surprise.
- Harold's men were tired after fighting up north and then marching back south.
- William sailed over during winter storms, so he was lucky to make it.
- *The bad luck suffered by Harold could so easily have been William's!*





Both armies had specialist well-trained **elite troops (knights and housecarls).**



NORMAN KNIGHTS



- Charge at the enemy
- Mounted knights could strike downwards
- Well-trained on horseback
- Saddle held the rider firmly in place, meaning they could use their arms freely

- Horses vulnerable to attack
- More difficult to charge effectively up hill
- Cavalry and archers were only effective once the shield wall had been weakened

ANGLO-SAXON HOUSECARLS



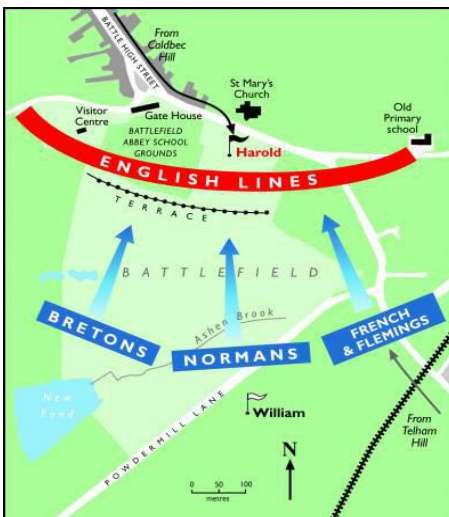
- Shield wall was hard to break
- Heavy axes took down horses and caused severe injuries
- Housecarls were well-trained

- A strong shield wall needed discipline and endurance
- Once the shield wall was broken it was no longer effective

However, most fighters were ordinary soldiers. William's foot soldiers were a mixture of Normans and hired soldiers from around Europe.

Harold's ordinary soldiers were raised from the **fyrd** on his journey south. Many of the men levied to fight did not arrive in time and Harold went ahead without them.

- SUMMARY**
- Everyone in Anglo-Saxon society had duties and obligations to someone higher up.
 - Local government and justice was overseen by local people and officials.
 - The powerful Godwin family had become the real power behind the throne.
 - Harold Godwinson's embassy to Normandy and the uprising against Earl Tostig had major consequences.
 - When king Edward the Confessor died in 1066 it caused a succession crisis.
 - Harold succeeded Edward, but there were 3 other claimants to the throne: William, Harald and Edgar.
 - There were 3 major battles in 1066: Gate Fulford, Stamford Bridge and Hastings.
 - Harald Hardrada and Tostig invaded northern England but were defeated.
 - William defeated Harold at the Battle of Hastings, beginning the Norman Conquest.

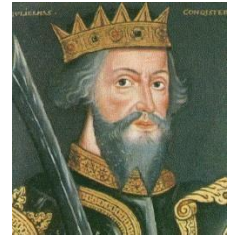


Establishing and Maintaining Control



Establishing Control

The Submission of the Earls, 1066



What happened after Hastings?

The Witan elected **Edgar Aethling** as king.

William sent troops to seize **Winchester** and marched towards London. He needed control of the south coast to get supplies over from Normandy. The Normans forced people to submit by destroying homes and farms as they went.

However, William and many of his troops fell ill at Dover.

At **Berkhamstead** (near London) Edgar, archbishops Ealdred and Stigand, Edwin and Morcar **submitted** to William. They swore an oath to obey him.

THE EARLS' ADVANTAGES

- London was fortified, so hard for William to attack
- Edgar had a better claim to the throne, and had been elected by the Witan
- William had control of Wessex, but the earldoms of Mercia (Edwin) and Northumbria (Morcar) supported Edgar
- William's army was tiny compared to a fyrd levied from the earls. Also, many of William's men were ill

WILLIAM'S ADVANTAGES

- William had control of the **treasury** at Winchester, so he could reward his followers
- William was a strong leader, whereas the teenage Edgar was unprepared
- England's best warriors had been killed at Hastings
- William's strategy of destruction meant people submitted easily
- William's route threatened to cut London off from the north



William was crowned on **Christmas Day 1066**. He swore an oath that he would rule England like the best Anglo-Saxon kings had, if the English would be loyal to him.

Rewarding Followers

Rewarding Anglo-Saxons

- William wanted a trouble-free takeover.
- Earls like Edwin and Morcar kept their earldoms.
- Archbishops like Ealdred (York) and Stigand (Canterbury) kept their positions.
- He promised that Edwin could marry his daughter.

Rewarding his own followers

William had promised land and money to the people who had helped him invade.

- **He sent rich gifts** to the pope and Church supporters in Normandy.
- **He introduced a heavy geld tax** to raise money to pay mercenaries (fighters hired from other countries).
- **He gave land** to family members and advisers. His half-brother, Odo, Bishop of Bayeux, was given all of Kent. **Gospatric** was made Earl of north Northumbria.

Establishing Control of the Borderlands

William wanted to make the border between England and Wales more secure.

He established the **Marcher earldoms** – three new earldoms centred on **Hereford**, **Shrewsbury** and **Chester**. (*March was an Anglo-Saxon term for border*).

All three earldoms were given as **rewards** to people who had been loyal to William.

Earldom of Chester

Given to Hugh d'Avranches. *His father had provided 60 ships for the invasion.*

Earldom of Shrewsbury

Given to Roger Montgomery. *He had governed Normandy while William was away.*

Earldom of Hereford

Given to William FitzOsbern. *He was William's right-hand man in the invasion.*



The Marcher earldoms were different from other earldoms:

They were **much smaller than other earldoms**. This made them easier to control.

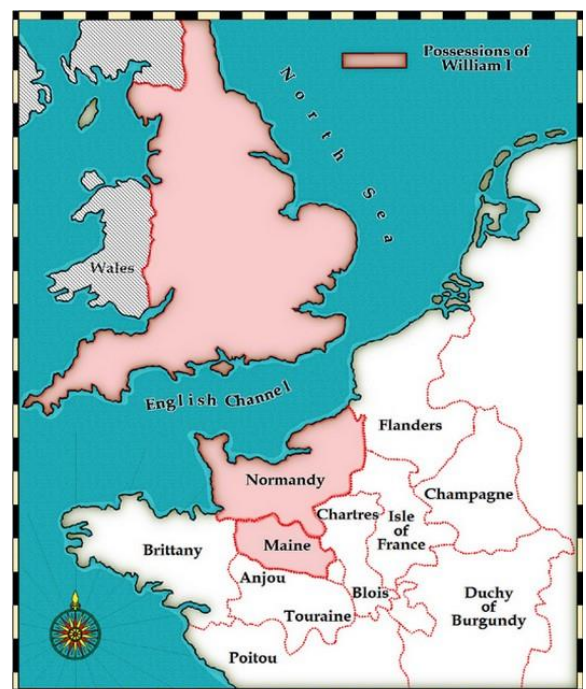
The Marcher earls had **special rights** that usually only the king had, e.g. they could create towns and establish churches.

The Marcher earls had **almost full control of the legal system** in their earldom.

The Marcher earls **did not have to pay tax** on their lands.

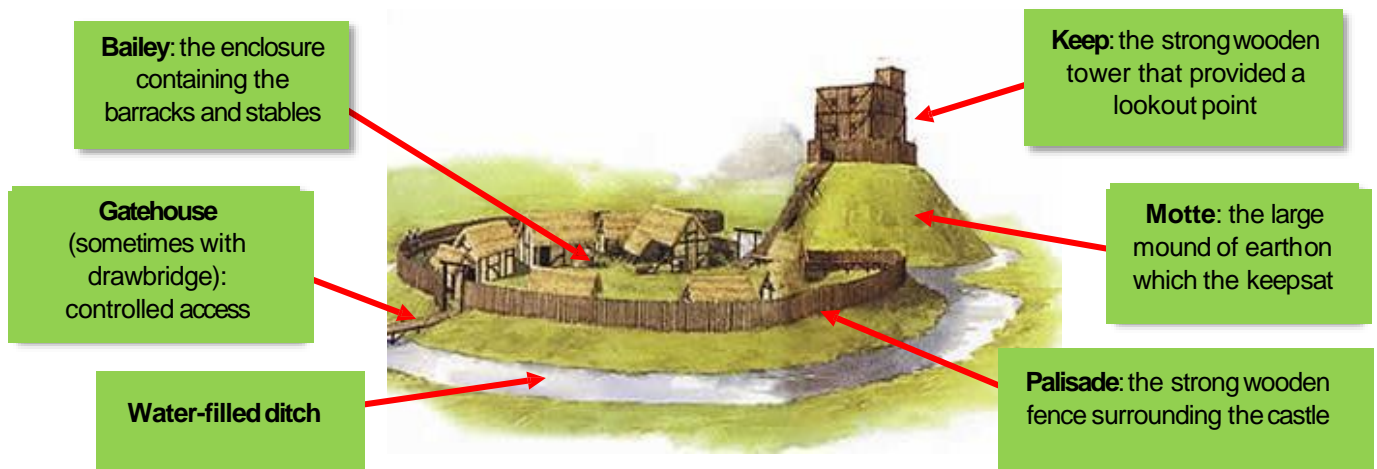
Marcher earls were **free to build castles** without applying to the king.

These features meant the king and earls could **control** the border areas and quickly **put down any unrest**. The special rights also attracted people from Normandy to come and settle the regions (**colonisation**).



Building Castles

William built around 500 castles to establish his control around the country.



They were built in **strategic places**, such as near rivers or mountain passes. The Marcher earls built castles all along the English-Welsh border.

They were used as a **base** by the local lord and troops would be based inside.

Castles were different to the burhs (Anglo-Saxon fortified towns).

- Burhs were public, whereas castles were generally **private**.
- Castles were much **smaller** and easier to defend.
- Castles were much **harder to burn down** because they were protected by earthworks.
- Castles were designed to **control** people; burhs were meant to protect people.



Local people were made to build the castles, and in many cases houses would be demolished to make way for them.

Castles dominated the local skyline and were a **symbol of Norman power**.

Anglo-Saxon Resistance, 1067-71

1067 - Eadric 'The Wild' and the beginning of armed Anglo-Saxon resistance

Norman earls took advantage of the confusion in 1067 to extend their land in Shropshire and Herefordshire on the border with Wales. The hilly border was known as the **Marcher lands**. This created resentment amongst the Anglo-Saxon **thegns** who held the land, especially Eadric. Under his leadership Anglo-Saxon forces allied with the Welsh princes, Bleddyn and Rhiwallon, ransacked Hereford before disappearing back into Wales.

Anglo-Saxon Resistance, 1068-71

The Revolt of Edwin and Morcar, 1068

William went back to Normandy in spring 1067. He took with him Edgar Aethling, Earl Edwin, Earl Morcar and Earl Waltheof.

When he came back in December, Norman control was underthreat.

In **1068**, Edwin and Morcar fled north and began a **rebellion** against William. They went north, where they were joined by others including Edgar, Waltheof and Gospatric.

Reasons for the revolt:

Morcar's anger:

William had given parts of Morcar's earldom (Northumbria) to other people.

Edwin's anger:

William had gone back on his promise that Edwin could marry his daughter, and had made Edwin's earldom smaller.

William's heavy **geld tax** was hated.

Castles were hated because they were a symbol of Norman control.

William **gave away even more Anglo-Saxon land** when he returned in 1067.

Odo of Bayeux and William FitzObern had **seized land illegally**.

William and his forces headed north, building castles as they went. When William took control of **Warwick**, Edwin and Morcar **surrendered**.

- William pardoned Edwin and Morcar, but kept them as 'guests' at his court.
- Edgar and other rebels fled to Scotland, creating a new centre of resistance there.
- William's strength would have convinced many that further revolt was useless.
- Edwin and Morcar may just have been testing William's response – this would explain why they surrendered so quickly.

The Rebellions in the North, 1069

Robert Cumin

After being betrayed by Gospatric in the 1068 rebellion, William chose a new Earl of northern Northumbria: **Robert Cumin**. Cumin violently attacked towns and villages as he went north, and a group of angry Northumbrians retaliated by killing him in **Durham**.

The uprising in York

An uprising began in **York** in around February 1069, and Edgar Aethling came down from Scotland to join the rebels.



1068 Mercia revolt

Earl Edwin of Mercia was Anglo-Saxon but had taken an oath of allegiance to William. Edwin became unhappy with William as William had promised Edwin could marry his daughter- however, this had not happened. He had also reduced the size of Edwin's earldom. He also resented having to pay Geld Tax as he did not believe that this tax was being used for the good of England and was instead being used in Normandy. In 1068 he was involved in a revolt against William. He fled from his court and started to build up support but soon surrendered when William demonstrated his power. William pardoned him for his role in the uprising, but kept him as a 'guest' at his court where he could be kept an eye on. He was killed in 1071 by his own men turning on him.



William put down the rebellion and Edgar escaped back to Scotland. William had a new castle built at York and put William FitzObern in charge of it. He then returned to Winchester for Easter – **carrying out royal ceremonies was important for William to be seen as a 'real' king.**

The Anglo-Danish attack on York

William's control came under more pressure throughout 1069.

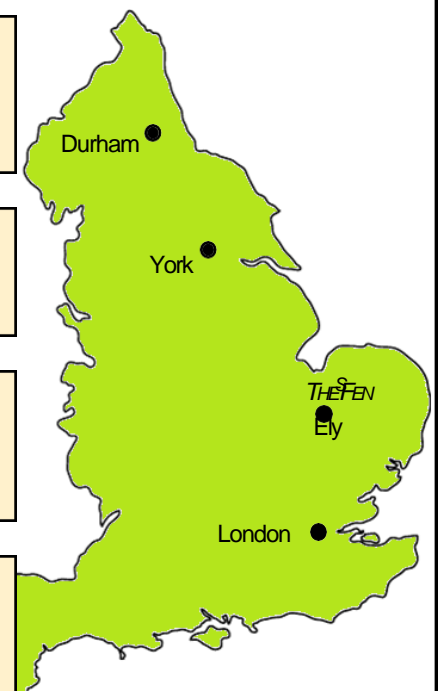
In September 1069, Edgar's forces joined forces with a fleet sent by **King Sweyn of Denmark**. Together they attacked York, where they destroyed the castles and killed around 3000 Normans.

However, the rebels scattered when William arrived and the army split up. The Danes sailed to the swampy coastal area of Lincolnshire.

William tried hunting the rebels down but they were hard to attack. Meanwhile, more rebellions broke out in Devon, Chester and Shrewsbury.

William knew it was pointless to keep hunting the rebels; as soon as he dealt with one rebellion, another one flared up. **Instead, he paid the Danes a large amount of money to leave.**

He then began a campaign of destruction – the **Harrying of the North**.



Hereward the Wake and Rebellion at Ely, 1070-71

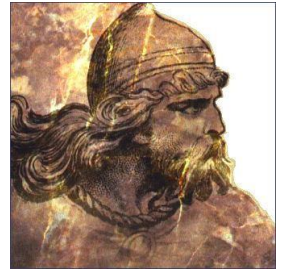
The Danes returned in **1070**, this time led by King Sweyn himself. He set up on the **Isle of Ely**, in the middle of the **Fens**.

Sweyn made alliances with locals, including **Hereward the Wake**, a thegn whose land had been given away to Normans. The Archbishop of nearby Peterborough had also been replaced by a Norman.

Hereward was fighting a **guerrilla war** against the Normans in the swampy fens.

Hereward and the Danes raided Peterborough Abbey to stop the Normans getting its riches – but the Danes made off back to Denmark with the treasure. Hereward was helped by Morcar, but William captured Ely - Hereward escaped, while Morcar was imprisoned.

The defeat at Ely marked the end of large-scale Anglo-Saxon rebellion.



The Legacy of Resistance to 1087

The Harrying of the North, 1069-70

After the attack on York in 1069, William began the **Harrying (devastation) of the North**. This involved burning crops, killing livestock and destroying villages.

SHORT-TERM IMPACTS

Around 100,000 people died and the region was totally devastated.

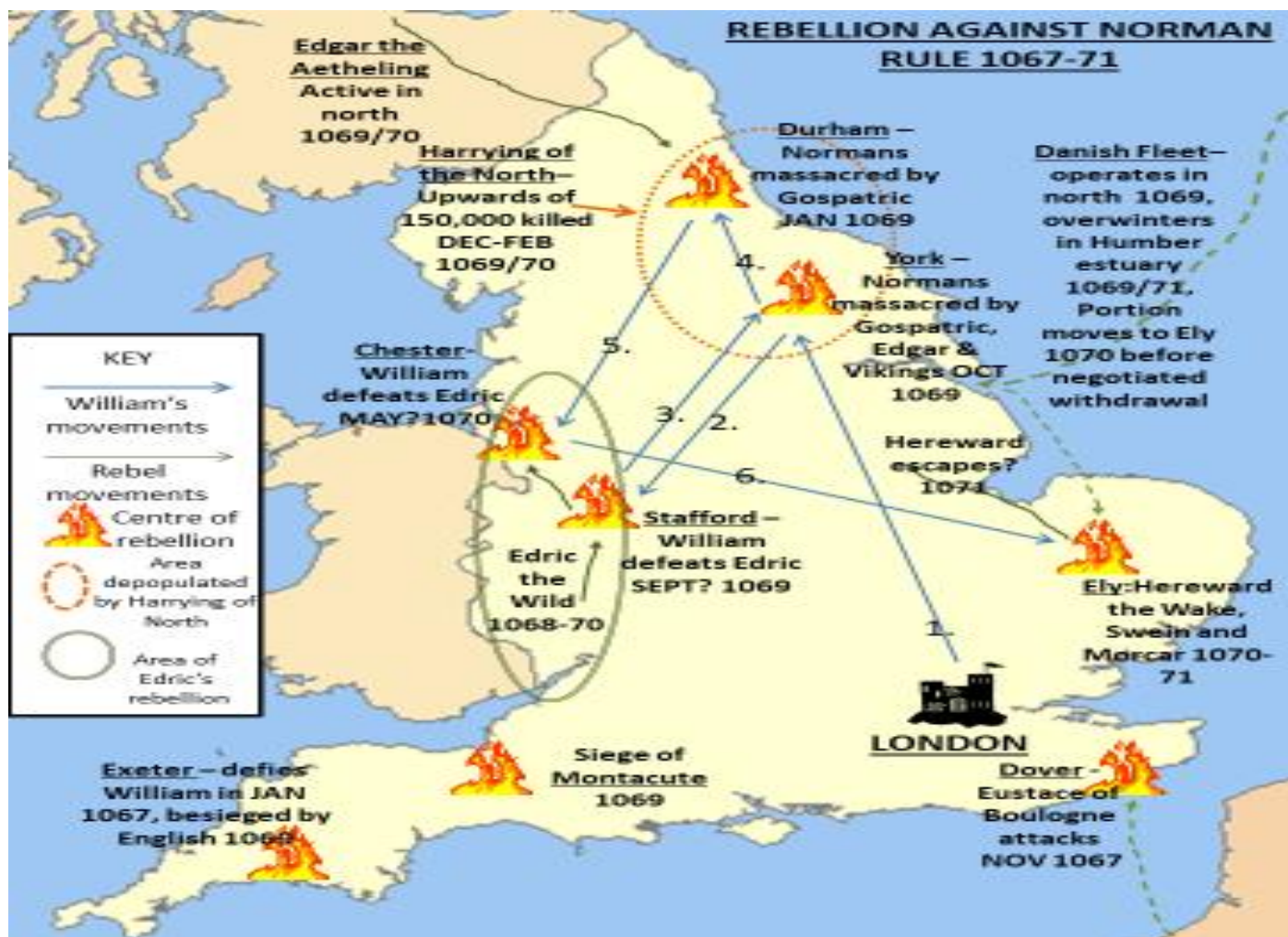
- People had no food or shelter. **They starved or froze to death.**
- Thousands of **refugees fled the region.**
- People resorted to **cannibalism** or selling themselves into **slavery**.



LONG-TERM IMPACTS

The Harrying of the North was intended to remove Northumbria as a threat for good.

- William's troops salted the earth, so that nothing could grow again. This meant the area would be wasted for years to come. When the Domesday survey was produced in 1086, **60% of Yorkshire was still classed as waste, with no economic activity.**
- Removing many Anglo-Danes from Northumbria **reduced the threat of future Danish invasion.**
- William now decided to **replace Anglo-Saxon nobles**, rather than win them over.
- William **regretted** the Harrying – he later gave money to the Church to make amends.



Treaty of Abernethy 1072

Malcolm Canmore, King of Scotland, had made several raids into the North of England. In 1072 William rode North, invaded Scotland and forced the signing of the Treaty of Abernethy which agreed a peace. Malcolm's son, Duncan was taken by William as a hostage.



1075 (during)

Revolt of the Earls

Roger of Montgomery, Earl of Hereford and Ralph de Gael, Earl of East Anglia were new Norman Earls. Roger allowed Ralph to marry his sister, Emma even though William had forbidden the alliance.

The two men plotted to unseat William and invited the Earl of Northumbria, Waltheof and Sweyn Estrithson of Denmark to join them. Waltheof betrayed the plot to William and was imprisoned. William mobilised Norman forces and Roger was held in the West which meant he could not join Ralph in East Anglia. He was tried and imprisoned.

Odo of Bayeux and Geoffrey de Montbray moved against Ralph who fled to Brittany leaving his new wife, Emma, to face the Normans. Emma held out for two months but then agreed terms with William and left England for Brittany with a guaranteed safe passage.

The Danes arrived in 200 ships but seeing that the rebellion was no real rebellion raided York before sailing home.

The Revolt of the Earls, 1075

There was another revolt in 1075, but this time it included Normans rebelling against William, and Anglo-Saxons defending him.

Who was involved?

| | | |
|---|---|---|
| <p>Ralph de Gael (NORMAN)</p> <p>EARL OF EAST ANGLIA</p> <ul style="list-style-type: none">▪ Ralph's father had been given land in East Angliaby William in 1066.▪ Ralph succeeded his father in around 1069.▪ In 1075 he married Roger de Breteuil's sister. <p><i>Reasons for revolt:</i></p> <p>Loss of power and wealth. His landholdings had been made smaller than his father's.</p> | <p>Roger de Breteuil (NORMAN)</p> <p>EARL OF HEREFORD</p> <ul style="list-style-type: none">▪ The son of William FitzObern.▪ Succeeded his dad as Earl of Hereford in 1071. <p><i>Reasons for revolt:</i></p> <p>Loss of authority and land. William had introduced his own sheriffs into the Marcher earldoms.</p> | <p>Waltheof (SAXON)</p> <p>EARL OF NORTHUMBRIA</p> <ul style="list-style-type: none">▪ Previously Earl of Northamptonshire, before being given Gospatric's land in Northumbria in 1072.▪ The son of Siward, who had been Earl of Northumbria before Tostig. <p><i>Reasons for revolt:</i></p> <p>Unclear – he may have played both sides, choosing to inform when the revolt's success looked unlikely.</p> |
|---|---|---|

The leader of the revolt was **Ralph de Gael**. He plotted with **Roger de Breteuil** and **Waltheof** to overthrow William and split the country between them.

Reasons for the revolt

The men were angry about their **loss of land, loss of privileges** and **loss of power**.

William had been in Normandy since 1073, leaving **Archbishop Lanfranc** in charge of England. His absence gave the conspirators an ideal opportunity to rebel.

Planning the revolt

Ralph and Roger first discussed their plans with Waltheof at the wedding feast of Ralph and Emma (Roger's sister). Lots of important earls and bishops were there.

Waltheof was the last surviving Anglo-Saxon earl and had good contacts with King Sweyn of Denmark. The men expected Danish support for their plan.

What went wrong?

1. Most Anglo-Saxons supported William.
2. Waltheof changed his mind and told Archbishop Lanfranc what was going on.
3. Lanfranc wrote to Roger, trying to convince him not to revolt. He threatened to **excommunicate** him (cut him off from the Church).
4. Lanfranc organised counter-measures. Norman and Anglo-Saxons worked together to prevent Roger and Ralph from breaking out of their earldoms.
5. By the time the Danish fleet finally arrived, William was back in England. The Danish leaders dared not fight him. They simply raided the east coast then went home.

The defeat of the revolt



Ralph escaped to Brittany, while his wife Emma held out in Norwich castle.



Roger was imprisoned for life (like Morcar).



Waltheof fled abroad, then returned thinking he would be forgiven. William had him executed in 1076.

William then tried to attack Ralph's castle in Brittany – however, he had to retreat because there was so much resistance.

The significance of the revolt

William now had to be careful of his own earls, who resented his power. From this point on, rebellion against William came from Normans.

The Danish threat seems to have shaken William. When there was another Danish invasion threat in 1085, he went to extreme measures to boost England's defences.

Anglo-Saxons helped to stop the revolt – this suggests some Anglo-Saxons now supported William. However, the execution of Waltheof shows that William continued to come down hard on Anglo-Saxon rebels.

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Y**
- The Anglo-Saxon earls submitted to William in 1066.
 - William rewarded followers and supporters with land and money.
 - He built castles and created the Marcher earldoms to establish control over England.
 - There were several rebellions in the years 1068-71, mainly due to resentment over land.
 - The revolt by earls Edwin and Morcar in 1068 was defeated quickly.
 - Rebellions in the north (1069) and east (1070-71) were serious because Danish support was involved.
 - William used brutal tactics, such as the Harrying of the North, to end the Anglo-Saxon rebellions.
 - After the rebellions, William changed land ownership to make thegns more dependent on their new Norman lords.
 - William's skill and strength helped him to maintain power.
 - The Revolt of the Earls in 1075 was a serious threat because it involved 3 powerful earls and a large Danish force, but it failed due to Anglo-Saxon support for William.

Life under the Normans

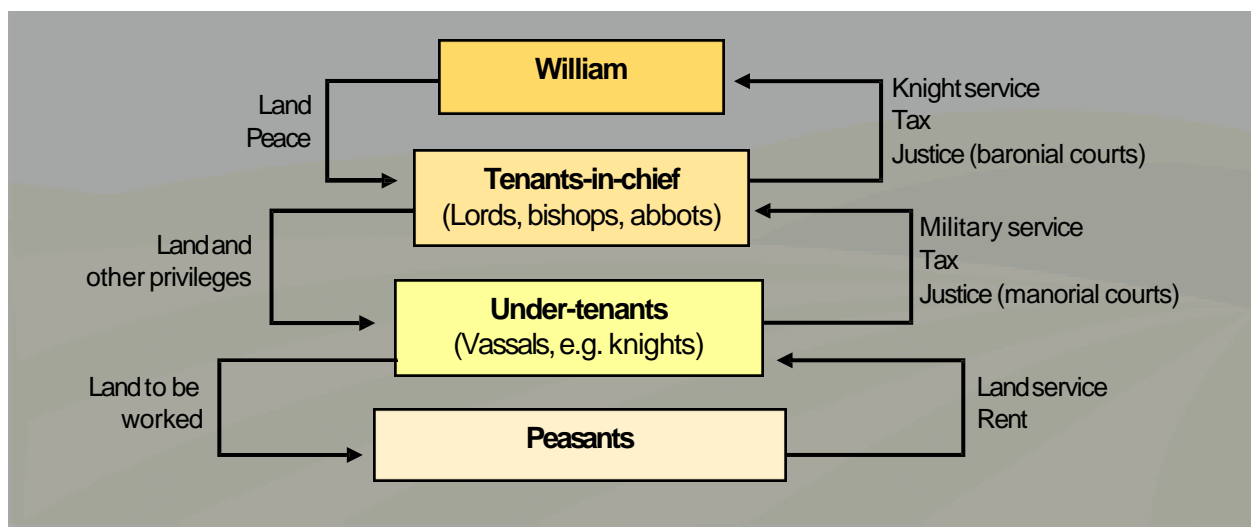


The Feudal System

The **feudal system** was the system of landholding, and the duties and obligations that came with it.

William gave land to his tenants-in-chief, but they had to provide him troops when needed. Land with this obligation was called a **fief** (or *feud*).

Some landholders also had to provide **knights**. **Knight service** was for 40 days, and was unpaid – the tenant-in-chief had to provide money, weapons and equipment for them. Essentially, this ensured that William had troops without having to pay for them himself.



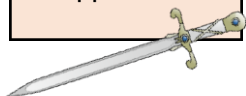
The king was the most powerful person in the feudal hierarchy, followed by the tenants-in-chief. Vassals were not as powerful, and answered to the tenants-in-chief.

Tenants-in-chief

Tenants-in-chief held their fiefs directly from the king. They were important people like **barons**, and some were Church leaders (e.g. bishops). They had several important roles:

Military:

Expected to fight with the king and put down any local opposition.



Social:

- Provide knights for the king
- Organise the transfer of land-holding from Saxons to Normans
- Provide courts in each **barony** (area of land held by a baron)



Political:

Gave advice to the king, and food and shelter when he travelled around the country.



Economy:

They gave the king a share of the revenue earned in their fief. They also kept a share themselves.



Knight service

There were probably around 6000 knights in Norman England. Their job was to guard their lord's property, help defeat any threats and provide up to 40 days' knight service when needed.

Knights were superior soldiers. They used **cavalry charges** and **couched lances** effectively against their enemies, and were often based in castles.

Knights replaced thegns as the under-tenants; the lords of the manor. They dealt with minor court cases in **manorial courts**.



Landholding

Under William, when a landholder died their heir did not automatically inherit the land. They had to prove their loyalty to William, and pay him to use the land. This payment was called a **relief**.

William could reward loyal followers with low reliefs, or threaten difficult landholders with high reliefs.

This was a new system, which even Normans hadn't had before. It was designed to **encourage loyalty to the king** and **reduce the power of potential challengers**.

Homage

Landholders had to carry out a ceremony of **homage** to William. They promised on the Bible to remain loyal to him, saying "I become your man".

Tenants-in-chief would perform similar ceremonies with their under-tenants.

Labour service

Labour service was the work that peasants did in return for using the land. It involved farm work (e.g. ploughing the lord's fields) or providing produce.



Forfeiture

Forfeiture was the punishment for breaking the agreement between landholder and tenant. If the land-user didn't provide the service required of them, they would **forfeit their land** or **pay a fine**.

Norman Government

Changes to Government

The existing Anglo-Saxon government was more advanced than government in Normandy, so William kept and improved what worked.

- William **centralised power** so that he had total control. He owned all the land and no one was powerful enough to challenge him.

Ways in which power was centralised:

- The **power of the earls was reduced**, and some earldoms were phased out completely.
- William used **regents** (e.g. Lanfranc) to run either England or Normandy while he was away. He usually returned whenever there were signs of trouble.

Knight service: troops loyal to the king

William earned money through **reliefs** and the **geld tax**

The Church was Normanised under Lanfranc

All land was owned by William

Demesne: Land kept by William for himself



The Domesday Book recorded how much areas were worth, and how much they should pay

The feudal system: all land users depended on the king

Sheriffs

The role of the sheriff (aka shire reeve) stayed mostly the same as in Anglo-Saxon times; William just replaced the Anglo-Saxons with Normans.

The key differences of Norman sheriffs were:

POWER

Norman sheriffs were more powerful than Anglo-Saxon sheriffs. They answered only to the king.

LAW

Some of the sheriffs' legal responsibilities were taken over by baronial, manorial and Church courts.

DEFENCE

The sheriff's military role now ran alongside knight service. Sheriffs looked after castles in their shire.

Sheriffs were often unpopular with local people:

- They were **entitled to a share of the revenues** they collected from their shire. This meant they could make themselves very rich.
- A lot of **land-grabbing** was done by sheriffs. Because of their power, people had nobody to complain to.

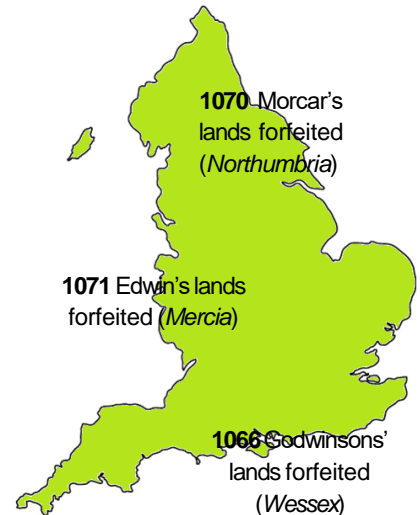
Changes in Landownership, 1066-87

Between 1066-1087, William replaced the Anglo-Saxon landholders with Normans. The rebellions had showed that he could not trust the Anglo-Saxon nobles.

By 1087, less than 5% of the land was held by Anglo-Saxon aristocrats. Only two of England's **tenants-in-chief** were Anglo-Saxons. (Tenants-in-chief were the large landholders who held their land directly from the king.)

How did Anglo-Saxons lose their land?

- **Forfeit** - Landowners simply lost their land as a punishment. William took it and gave it to Normans instead.
- **New earldoms** - William made new earldoms, e.g. the Marcher earldoms, and gave them to his followers. They were created to defend troublespots.
- **Land grabs** - This way was illegal – Normans either seized land, or took it through corrupt dealings which left Anglo-Saxons with less than before. Norman sheriffs were known for doing this.



After 1071 William **combined** blocks of territory to form large blocks, rather than earls having pieces of land all around the country.

William's changes to landholding:

William made tenure (landholding) much less secure.

ANGLO-SAXONS (pre-1071)

There were 2 types of landholding. People had to pay tax on both types of land.

Bookland

Landholders were given a document by their lord to show their right to the land. This could be sold or passed on.

Leases

Land was loaned for a set amount of time, in exchange for money.

WILLIAM (from 1071)

William made changes to land ownership:

- William now owned all the land. People only had tenure from the king.
- Anglo-Saxons had to pay William for the right to keep using their land. Norman followers did not.
- If a landholder died without an heir, the land went back to William.
- Heirs who inherited land had to pay a tax to William.

William enforced these rules strictly.

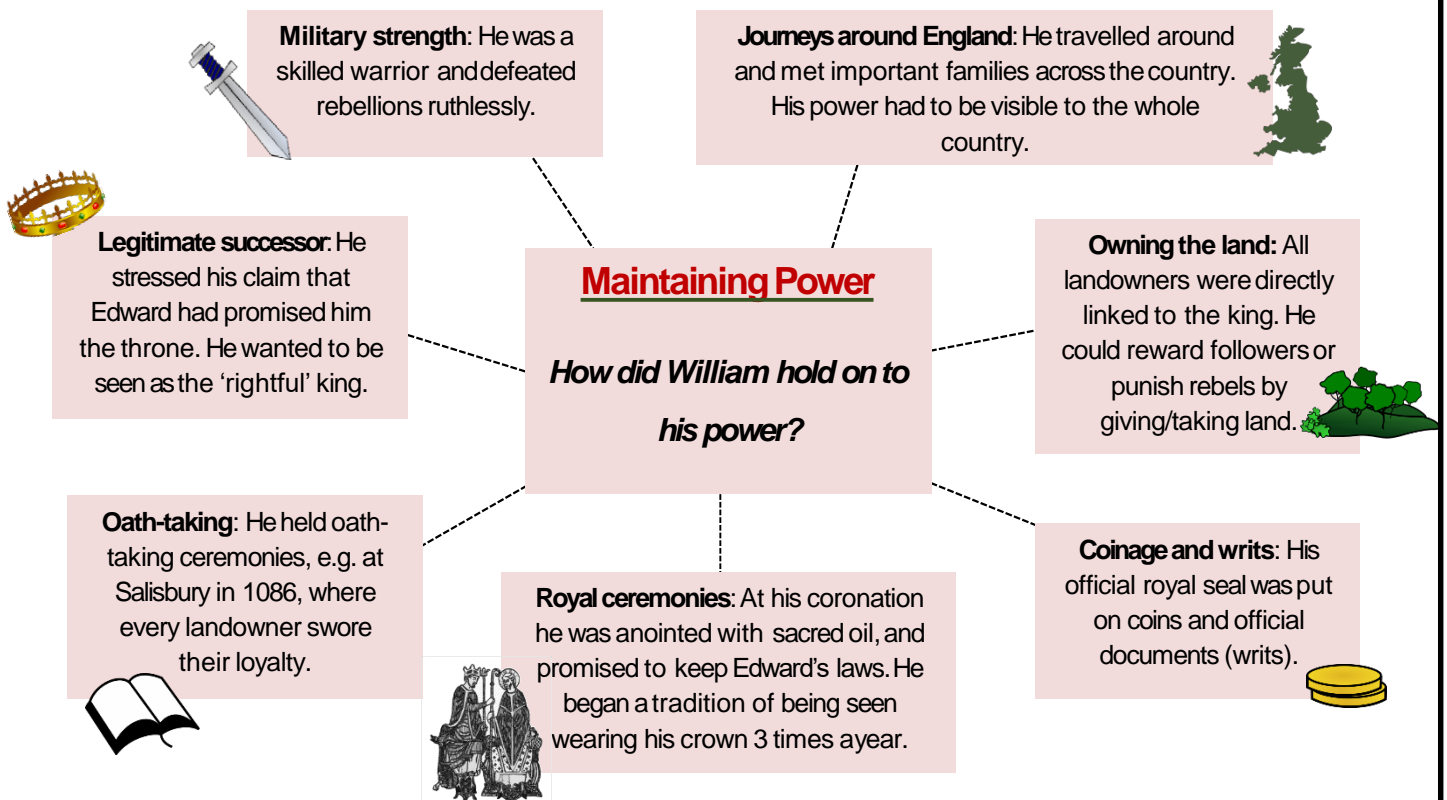
William's tenants-in-chief, the new lords, now had power over the thegns:

- They could reallocate land when a thegn died.
- They could replace thegns who acted against them.

Thegns had to be obedient **vassals** and follow their new lord.

Peasants' lives became harder, as the new tenants-in-chief wanted to get more money from their land. Ceorls (free peasants) became rarer.

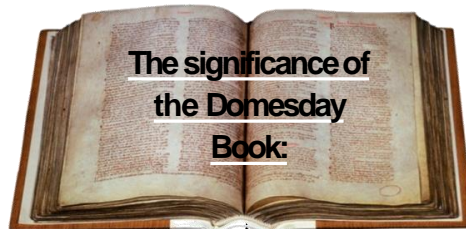
All of these land changes made William's power stronger, and resistance less likely.



The Domesday Book

At Christmas 1085, William ordered a survey of England. He wanted to find out who held what land, what taxes they owed and whether they could pay more.

The results of the survey were written up in the **Domesday Book** in **1086**.



The significance of the Domesday Book:

Financial

William wanted to find ways to get more money out of his tenants. There were heavy geld taxes in 1084 and 1086.

Legal

The survey helped to solve land disputes (many Anglo-Saxons claimed land had been taken from them). This boosted the image of William as a fair king.

Military

There was an invasion threat from Denmark in 1085, though it never happened. The Domesday survey may have been linked to seeing how many soldiers each tenant could provide.

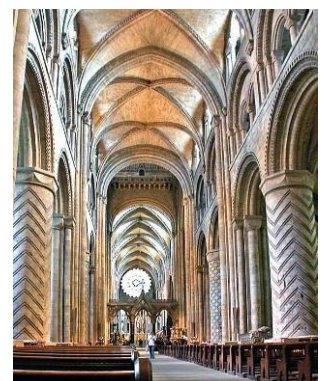
The council that met to discuss the Domesday survey was called mainly to discuss a possible new Viking attack in 1085. The invasion never happened, but William took it seriously – he brought thousands of soldiers over from Normandy.

Norman Aristocracy

Culture

The Norman **aristocrats** (nobles/important people) liked to show off their power, wealth and superiority over the English.

- **They built huge, more experimental cathedrals, churches and castles.** Winchester Cathedral was the longest in Europe; Westminster had Europe's biggest hall; the Tower of London was the largest stone keep in Europe.
- **Male aristocrats shaved the backs of their heads.** Spending time on your appearance showed you were rich because it was a luxury few could afford.
- **They introduced a complicated ceremonial method of butchering animals they hunted.** Hunting was their favourite leisure activity.



Relationship with his son, Robert

William's eldest child was **Robert**. He was given the mocking nickname Robert Curthose ('short stockings'/'dumpy legs'), probably by William.

They had a difficult relationship.

Robert's revolt shows a common problem – princes who wanted power before their fathers were ready to let go of it

In **1077**, Robert started a fight with two of his younger brothers after they played a prank on him. He felt that William didn't punish them enough, and tried to take control of his castle.

William wanted Robert and his supporters arrested. Robert fled and was taken in by King Philip of France. He began to launch raids from a castle in Normandy.

Unknown to William, Matilda was sending money to Robert. She explained to William that she was just looking after her son.

In **1079**, Robert knocked William off his horse during battle. Robert gave his defenceless father his own horse and ordered him to retreat - William was humiliated.

William and Robert made up at Easter **1080**, a reunion organised by Matilda. Robert was once again the chosen heir for Normandy.



William's Death

William was injured in July 1087 when he was thrown from his horse during a raid in France. He suffered in pain for weeks before he died on the 9th of September.

People thought his death was full of bad omens:

- When he died, his panicked servants stole everything they could, leaving his stripped corpse on the floor.
- At his funeral, his fat corpse burst when it was being squeezed into the tomb. It caused a horrible smell which drove everyone out of the cathedral.

William had said that Robert should inherit Normandy, while William Rufus (his favourite son) should inherit England.

However, he was filled with guilt for his sins on his deathbed, and said he would let God choose the next king of England.



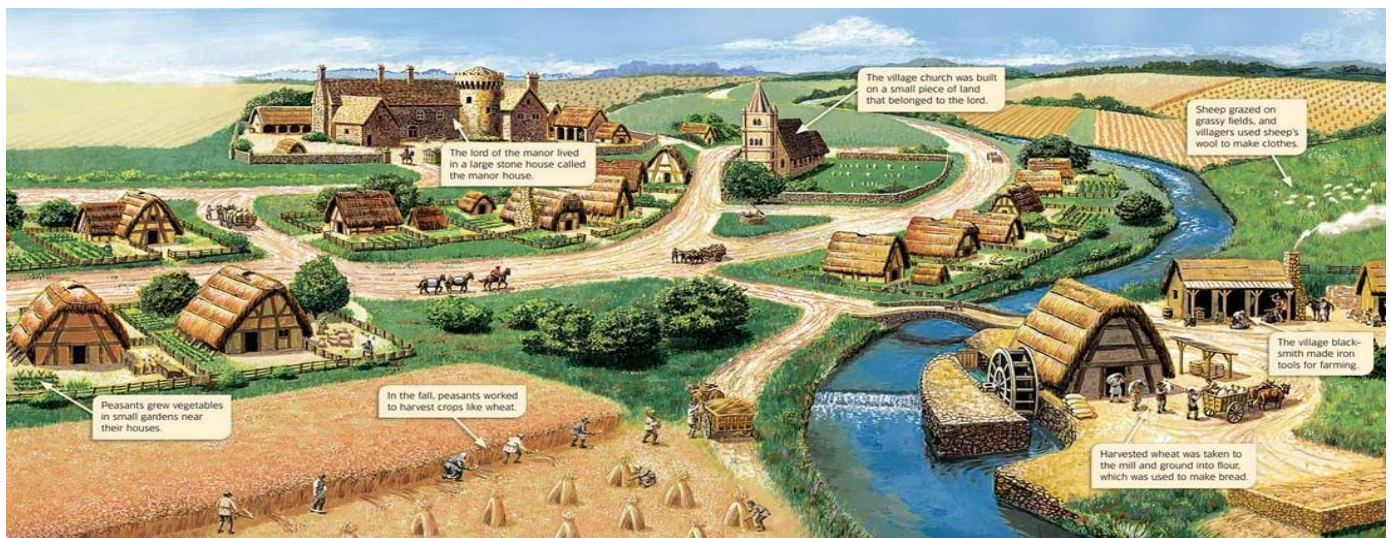
Life in Norman England



Life in a Norman Village

In the early Middle Ages, under the **feudal system**, the life of a peasant was hard. Even in the later Middle Ages, the medieval peasant's life was hard and the work back-breaking. It followed the seasons – ploughing in autumn, sowing in spring, harvesting in August. Work began at dawn, preparing the animals, and it finished at dusk, cleaning them down and putting them back into the stalls.

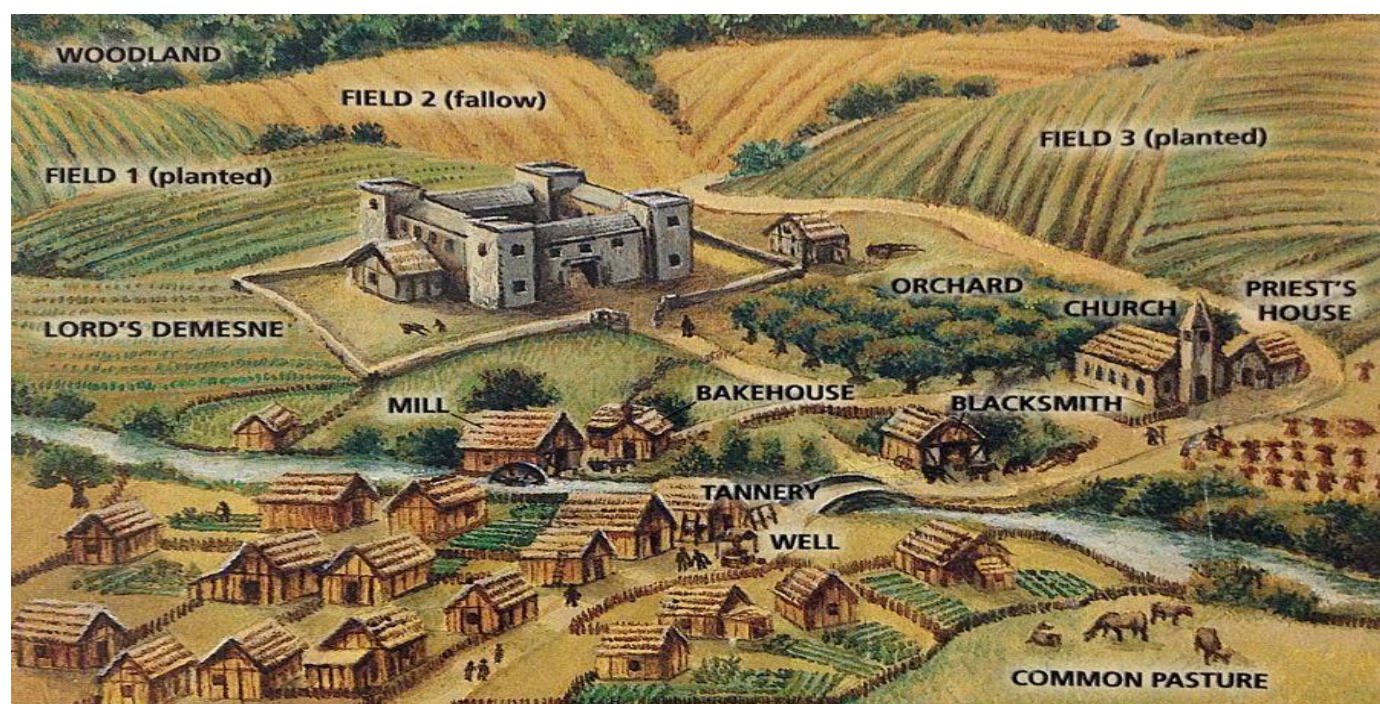
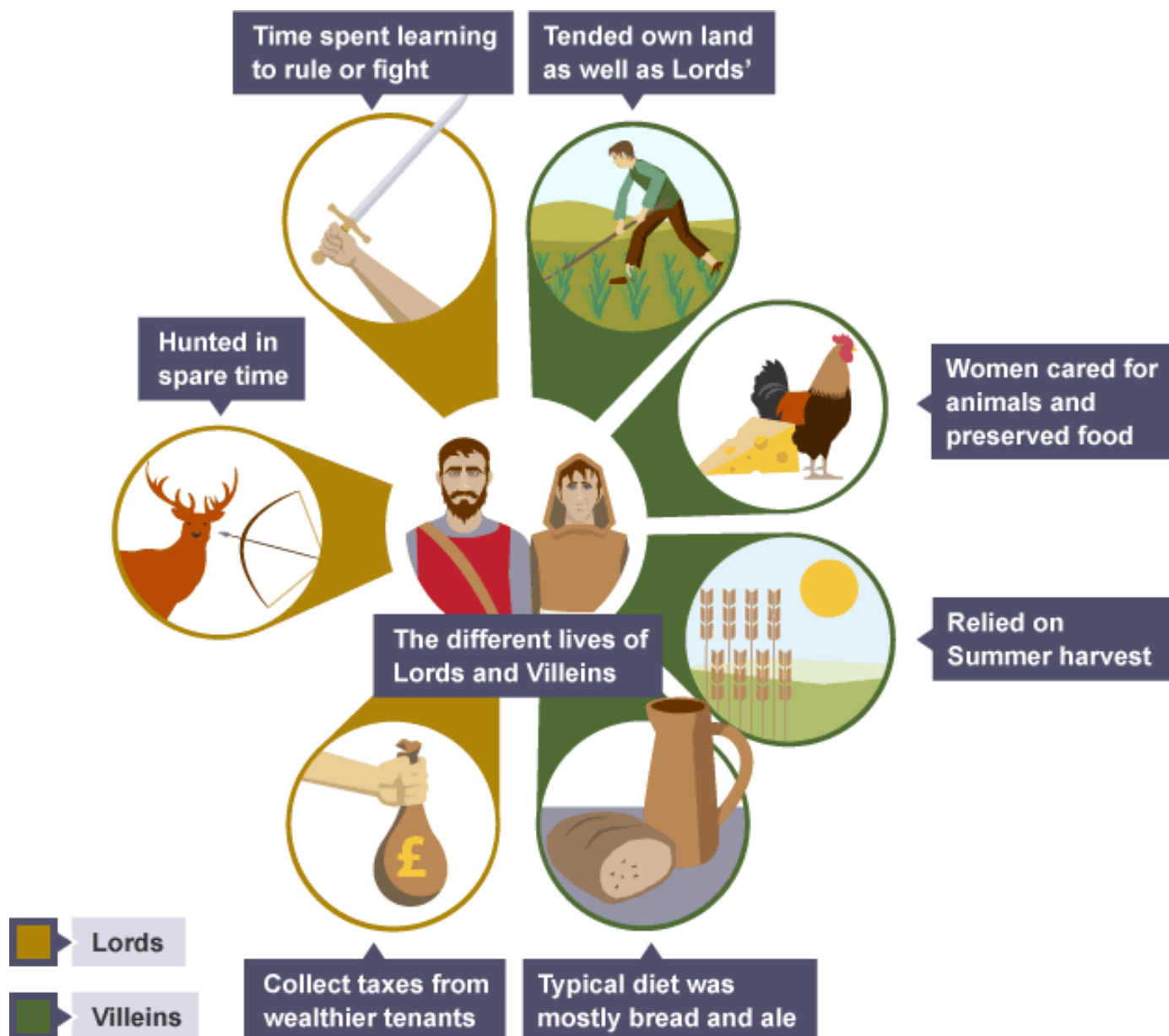
- A peasant's hut was made of **wattle** and **daub**, with a **thatch** roof but no windows. Inside the hut, a third of the area was penned off for the animals, which lived in the hut with the family. A fire burned in a hearth in the centre of the hut, so the air was permanently eye-wateringly smoky. Furniture was maybe a couple of stools, a trunk for bedding, and a few cooking pots.
- Many **peasants'** huts included a simple loom, which is a device used to weave cloth. The daughter would spin wool using spinning tools known as a distaff and spindle, and the wife would weave it into rough cloth.
- Peasant food was mainly vegetables, plus anything that could be gathered – nuts, berries, nettles. The usual drink was weak, home-brewed beer. Honey provided a sweetener. If he ate bread, the peasant did not eat white wheat bread, but black rye bread.
- The most difficult time was late spring, when food stores were running out, and new food was not yet growing. A poor harvest meant that some of the villagers would starve to death.



Towns

Towns were not structured in the same way as rural estates were. The major towns such as London, York, Winchester and Oxford were **fortified** against enemy attack. Most commercial activity took place in the towns. It was also home to skilled tradesmen and other professionals such as doctors and merchants. Most people lived in what we would consider to be villages. London was the biggest town in England and yet only had 10,000 residents.





The Forest

William liked hunting and kept much more land as **royal demesne** than Edward had. Demesne was the land that the king kept for his own use.

He made new areas into **forest** – this was not necessarily covered in trees; it meant that it was protected land reserved for hunting.

Many landholders lost land to forest. Entire areas were turned into forest, such as the New Forest in southern England.

Animals were protected; especially William's favourites, deer and boar



Hunting weapons were not allowed into the forest



Restrictions on cutting wood, buildings and clearing land in the forest



Hunting dogs were not allowed into the forest



Damage to the vegetation (needed by the animals) was forbidden



Reasons why the 'forest' was significant:

- It showed that the **power of the king** was above everything else.
- Extending the forest **increased the amount of land William controlled directly**.
- Taking areas for forest was basically land-grabbing – William doing this **made land-grabbing by sheriffs and barons look more acceptable**.
- There were **harsh punishments** for breaking forest laws, which showed how brutal Norman rule could be.
- William earned more **money** from the forests – from fines and the sale of hunting rights.



Figure 1.8 Norman forests in England, c1200.



Changes to Society

CHANGES

King

William built castles and cathedrals as a symbol of his power. He introduced the feudal system so that he had ultimate control over society.



Nobles

Earls became tenants-in-chief. The earldoms were made smaller to reduce their power. The nobles were no longer in a position to challenge the king's power.

Warriors

Thegns were destroyed as a class and replaced by knights. Knights had less power than thegns had had.



Peasants and slaves

The number of free peasants (ceorls) went down. Peasants came under more pressure because William wanted more revenue from the land. Normans thought slavery was wrong, and freed some slaves.



Economy

William stopped trade with Scandinavian countries (this especially impacted the Danelaw areas). Trade with Normandy increased. Large cities grew rapidly.

CONTINUITY (STAYED THE SAME)

The roles in the royal household (the king's servants, troops, advisers) didn't change; William just replaced Anglo-Saxons with Normans doing the same job.

Just like Anglo-Saxon earls had sworn loyalty to Edward, tenants-in-chief had to pay homage to William.

Similar to how thegns owed Edward military service, Norman knights owed the king knight service.

Day to day village life for most peasants was much the same as before – they still farmed for their lord.

Towns kept the trading rights given to them by Anglo-Saxon kings.

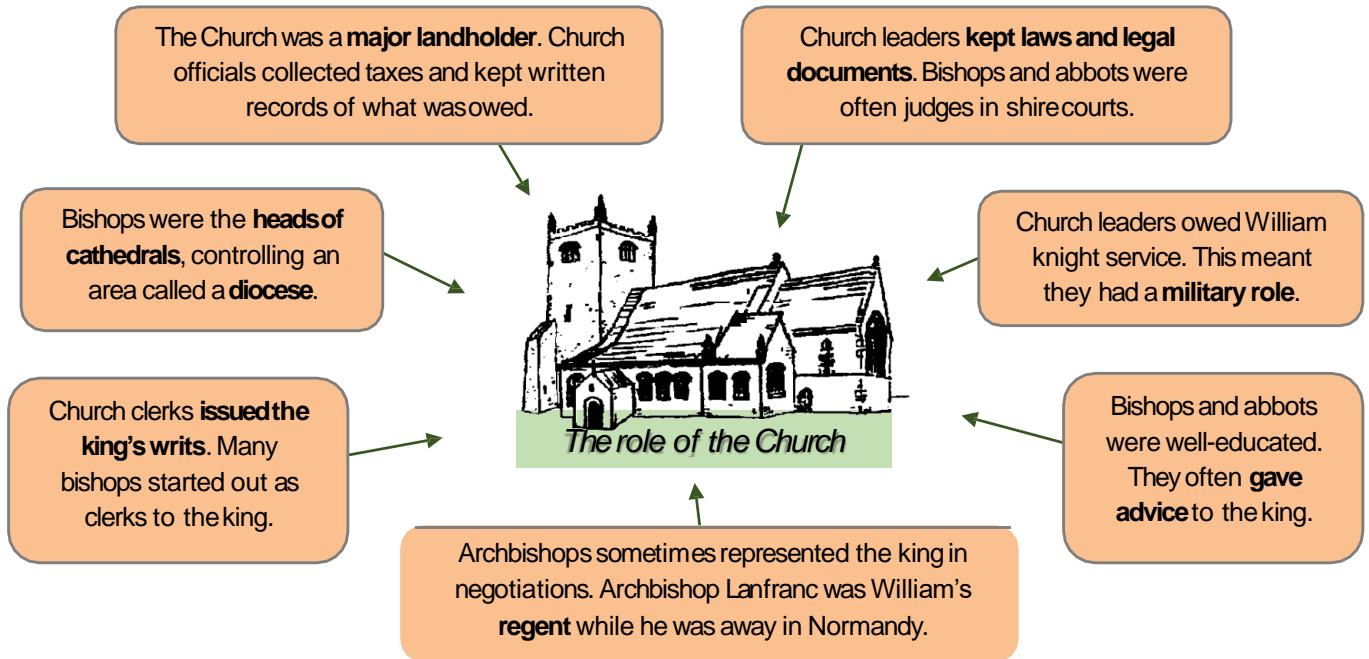


Impact of the Norman invasion on Life in England

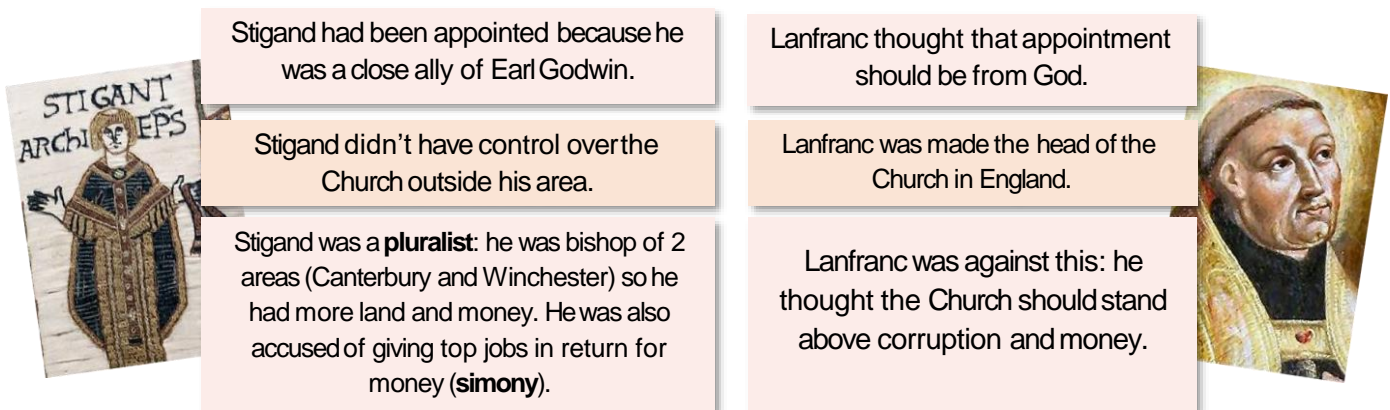
| Immediate impacts of the Norman Conquest | Longer-term impacts of the Norman Conquest |
|--|---|
| The economic impact of the Norman Conquest was negative to start with. • Taxes: The Normans increased rent and taxes and much of the money raised was spent in Normandy. | After this initial disruption, from the late 1090s Norman England entered a period of economic growth that continued for much of the next 150 years. Population grew. Villages grew. Towns grew. Trade grew. Wealth grew. The foundations for this were built in the Norman period and were driven by three things: |
| Destruction: They desolated large areas of northern England in the Harrying of the North. The important town of York was sacked. Other towns saw homes demolished to make way for Norman castles. 166 homes were demolished in Lincoln. | Increased security: If there is a threat of war or violence, people don't invest or take risks. Anglo-Saxon England had been constantly invaded but once the Normans were in control the threat of invasion diminished and so trade flourished. |
| Buildings: The Normans spent effort and money on castle and cathedral building and warfare which provided a living for soldiers and craftsmen, but not for builders – forced English labour was used | A more European outlook: The Normans strengthened links between England and mainland Europe. The wool and cloth trade with Flanders increased. England exported more raw materials |
| Freedom: The Domesday Survey shows that the number of freemen declined dramatically as a result of the Conquest. Freemen who could not afford the increased rents had to revert to being villeins – working for the lord with limited freedom. | Money: Soon after the Norman Conquest, William brought with him some wealthy Jews to help him manage royal finances. Jewish moneylenders began to play an important role in boosting the economy. Being able to borrow money helped traders and merchants develop their business. |
| Land: They took land away from nearly all English land owners, which led to poverty for some. | |



The Church



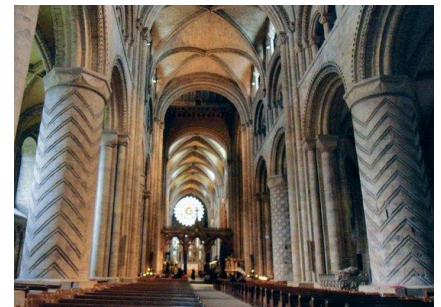
The last Anglo-Saxon Archbishop of Canterbury was **Stigand**. He was replaced in **1070** by **Lanfranc**. There were some key differences between them:



Durham Cathedral

There were several influences on the design of Durham Cathedral including St Peter's Basilica in Rome. The intersecting arches along the aisles of Durham Cathedral may also have been inspired by the architecture of Islamic Spain. Inside Durham Cathedral the austerity of the first generation of Norman buildings was discarded for more elaborate carving which some would see as a revival of a more Anglo-Saxon style of decoration.

At Durham something new was invented which marked a turning point in the history of architecture. The builders used a pointed arch rather than a semi-circular one to span the roof of the nave. This meant that the building could have a much greater height. In turn this allowed larger windows in the part of the church above head height so that these clerestory windows now brought more light into the building.



Lanfranc's Reforms

Lanfranc was an Italian monk who had run St. Stephen's monastery in Normandy. He was heavily involved in changes to the Church.

He wanted priests to live **spiritual lives**.
He banned marriage and made celibacy
(no sex) compulsory for priests.

From 1076, priests were tried in special
Church-only bishops' courts.

There were **more monasteries** – places
dedicated to a spiritual life.

Lanfranc introduced Norman **guidelines**
for following and creating new laws.

Anglo-Saxon **cathedrals in rural locations**
were knocked down and rebuilt in
market towns (e.g. Thetford to Norwich)

There were **more archdeacons** (below
bishops, but above priests). They looked
after Church courts.

Within about 50 years, every English church and
cathedral had been **rebuilt in Norman style**.

Although most priests were still Anglo-Saxons,
after 1070 there was only one Anglo-Saxon
bishop left (Wulfstan of Worcester).



*Lanfranc's
reforms*

Normanisation

The Church was
"Normanised":

- Norman bishops and archdeacons influenced the messages people heard about the king and God.
- A quarter of all land was held by the Church. Putting Normans as bishops and archdeacons reduced the risk of Anglo-Saxon rebellions.
- Parish priests came under stricter control. They had to follow Norman procedures.

Normanisation of the Church strengthened William's power in 3 ways:

New bishops did
homage to the king.
Church leaders could
forfeit their lands if
they failed their duties.

When a bishop died, William
chose his successor. He also
received the revenue from
that land until the
replacement bishop arrived.

William controlled
communication between
the Church leaders and
the pope. This stopped
people obeying the pope
over him.



- **They brought the culture of chivalry.** This was a kind of moral code about looking up to knights, and treating your enemies in a certain way – William was merciful to enemies, putting them in prison rather than killing them.
- **They were very religious.** They believed in penance – everyone who fought against the English at Hastings had to atone for their sins by praying or giving money to the Church. Each man they wounded was 40 days' penance.
- **The Normans threw out many Anglo-Saxon saints' relics and destroyed tombs.** They thought they were superior to the Englishmen they had conquered.
- **They introduced family names based on where they lived.** They liked to pass estates onto a single heir, rather than giving pieces to different family members.



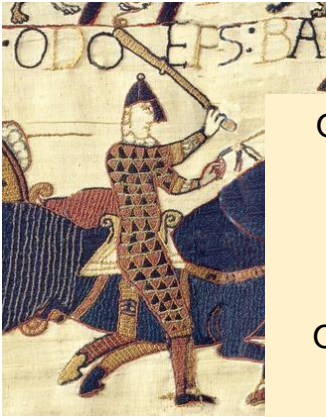
Language

William tried to learn English, but gave up because he didn't have the time. Lanfranc also couldn't speak English when he was appointed Archbishop of Canterbury in 1070.

All legal and Church documents were written in Latin. The Norman aristocracy spoke French though their children would probably speak both French and English.

Many Normans did not learn to read. Youngsters were often whipped when witnessing land grants to make sure they remembered the details.

English became a vernacular language – spoken only by the common people.



Bishop Odo of Bayeux

Odo was William's half-brother. William had made him Bishop of Bayeux in 1049, and Odo helped William in his invasion of England.

He was rewarded with the earldom of Kent (forfeited from Leofwine Godwinson). He became the second largest landholder after the king.

Odo was **co-regent** of England (along with William FitzObern) while William was away in 1067.

Odo in trouble:

Odo got into trouble with William due to his corrupt behaviour. He seems to have had ambitions for power.

- The Domesday Book records many complaints against Odo for **illegally taking land**, including from the Church. Lanfranc complained to William and Odo was made to give land back in 1076.
- William sent Odo to deal with trouble in Northumberland in 1079. While he was there, Odo **damaged the region, robbed people** and **took cathedral treasures**.
- **Odo tried to take some of William's knights with him on a trip to Rome**. This went against William's power because knights were loyal to the king, not the personal troops of their tenant-in-chief.

In 1082, William had Odo put in prison. William was only persuaded to release him on his deathbed in 1087; he had freed other prisoners (e.g. Morcar) with much less persuasion.

Monasteries

The monasteries existed alongside the local churches in English Christianity. The monks and nuns were totally devoted to the faith and lived in isolated communities away from non-religious lay people. The leader of the monastery was called an **abbot**, and Norman monks replaced many of the abbots of the large monasteries, like Westminster and Glastonbury, during the time of Lanfranc: for example in 1078 a Norman called Thurstan was made the Abbot of Glastonbury, to replace the English Aethelnoth, deposed by Lanfranc.

One of the first monasteries built by the Normans was Canterbury Priory, whose monks followed the strict rule of St. Benedict, and were known as Benedictines. Lanfranc established the importance of Canterbury by declaring that all future Archbishops of Canterbury should be elected by the monks of its Priory.

Life of a Benedictine monk

Benedictines were instructed to eat two simple meals a day and were not allowed to eat expensive food such as meat. The monks were also told that they should not spend their time talking to each other. There were eight services a day in which the monks would be praying and chanting religious song - the first service was at 2 am and the last one at 6 pm.

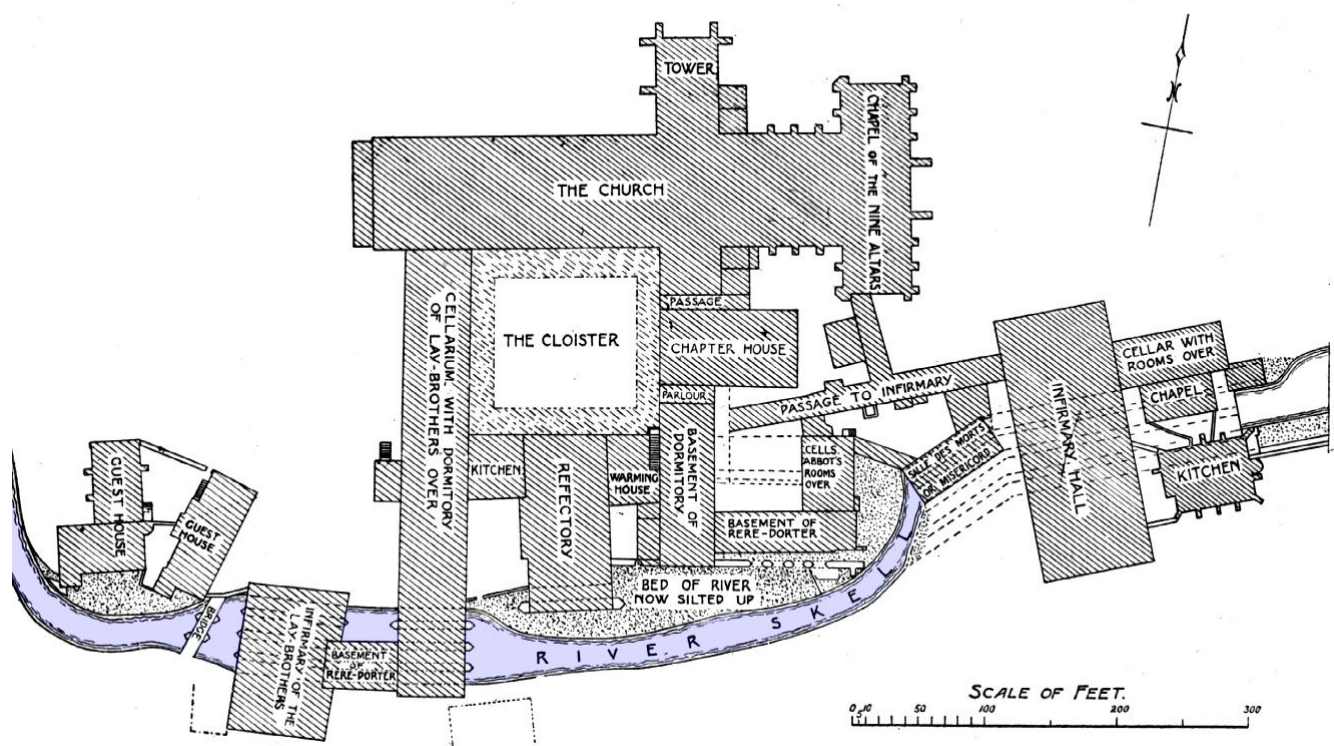
In the north of England there was a revival of monastic life, and the abbey at Whitby was re-established, and new ones founded at Selby and St Mary's York. The most eager promoter was William of St Carilef, the Bishop of Durham, who was a monk from Maine in Normandy. In 1083 he brought monks from Wearmouth and Jarrow to serve the cathedral of Durham and look after the shrine of St Cuthbert. Bishop William began the rebuilding of Durham Cathedral in 1093, which is a stunning example of Norman Romanesque architecture.



William encouraged the building of new monasteries in England, and he personally built an abbey at Battle in Sussex, on the site of Harold Godwinson's death at the Battle of Hastings. **The new stricter Cluniac order of monks was introduced into England in 1077**, coming over from Cluny in southern France. The Cluniacs had taken over twenty-four monasteries in England by 1135.

The monasteries played a vital role in the limited amount of education that was available for people in England. Latin was the written language of both Church and State, so boys who wanted to become priests or government clerks had to learn Latin - and they were taught this in Anglo-Norman, not in English. Once the Normans settled fully in England, they established their Anglo-Norman language as the spoken language of everyday life, or the vernacular.

Fountains Abbey



Schools and Education

Medieval Education in England was the preserve of the rich.

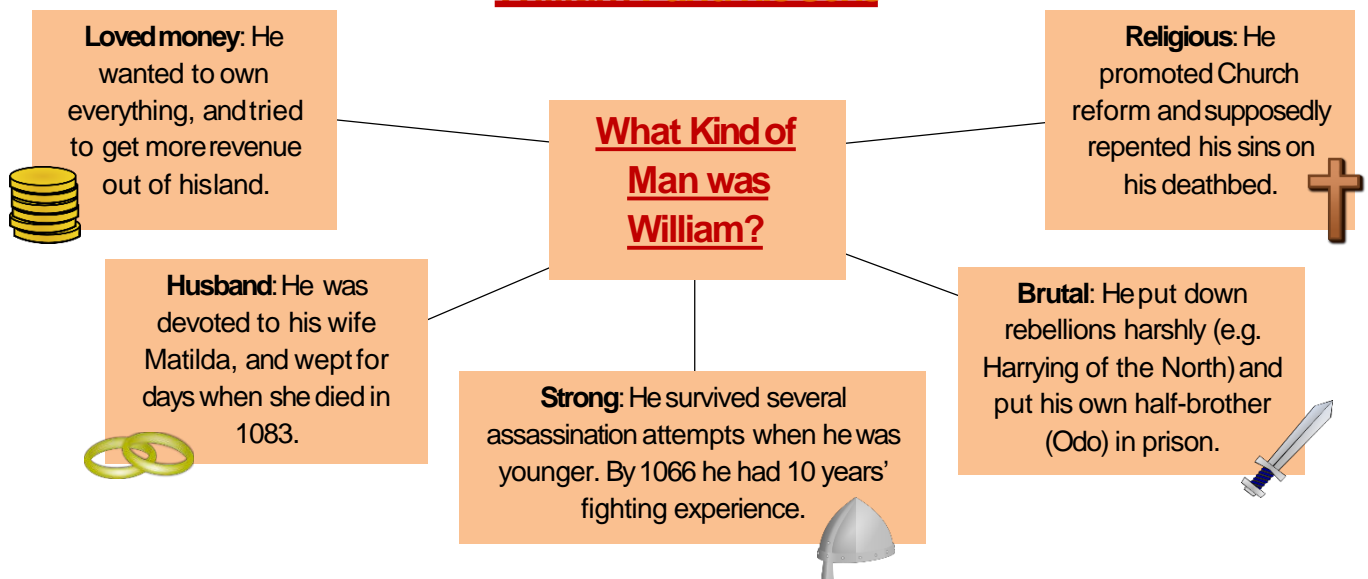
- Education in Medieval England had to be paid for and medieval peasants could not have hoped to have afforded the fees.
- When William I conquered England in 1066 at the Battle of Hastings, he took over a country where very few were educated – including the wealthy.
- The most educated people were those who worked in the church but many who worked in the monasteries had taken a vow of isolation and their work remained isolated with them.

As Medieval England developed so did the need for a more educated population – especially in the developing world of merchant trade. Important trading towns set up what became known as grammar schools and it was not unusual for a wealthy local merchant to have funded such a school. Latin grammar formed a major part of the daily curriculum – hence the title of the schools. Latin was also the language used by merchants as they traded in Europe. Very few Dutch merchants spoke English – but they could speak Latin. Very few English merchants spoke Dutch or Spanish, but they could speak Latin. Hence why European merchants used the language. Any merchant who wished to trade in Europe effectively could not have hoped to have done so without knowledge of Latin. These merchants ensured the survival of their firms by ensuring that their sons were equally conversant in the language – hence the establishment of grammar schools.

All lessons taught in a grammar school were in Latin. Lessons were taught in a way that boys had to learn information off by heart. Whether they understood what they had learned was a separate issue! Books were extremely expensive in medieval England and no school could hope to kit out their pupils with books.



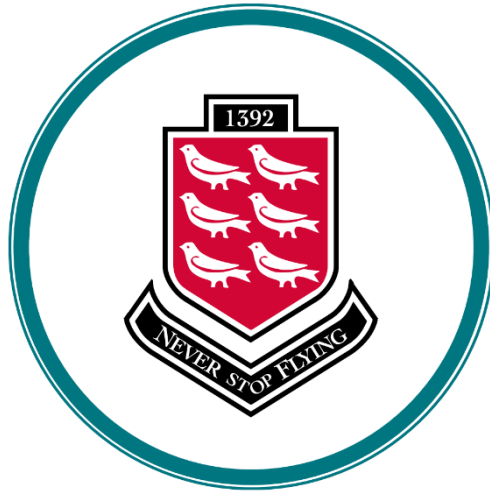
William I and his Sons



Key differences between Anglo – Saxon and Norman Rule

| Anglo Saxon | Norman |
|--|---|
| The King did not own all the land in England. He owned a lot and could give it and take it away, but land was usually inherited through generations of families. | William claimed that as King he was in charge of all the land in England and the only way people could get land was through his saying so. He would give land to those who he felt were loyal and could take it away if they did anything wrong. |
| Earldom's were large and had a lot of power e.g. Earl Godwin. | Earldoms made smaller and the power of earls was reduced. |
| Anglo-Saxon's did not have marcher earldoms, in theory each earl had the same responsibilities and none were exempt from tax. | Created Marcher earldoms on the border between England and Wales. There were three Marcher earldoms- Chester, Shrewsbury and Hereford and gave these to people who had helped him win the battle. These had special privileges and were exempt from paying tax on lands. They could also build castles. |
| Instead of castles, large Anglo-Saxon towns or burhs were protected by walls that encompassed the whole town, rather than just a castle and the knights. | William gained control of trouble spots through the use of castles. He ordered that these be built in strategic locations and formed the base from which to launch attacks or give knights refuge in the event of an attack. They did not however, protect the whole town. |
| Anglo-Saxon earls named who they wanted to inherit their land and this was agreed. Smaller farmers leased land for as long as three generations. | Initially, William kept many Anglo-Saxons in their position as earl. For example, Morcar kept his position. This changed however with all the rebellions and more and more titles went to Normans rather than Anglo-Saxons. He also made people pay William for the right to keep farming their land. This led to resentment. |
| Before this a tax had to be paid to the Lord and not to the king. | William introduced a tax when an earl died. This had to be paid to the King before the heir could become earl. |





GCSE History

Essential Knowledge

Booklet

Medicine

Section A: Medicine in the Trenches: 1914-1918

Section B: Medicine Through Time: 1250 to modern day

Paper 1: Exam Overview

Time: 1 hour 20 minutes

Total Marks: 52

Sections: Section A (Historic Environment), Section B (Thematic Study)

Section A: Historic Environment – The British Sector of the Western Front

| Question | Information |
|----------|--|
| 1a | Describe one feature of... • Worth 2 marks • AO1 (Knowledge of the period) |
| 1b | Describe one feature of... • Worth 2 marks • AO1 (Knowledge of the period) |
| 2a | How useful are Sources A and B for an enquiry into... • Worth 8 marks • AO3 (Source utility) |
| 2b | How could you follow up Source A/B to find out more about... • Worth 4 marks • AO3 (Source enquiry) |

Section B: Thematic Study – Medicine in Britain c1250–present

| Question | Information |
|----------|--|
| 3 | Explain one way in which X is similar/different to Y • Worth 4 marks • AO1 & AO2 (Knowledge and explanation of similarity/difference) |
| 4 | Explain why... (You will be given two bullet points but must also use one or more of your own) • Worth 12 marks • AO1 & AO2 (Knowledge and explanation of causation) |
| 5/6 | ‘Statement’ How far do you agree? (You will be given two bullet points but must also use one or more of your own) • Worth 16 marks + 4 SPaG • AO1 & AO2 (Knowledge and judgement on change over time) |

Assessment Objectives

| AO | What you need to do |
|-----|---|
| AO1 | Demonstrate knowledge and understanding of the period studied |

| | |
|-----|---|
| AO2 | Explain and analyse historical events using historical concepts |
| AO3 | Analyse, evaluate, and use sources to make substantiated judgements |

How to Answer the Questions



Question 1a/b – Describe one feature of... (2 marks)

- Identify a valid feature (1 mark)
- Support it with evidence or explanation (1 mark)
- Keep it concise

Example:

One feature of the chain of evacuation was the stretcher bearers. They recovered the wounded from No Man's Land and carried basic supplies.

Question 2a – How useful are Sources A and B for an enquiry into... (8 marks)

How are these sources useful if we are trying to learn more about the topic?

Use the acronym C O P

Content – How useful is the content of this source, what does it say/can we see?

Own Knowledge – what do you know about this topic? Does it support/challenge what the source shows?

Provenance – think Who, What, When, Where, Why? Does where the source comes from make it more or less useful?

Source ____ is useful because...

You do not need to compare the sources.

Question 2b – How could you follow up Source A/B... (4 marks)

1. Detail in Source to follow up (1 mark)
2. Question to ask (1 mark)
3. Type of source to use (1 mark)
4. How it helps answer the question (1 mark)

Example Structure:

- **Detail:** Screaming and shaking of shell-shocked soldier
 - **Question:** What treatments were used for shell shock?
 - **Source:** Military medical records from WW1
 - **How it helps:** Shows what responses were typical and whether they were effective
-

Question 3 – Explain one way in which X is similar/different to Y (4 marks)

- Identify a similarity or difference
- Use evidence from both periods
- Clearly explain change/continuity

Structure:

One way in which X is different to Y is...

In X...

In Y...

Therefore, they are different because...

Question 4 – Explain why... (12 marks)

- 3 **PEEL** paragraphs:
 - Two on the prompts provided
 - One from your own knowledge
 - Link back to the question each time
 - Maintain a clear line of argument
-

Question 5/6 – ‘Statement’ How far do you agree? (16 + 4 SPaG marks)

- Introclusion which sets out your argument.
 - 3 **PEEL** paragraphs (as above)
 - Evaluate each factor
 - Include a reason **not** given in the question
 - Conclusion: Judgement on "how far" you agree and why
-

Knowledge Organiser – Topic One: Medieval Medicine 1250-1500

| Medieval Britain | |
|------------------|---|
| 1 | Medieval Britain is the period between 1250-1500 also known as the 13 th -16 th century or the Middle Ages. |
| Key events | |
| 2 | 1123 Britain's first hospital, St Bartholomew's was set up in London |
| 3 | 1350 Average life expectancy is 35 years of age |
| 4 | 1348-49 The Black Death kills 1/3 of England's population |
| 5 | 1388 Parliament passes the first law requiring streets and rivers to be kept clean by the people |
| Key Concepts | |
| 6 | The Medieval Church –The official religion of medieval Britain was Roman Catholic. Daily life and power was dominated by the Church, they controlled education and many people feared God. |
| 7 | The Four Humours. First suggested by Greek doctor Hippocrates. Black Bile, Yellow Bile, Blood and Phlegm. These humours linked to elements and seasons. Hippocrates believed that if these humours became unbalanced you would get ill. To get better, you needed to balance them. Galen, a Greek doctor working in Rome continued the theory and added his own ideas. His ' Theory of Opposites ' to heal illness suggested using hot to cure cold. |
| 8 | Medieval Power The emphasis in Medieval Britain was on authority. The King had total power, but the Church had considerable control. People followed authority and would not question the views of King/Church as it would mean risking their lives. |

| Key Words | | |
|-----------|-----------------------|--|
| 9 | Superstition | A belief, not based on knowledge, but on the supernatural. For example witchcraft or astrology |
| 10 | Purging | To rid the body of an 'excess' like blood or vomit |
| 11 | Leeching | The use of leeches for bloodletting |
| 12 | Cupping | Using glass cups to draw blood to the surface |
| 13 | Fasting | To avoid eating or drinking |
| 14 | Pilgrimage | A journey to a religious shrine and relics to show your love of God and to cure an illness |
| 15 | Mass | Public worship in the Roman Catholic Church |
| 16 | Astrology | Study of the planets and their effect on humans |
| 17 | Miasma | Bad air which was blamed for spreading disease |
| 18 | Apothecary | A medieval pharmacist or chemist |
| 19 | Wise Woman | A female healer, who used folk medicine and herbal remedies to cure illnesses. |
| 20 | Vademecum | A medieval medical book carried by doctors |
| 21 | Urine Chart | Used to examine urine to define an illness |
| 22 | Physician | A male medically trained doctor |
| 23 | Barber Surgeon | Untrained surgeon, who practiced basic surgery |
| 24 | Dissection | To cut open a human and examine the insides |
| 25 | Epidemic | A widespread outbreak of a disease |
| 26 | Trepanning | Cutting a hole in the skull |
| 27 | Amulet | A charm that bought protection from disease |
| 28 | Black Death | A term to describe the bubonic plague |
| 29 | Monastery | A building where monks live, eat and pray |

Knowledge Organiser – Topic Two: The Medical Renaissance in England, 1500-1700

Renaissance England

| | |
|---------------------|--|
| 1 | The Renaissance was the period between 1500-1700 in England. Art and Science were growing in importance. |
| Key events | |
| 2 | 1543 – Vesalius published <i>The Fabric of the Human Body</i> . It showed how the human body worked. |
| 3 | 1565 – the first dissection was carried out in Cambridge |
| 4 | 1628 Harvey published his book <i>An Anatomical Account of the Motion of the Heart and Blood</i> which showed blood moving around the body |
| 5 | 1645 – The first meeting of the Royal Society |
| 6 | 1665 The Great Plague in London. 75,000 died |
| Key Concepts | |
| 7 | The King – Despite some scientific developments, people still believed that the King could cure diseases such as scrofula (a skin disease). Being touched by the King was as close as you could get to being touched by God. |
| 8 | Renaissance – this was a time of change (re-birth) when people became interested in all things Greek and Roman. Printing was developed so that books could be published (e.g. Galen, Vesalius). People realised the Greeks had loved enquiry – asking questions and challenging old ideas. They started to do the same – e.g challenging Galen's theories |
| 9 | Evidence – rather than believing & accepting old ideas (e.g. The Four Humours) without question, scientists and doctors were more willing to experiment (e.g. dissecting bodies) to make scientific discoveries. People started to look to evidence over tradition. |

Key Words

| | | |
|----|-----------------------|---|
| 10 | Continuity | Things or ideas that stayed the same over time |
| 11 | London Treacle | A medicine that was solve to cure the Plague. It contained herbs, spices, honey and opium |
| 12 | Autopsy | Dissecting a body after someone has died to establish cause of death |
| 13 | Diagnosing | Finding out what disease someone has by e.g. taking their pulse and observing the patient |
| 14 | Royal Society | A group of people interested in science who met weekly. They had a laboratory with microscopes. King Charles II was a patron. |
| 15 | Anatomy | The study of the human body and how it works |
| 16 | Physiology | The workings of the body |
| 17 | Microscope | A new invention that allowed things to be magnified |
| 18 | Thermometer | A new invention that allowed someone's temperature to be taken |
| 19 | Mortality Bill | A document in each parish which recorded who had died and what had killed them. |
| 20 | Pesthouse | A hospital for people suffering from infectious diseases, e.g the Plague. |
| 21 | Printing | The process of creating a book. This was developed during the Renaissance |

Knowledge Organiser – Topic Three: Medicine in 18th and 19th century Britain

18th and 19th century Britain

| | |
|---|---|
| 1 | This was a time of breakthroughs in medicine in England. There were many scientific discoveries but also many Public Health problems. |
|---|---|

Key events

| | |
|---|---|
| 2 | 1798 – Edward Jenner developed the first vaccine for Smallpox |
| 3 | 1847 – James Simpson developed chloroform as an anaesthetic |
| 4 | 1854 – John Snow's maps proved the source of cholera |
| 5 | 1861 – Louis Pasteur's germ theory was published |
| 6 | 1867 - Lister used antiseptic to prevent infection |
| 7 | 1875 – The Public Health Act. Local councils had to provide sewers, drainage and fresh water as well as medical officers |
| 8 | 1882 Robert Koch identified bacteria that caused specific diseases |

Key Concepts

| | |
|----|---|
| 9 | Nursing – Nurses are responsible for the care of patients in hospital. Before 1800, hospitals were dangerous places where death was very likely. The development of nursing changed that. |
| 10 | Breakthrough – a scientific discovery that dramatically alters the way people understood disease – e.g. the discovery of bacteria. This then helps the problem to be solved. |
| 11 | Public Health – when the government takes measures to prevent diseases spreading and to help the population become healthier. The government increasingly took on this role after the development of germ theory |

Key Words

| | | |
|----|------------------------------|---|
| 12 | Vaccine | The injection into the body of killed or weakened organisms to give the body resistance against disease |
| 13 | Smallpox | A dangerous disease causing fever that was beaten by vaccination |
| 14 | Anaesthetic | Drugs given to make someone unconscious before or after surgery |
| 15 | Infection | The formation of disease causing germs |
| 16 | Cholera | A bacterial infection caused by drinking water |
| 17 | Germ Theory | The theory that germs cause disease |
| 18 | Antiseptic | Chemicals used to destroy bacteria and prevent infection |
| 19 | Medical Officer | A person appointed to look after the public health of an area |
| 20 | Contagion | The passing of disease from one person to another |
| 21 | Epidemic | A widespread outbreak of a disease |
| 22 | Sanitation | Providing disposal of human waste and dispensing clean water to improve public health |
| 23 | Workhouses | Accommodation for poor people who could not afford to pay for rent and food. |
| 24 | Dispensary | A place where medicines are given out |
| 25 | Voluntary hospital | Hospitals supported by charitable donations |
| 26 | Chloroform | A liquid whose vapour acts as an anaesthetic and produces unconsciousness |
| 27 | Industrial Revolution | A period of British history when industries (e.g. coal, steel) transformed society |

Knowledge Organiser – Topic Four: Medicine in modern Britain, 1900-Present

| Modern Britain | |
|----------------|--|
| 1 | From 1900-Present, there have been massive changes in medicine and treatment |
| Key events | |
| 2 | 1900 – life expectancy was still below 50 years of age |
| 3 | 1911 – National Insurance Bill introduced – gave help if workers were sick or unemployed |
| 4 | 1914-1918 World War One leads to developments in surgery and treatment |
| 5 | 1928 – Fleming discovered penicillin |
| 6 | 1938 – Florey and Chain developed use of penicillin |
| 7 | 1948 – The NHS begins following the Beveridge report (1942) |
| 8 | 1953 – Crick and Watson discovered the structure of DNA |
| Key Concepts | |
| 9 | War – World War One and World War Two forced developments in treatment and surgery – e.g. plastic surgery and the use of antibiotics in WW2. |
| 10 | Technology – huge improvements in technology greatly improved the understanding and treatment of disease – e.g. X-ray, DNA, Pacemakers, dialysis and keyhole surgery |
| 11 | National Health Service - After WW2, the government introduced the NHS in 1948. This offered free healthcare at the point of delivery. The expansion of who could vote and the shared experience of suffering in WW2 bought about this development. |

| Key Words | | |
|-----------|-----------------------------------|---|
| 12 | X-Ray | Technology using particular light rays . Used in WW1 to locate bullets in the body. |
| 13 | Transplant | When a faulty or damaged organ (e.g. liver) is swapped with a healthy one through surgery |
| 14 | Radiotherapy /Chemotherapy | Treatment of a disease, such as cancer, by the use of chemicals |
| 15 | Superbugs | Bacteria that are not affected/destroyed by antibiotics or cleaning |
| 16 | Gene therapy | Medical treatment using normal genes to replace defective ones. |
| 17 | Dialysis | Technology that replicates the function of the kidneys |
| 18 | Polio | A contagious disease that can cause paralysis and death |
| 19 | Penicillin | The first antibiotic drug produced from the mould of penicillin to treat infections |
| 20 | Pacemaker | Implanted technology that regulates heartbeat |
| 21 | Antibiotics | A drug made from bacteria that kill other bacteria and so cure an infection or illness |
| 22 | Magic bullets | A chemical that kills a particular bacteria and nothing else |
| 23 | Electron microscope | Developed 1931. Allows doctors to see cells in fine detail. |
| 24 | DNA | Deoxyribonucleic acid, the molecule that genes are made of |
| 25 | Cancer | A group of related diseases. Cells divide and spread into the surrounding tissue. |

Medicine through time



The Middle Ages

| Ideas about causes of disease and infection | Treatment of disease and infection | Physicians | Apothecaries |
|--|--|---|--|
| <ul style="list-style-type: none">• God• The theory of the four humours• Mental illness and epilepsy were punishment from God.• Misalignment of the planets | <ul style="list-style-type: none">• The theory of the Opposites• The Church set up hospitals all over Western Europe such as Hotel Dieu and St Bartholomew's.• The focus was on caring for the sick rather than treating.<ul style="list-style-type: none">• Prayers• Herbal remedies such as aloe vera, camomile and mint.• Purging using laxatives and enemas.• Going on pilgrimage to a holy shrine or making an offering. | <p><u>Physicians</u> University educated and very expensive - you were lucky if you could be treated by one! They used their learning to instruct less qualified people and rarely saw a patient.</p> <p><u>Surgeons</u> Most surgeons were also barbers - They had the equipment and a steady hand, so operated on people! In some areas of Europe physicians were trained in surgery too, but not everywhere.</p> | <p><u>Apothecaries</u> Mixed herbal remedies to treat patients. Much cheaper than physicians but not always as educated (or honest!) Also offered supernatural cures that went against church teachings.</p> <p><u>Hospitals</u> By 1500 there were 1,100 hospitals in England. They were not always used for treating the sick, but for people to rest. Most were run by churches and didn't have physicians.</p> |
| | | <p><u>Home</u> Factors: Institutions- the church, Religion and superstition, Attitude of Conservatism, Communication It was expected that women should care for sick people in their homes.</p> | |



Limitations: No knowledge of germs, treatments largely ineffective. The theory of the four humours and the opposites were incorrect. When Roger Bacon proposed that doctors should do their own research rather than reading Galen, he was thrown into prison by church leaders.

Medicine through time



Medieval: The Black Death

Features of life: Historians think that the plague arrived in England during the summer of 1348. The plague spread quickly during the winter of 1348-1349 to the north of England. By 1350, nearly the whole of Britain was infected with the plague. At the end of 1350 nearly two and a half million people were dead! There was no central government and the Catholic Church were the main power in Britain at the time.

Ideas about causes of disease and infection

- God
- The theory of the four humours
 - Jews poisoning the wells
 - Sinful behaviour
 - Miasma- bad air
- Misalignment of the planets

Treatment of disease and infection

- The theory of the Opposites
 - Herbal remedies
- Kill all the cats and dogs in the towns
- Flagellants whipped themselves in the street to apologise to God.
 - Prayer
- Bleeding and purging

Symptoms: Chest pains and breathing trouble. Fever, sneezing and coughing up blood, boils and buboes under the armpits and in the groin.

Factors:

Institutions- the church
Chance
Religion and superstition
Attitude of Conservatism

Limitations: No knowledge of germs, treatments largely ineffective. The theory of the four humours and the opposites were incorrect. The treatments that involved gathering together would spread the plague further.



Medicine through time



The Renaissance

Ideas about causes of disease and infection

- God
- The theory of the four humours
- Paracelsus said that chemicals in the body caused illness.

Treatment of disease and infection

- The theory of the Opposites
 - Herbal remedies
- Quack healers sold potions to cure all illnesses.
 - Wives and mothers treated most illness.
- Apothecaries made and sold medicine prescribed by doctors.
 - The Bezoar stone was thought to cure all poisons.
 - Bleeding, purging and vomiting.
 - The kings touch
- Pest houses were set up for contagious illnesses.



Renaissance means rebirth. It was a time when old works were rediscovered and people began investigating old theories.

Key individuals:

Paracelsus was a doctor and university lecturer who did not believe in the four humours. He said illness was caused by chemicals in the body and therefore treatments should be chemicals. He used salt, mercury and sulphur. His work was not taught in universities.

Factors:

Chance, Religion and superstition, Attitude of enquiry, Government

New ideas:

Radical physicians like *Paracelsus* and *Sydenham* rejected the Four Humours.

Fracastoro wrote *On Contagion*, theorising that seeds in the air caused illness.

William Harvey found that blood circulated the body.

Van Helmont discovered new ideas about the digestive system and said food would not cause illness.

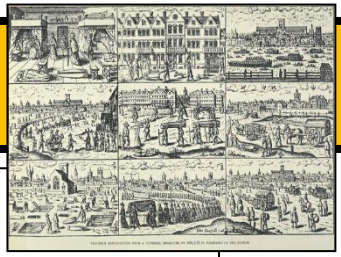
Hooke developed the microscope and *van Leeuwenhoek* used it to observe bacteria.

Limitations: No knowledge of germs, treatments largely ineffective. The theory of the four humours and the opposites were incorrect.

Only the wealthy could afford to visit a physician. They could charge very high fees and many became quite rich out of their profession. There was little change in the way that people were treated for illnesses - midwives, wise women, apothecaries, all continued to treat the sick. Doctors were only for the rich. Quack doctors sold lotions and potions. There were some new ideas about like those of Paracelsus but these tended to be rejected



Medicine through time



The Great Plague 1665

The 1665 plague: In the summer of 1665 70,000 people out of a population of 140,000 died of the bubonic plague in London. Those that left London had to get a special medical certificate to say they were safe to travel (plague free)
The Lord Mayor issued many rules in an attempt to stop the plague from spreading - too little, too late

| | | | Similarities between 1348 and 1665 | Differences between 1348 and 1665 |
|--|--|--|--|--|
| Causes | Treatment | Prevention | <ul style="list-style-type: none">Many people still believe that God has sent plague to punish them for their sins.The government ordered days of public prayer and fasting so that people could confess their sins and beg God for forgiveness.Some blamed the movement of the planets and miasma.Doctors had no cure for the plague. Many physicians followed their wealthy patients out of London into the countryside.There was no real understanding of cause or treatment in both plagues. | <ul style="list-style-type: none">There was a more scientific approach in 1665. from the weekly Bills of Mortality observers linked dirt and disease after realising that the highest number of deaths were in the poorest, dirtiest areas.Methods of preventing the plague were more carefully thought out in 1665.The mayor of London did his best to stop the plague spreading. Victims were shut in their homes and watchmen stood guard to stop anyone going in or out.When anyone died their body was inspected to confirm that plague was the cause. Bedding had to be hung in the smoke of fires before it was used.An effort was made to stay clean. Householders were ordered to sweep the street outside their door.Plays, bear-baiting and games were banned to prevent large crowds. |
| Astronomers had noticed an unusual alignment between Mars and Saturn, and had also spotted a comet. This was a bad omen... | Carrying a lucky hare's foot. | Plague sufferers were quarantined to prevent the spread. Richer people escaped to the countryside. | | |
| Once again, many believed the plague was a punishment from God. | Smoking tobacco | Cats, dogs and other animals were killed. | | |
| The most popular theory was warm weather and miasma. | Pressing leeches, dried toads or plucked chickens against sores. | People carried pomanders - bags with strong smelling herbs. | | |
| The actual cause was rats carrying the disease on ships, with fleas biting people to spread the it. | Carrying a charm with the letters "ABRACADABRA" in a triangle. | The government outlawed large meetings in towns and hired searchers to investigate houses. | | |
| Factors: Government, attit | | | | |

Medicine through time



The Renaissance: Vesalius

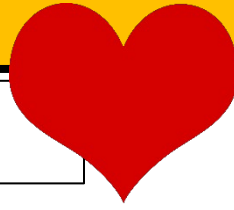
| Before | During the discovery | Impact and after |
|--|--|--|
| <ul style="list-style-type: none">• Hippocrates and Galen were anatomically weak.• Student physicians did not have to attend dissections, They were expected to learn from the teachings of Galen.• For 1000 years after Galen's death almost no original anatomical enquiries were performed due to the Church being against dissection,• However from 1537 the Catholic church accepted the teaching of anatomy through dissection. | <ul style="list-style-type: none">• Vesalius carried out hundreds of dissections to examine the anatomy of the human body.• Vesalius wrote <i>Of the Fabric of the Human Body</i> in 1543. This was frequently reprinted and became a standard anatomical text. The illustrations were particularly influential and cheap reproductions that students could cut out and paste were produced for medical education.• It was the first anatomy book to present the body from the skeleton outward. | <ul style="list-style-type: none">• Vesalius had shown the importance of observation.• He corrected 200 theories. E.g. the lower jaw bone is one bone, not two as Galen thought.• His work led to further exploration of the organs of the body.• His book was republished and distributed widely due to the invention of the printing press. |

Factors: Individual genius, attitude of enquiry, science and technology, religion and superstition.



Limitations: Although Vesalius had a strong grasp of the structure of the body, his knowledge of the functions was limited. Some still refused to accept that Galen was wrong.

Medicine through time



The Renaissance: William Harvey

| Before | During the discovery | Impact and after |
|---|--|---|
| <ul style="list-style-type: none">• People believed in Galen's theory that blood was produced in the liver. Galen believed that blood was burnt up by the body. Other writers had questioned this theory but they had struggled to prove it wrong.• Harvey was not the first to believe in the circulation of blood. Ibn an-Nafis, an Arab doctor in the 12th century, had disagreed with Galen, but his ideas had not been followed up. | <ul style="list-style-type: none">• Harvey carried out comparative dissections of cold blooded animals and humans.• Harvey used ligatures to show the valves in the veins only allowed blood to flow one way. Now he could show the blood flowed out from the heart through the arteries and it flowed back through the veins.• He calculated the volume of the blood in the body and worked out the blood must be circulating as it was impossible for the liver to produce that much blood, proving Galen wrong.• He published his book 'An anatomical account of the motion of the heart and blood' in 1628. | <ul style="list-style-type: none">• Harvey had proven the circulation of the blood. This meant that future discoveries could be made.• Many aspects of surgery depended on knowledge of blood, they could now be explored further.• Harvey proved Vesalius right about the need for dissection and observation. |

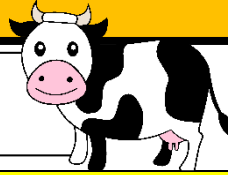
Factors: Individual genius, attitude of enquiry, science and technology.



Limitations: Harvey predicted the existence of capillaries, however he was unable to prove this without the invention of microscopes. Harvey lost many patients when he published his theories. He did not know about blood groups therefore blood transfusions were still not possible.

Medicine through time

The 18th century: Edward Jenner and Smallpox



Features of life: Britain was now controlled by a central government and the power of the Catholic church had declined significantly. During the Industrial Revolution the number of people moving to the towns and cities increased dramatically, leading to overpopulation and the rapid spread of diseases such as smallpox. Smallpox is spread from person to person by coughing and sneezing and by touching an infected person.

| Before | During the discovery | After and Impact |
|---|---|---|
| Before Jenner's discovery, the only way to prevent smallpox was by inoculation. This was too expensive for most people to afford. | Edward Jenner was born in 1749 and worked as a doctor in Gloucestershire. In Gloucestershire, people believed that you couldn't catch smallpox if you had already caught a mild, non-fatal disease called cowpox. Cowpox was a disease which milkmaids caught from cows. Jenner decided to investigate why milkmaids never seemed to catch smallpox. In 1798, Jenner performed an experiment on a young boy. He first infected the boy with cowpox and then infected the boy with smallpox. The boy did not become ill with smallpox. Jenner repeated his experiment on 23 different people. Finally, he was able to conclude that | <ul style="list-style-type: none">• Jenner recorded his findings in 1798 submitted them to the Royal Society for publication-they refused so published independently• Thomas Jefferson USA President championed Jenner• The British government gave Jenner £30,000 to set up vaccination clinics• Napoleon had his entire army vaccinated• In 1840 vaccination became free for all infants• 1852 British government made vaccination compulsory. |

Factors: Chance, Individual Genius, Attitude of Enquiry, Communication



Limitations: Some people didn't like anything new and they thought traditional cures such as smearing boiled turnips on patients feet were more useful. Some didn't accept Jenner's evidence. It was unbelievable that a disease from cows could protect humans. Doctors who made money from inoculation had a vested interest and were against vaccination. Vaccination seen as dangerous. Jenner could not explain WHY vaccination worked. Some people viewed Jenner as a country Quack



Medicine through time

18th and 19th century hospital care

Florence Nightingale

- Florence Nightingale was from a wealthy family and in 1854 went to the Crimea with 38 nurses.
- She was appalled by the dirty conditions in the hospitals and so ensured they were cleaned up. This meant the death rate fell from 40% to 2%.
- When she returned to England she set up her own nursing school where she focused on improving hygiene.
- She wrote notes on nursing in 1859 and notes on hospitals in 1863. Both were influential in training nurses.
- She did not pay attention to developments in medicine such as the germ theory and instead just focused

Hospitals in the 1700s

There were only 5 hospitals in Britain by 1700, all in London.

Doctors began to visit patients more frequently, although nurses still administered treatments.

Hospitals became a place for poor people, the rich paid for doctors to treat them at home.

As more people attended, conditions became less sanitary. Doctors failed to wash hands so carried germs across hospitals.

Hospitals by 1900

Wards split up infectious patients from those requiring surgery.

Antiseptics were introduced to kill germs.

Donations from wealthy individuals allowed newer and larger hospitals to be built.

The function of hospitals had changed from a place of rest to a place of treatment.

Factors: Individual genius, attitude of enquiry, war.

Medicine through time



The 19th Century: Koch and Pasteur

Features of life: Central governments controlled the whole of Europe. Jenner had produced a vaccination but could not explain how it worked, meaning the search was now on to explain his discovery. Improvements in technology meant that the microscope allowed for closer examination. France and Germany were at war.

| Before | During the discovery | After and Impact | | | | | | | | | |
|--|---|-------------------|---------------------|----------------|----------------|------------------|-------------------|---------------|------------------|--|---|
| <p>By 1800 belief in the four humours and disease as a punishment from God were fading fast.</p> <p>People could see rotting food and flesh and knew that this caused terrible smells. They believed that these released poisonous fumes called miasma.</p> <p>Spontaneous generation was a new theory. It was the idea that organisms were spontaneously (automatically) generated by the process of decay in, for example, meat. This meant that they thought that rotting and decay caused germs, rather than the other way round</p> | <p>Pasteur: developed the Germ Theory in 1861 whilst he was working on a method to keep beer and wine fresh - changed the whole understanding of how illnesses are caused. This proved that Germs were causing disease, however he could not identify which germ caused which disease.</p> <p>Koch: Discovered the bacteria that causes anthrax. He establishes a new method of staining bacteria. Using Koch's methods, the causes of many diseases were identified quickly:</p> <table><tr><td>1880 - Typhus</td><td>1882 - Tuberculosis</td><td>1883 - Cholera</td></tr><tr><td>1884 - Tetanus</td><td>1886 - Pneumonia</td><td>1887 - Meningitis</td></tr><tr><td>1894 - Plague</td><td>1898 - Dysentery</td><td></td></tr></table> <p>Pasteur: Discovered attenuation- germs weakened by the air. This allowed other vaccinations to be developed including Typhoid in 1896, and Tuberculosis in 19006.</p> | 1880 - Typhus | 1882 - Tuberculosis | 1883 - Cholera | 1884 - Tetanus | 1886 - Pneumonia | 1887 - Meningitis | 1894 - Plague | 1898 - Dysentery | | <ul style="list-style-type: none">• They had proved that germs caused disease and therefore ideas of God were removed from medicine.• They had proven how Jenner's vaccination worked.• Other vaccinations were able to be developed. |
| 1880 - Typhus | 1882 - Tuberculosis | 1883 - Cholera | | | | | | | | | |
| 1884 - Tetanus | 1886 - Pneumonia | 1887 - Meningitis | | | | | | | | | |
| 1894 - Plague | 1898 - Dysentery | | | | | | | | | | |



Factors: Chance, Individual Genius, Attitude of Enquiry, Communication, Science and technology, Government

Limitations: The new vaccinations meant that disease could now be prevented, however it could still not be cured.

Medicine through time



The 19th century: Antiseptics

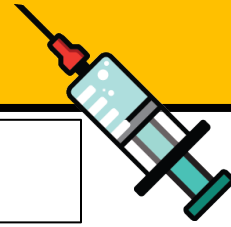
| Before | During the discovery | Impact and after |
|--|--|--|
| <ul style="list-style-type: none">• Until the germ theory in the 1860s, surgeons did not take any precautions to protect against infection.• They reused bandages, spreading gangrene and skin infections from patient to patient.• Doctors did not wash their hands before an operation, nor did they sterilise their equipment, and some of them operated wearing old pus stained clothes. | <ul style="list-style-type: none">• Ignaz Semmelweis A Hungarian doctor working in Austria in 1847. Semmelweis tried to encourage medical students to wash their hands after observing midwives. However nobody took his ideas seriously.• Joseph Lister In 1864 He came up with the idea of using Carbolic acid, something he had seen preventing odour from sewage in Carlisle. Lister applied carbolic acid to the wound and used bandages soaked in carbolic. He found that the wounds healed and did not develop gangrene.• Aseptic surgery By the late 1890s, Lister's antiseptics methods, which killed germs on the wound, developed into aseptic surgery, which meant removing all possible germs from the operating theatre. To ensure absolute cleanliness; operating theatres and hospitals were rigorously cleaned, from 1887 all instruments were steam cleaned, surgeons operated in gowns and face masks and in 1894 sterilised rubber gloves were used for the first time following the discovery of William Halstead. | <ul style="list-style-type: none">• With the problem of infection now solved surgeons attempted more ambitious operations.• The first successful operation to remove an infected appendix came in the 1880s.• The first heart operation was carried out in 1896. |

Factors: Individual genius, attitude of enquiry, science and technology, chance, communication.

Limitations: There was opposition to Lister's ideas. The carbolic acid soaked the theatre and damaged skin, making operations more difficult. Pasteur's ideas had spread slowly meaning that many did not accept the idea of germs. The problem of blood loss had still not been solved and many of the antiseptic methods slowed surgery down, causing further blood loss.



Medicine through time



The 19th century: Anaesthetics

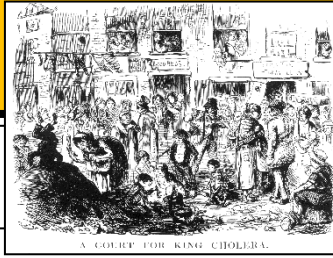
| Before | During the discovery | Impact and after |
|--|---|--|
| <ul style="list-style-type: none">There were no effective anaesthetics in the early 1800s. The patient was held down or tied down by the surgeons assistant while the surgeon operated as quickly as possible. | <ul style="list-style-type: none">Step 1: Laughing gas- Nitrous Oxide In 1799 Humphry Davy discovered the nitrous oxide reduced the sensation of pain. However it did not make patients completely unconscious and an American dentist, Horace Wells, performed a public operation where the patient cried out in pain.Step 2: Ether In 1847 Ether was used by J R Liston during a leg amputation. However it irritated the eyes and lungs, causing coughing and sickness. It was also flammable and difficult to move.Step 3: Chloroform James Simpson was experimenting with friends in 1847 when he discovered Chloroform. Within days he started using it to | <ul style="list-style-type: none">James Simpson used chloroform regularly and showed other doctors how it could be used effectively.Pare used chloroform and backed up Simpsons ideas.The big break through was when Queen Victoria used chloroform in the delivery of her 8th child in 1857. this meant opposition to anaesthetics declined rapidly. |

Factors: Individual genius, attitude of enquiry, science and technology, chance, government.

Limitations: There was a lot of opposition to anaesthetics. They were new and untested, nobody knew of any possible side effects. They did not make surgery safer. With the patient asleep more difficult surgery was attempted, increasing the problem of blood loss and infection. Pain was seen as a sign from God, people were opposed to stopping this.



Medicine through time



The 19th century: Cholera

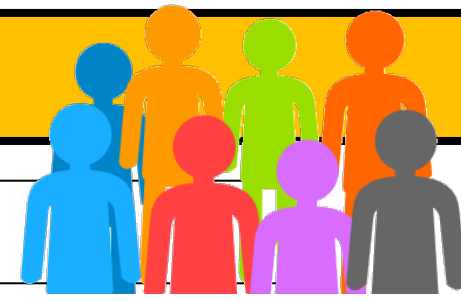
| Before | During the discovery | Impact and after |
|---|---|---|
| <ul style="list-style-type: none">• 1750-1900 saw increase in the urban population caused new problems for the Government when considering Public Health.• Sanitation was poor and inefficient. Toilet facilities were crude in these conditions, water was often contaminated and unfit to drink and so it comes as no surprise that death and disease were commonplace.• Cholera arrived in Britain in 1831 and by the end of 1832, 5275 people had died in London alone. | <ul style="list-style-type: none">• In 1849 John Snow published a book saying Cholera spread through water and not bad air but was mocked.• Another Cholera outbreak in 1854 gave him a chance to prove his theory.• Nearly 500 people living in and near Broad street were killed in ten days. Snow mapped out the deaths and houses with cholera sufferers and worked out they were all using water from The broad Street Pump. The pump was taken away and the death rate dropped dramatically. It was later discovered a cess pool was leaking into the water supply.• Snow had proved that dirty water caused cholera | <ul style="list-style-type: none">• The government were now more willing to pass Public Health Acts to ensure the health of the people was protected.• Snow had proven the need for clean water however many people continued to believe that cholera was spread through the air, not water. |

Factors: Individual genius, attitude of enquiry, science and technology.

Limitations: Snow thought that miasma in the water was spreading the disease, he had no knowledge of germs.



Medicine through time



The 19th century: Individuals

Edwin Chadwick: In 1842 Edwin Chadwick published his 'Report on the sanitary conditions of the Labouring Population'. His evidence proved that the poor lived in dirty, overcrowded conditions, this caused illness. Many people were then too sick to work and so become poorer still, therefore other people had to pay higher taxes to help the poor.

He said the government needed to; improve drainage and sewers, remove refuse from streets and houses, provide clean water supplies and appoint medical officers in each area to check these reforms.

William Farr: After 1837 all births, deaths and marriages had to be registered and William Farr used this information to build an accurate picture of where the death rate was highest and what people had died of. This proved the link between high death rate and unhealthy living conditions. This put pressure on the government to introduce change.

Octavia Hill: Hill bought three slum houses in 1865 and cleaned them up to show how to provide healthy homes for working people and stop overcrowding. She took over 2000 houses and improved them. This led to similar schemes and meant the government passed the 1875 Artisans Dwelling Act allowing the councils to knock down slums on health grounds.

Louis Pasteur: In 1861 Pasteur published the germ theory. In 1864 he conducted a series of experiments that convinced scientists that germs were causing diseases. This provided the link between dirt and disease and proved Chadwick, Farr and Snow correct. This meant people were now more willing to pay taxes for reforms.

Joseph Bazalgette: The engineer who designed and built London's sewer system. This system included 83 miles of main sewers, 1100 miles of sewers for each street and connecting to the main sewers, a series of major pumping stations to drive the flow of sewage. This took until 1875 to complete, however Bazalgette anticipated the increase in population and made sure the system could cope with this.

Factors: Individual genius, attitude of enquiry, science and technology.

Medicine through time



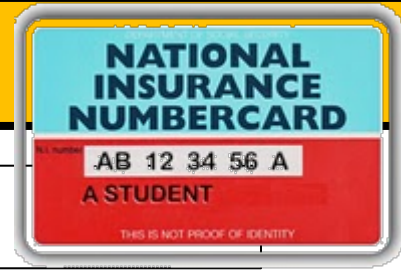
The 19th century: Government Acts

| Government Act | What it did | Impact |
|----------------------------|--|---|
| The Public Health Act 1848 | <ul style="list-style-type: none">• A national board of health was set up.• In towns where the death rate was high, the government could force improvements.• Local councils could collect taxes for public health improvements.• Councils were allowed to appoint medical officers of health and local boards of health to oversee these changes. | <ul style="list-style-type: none">• The act was not compulsory. It encouraged change but did not force it.• Only 103 towns set up local boards of health.• The National board of health was abolished in 1854 after only six years. |
| 1867 Voting acts | <ul style="list-style-type: none">• In 1867 working men in towns were given the right to vote for the first time.• In 1884 working men in country areas got the vote. | <ul style="list-style-type: none">• This doubled the number of people who were able to vote. This meant that MPs now had to listen to the demands of these people. |
| The Public Health Act 1875 | <ul style="list-style-type: none">• Local councils were forced to provide clean water, public toilets and proper drains and sewers• Councils forced to appoint a medical officer of health and sanitary inspectors to inspect public health facilities.• Stopped the pollution of rivers.• Shortened working hours in factories for women and children.• Made education compulsory | <ul style="list-style-type: none">• This act was compulsory therefore local councils had to follow the rules put in place.• Great engineering schemes were put in place to ensure sewerage systems were built and towns were cleaned up. |

were expensive and would require large tax increases which many were not happy about.



Medicine through time



The 20th century: The Liberal Government

Background: By 1900, life expectancy was starting to rise. It had reached 46 for men and 50 for women. Towns were becoming cleaner. However during the Boer War 1899-1902 38% of recruits were rejected because they were not fit enough for the army due to health problems.

Individuals:

Seebohm Rowntree investigated poverty and living conditions in York. In 1901 he published *Poverty: A study of town life*, proving that more than a quarter of the people in York were living in poverty.

Charles Booth was a Liverpool businessman. He was well aware of the effect of poverty on health. He researched poverty in the East End of London and spent weeks living there. He discovered that 35% of people were living in poverty.

Both of these men argued that the government needed to take action.

Government:

In 1906 a new liberal government was elected. They passed a range of revolutionary reforms:

- 1902 compulsory training for midwives
- 1906 meals provided for school children in need.
- 1907 all births had to be notified to a local medical officer of health. A health visitor visited each mother to make sure she knew how to protect her baby.
- 1907 medical checks to be carried out on children in schools.
- 1908 old age pensions paid to those over 70 who did not have enough money to live on.
 - 1909 back to back housing banned.
 - 1911 National insurance provided help for the sick.
- 1912 clinics held in schools to give school children free medical treatment.

Limitations: The national insurance act only included the people in work, not their families. Most women and children were excluded. So were the unemployed and elderly and anyone who had a long lasting illness.

In the 1930s it became clear that the national insurance act was failing as unemployment rose to 3 million. In some towns the number of deaths among children under the age of one was rising again. The improved life people had expected after WW1 had not happened.



Medicine through time



The 20th century: The Beveridge report and NHS

Background: WW2 had a major impact on peoples attitudes. For the first time the war had affected everybody. The feeling grew that everybody should have access to free healthcare. This was because: Many children were evacuated from towns to countryside and it became clear that they were dirty, unhealthy and undernourished,, people wanted a better future which would involve health care and during the war many did get free health care, they wanted this to continue.

The Beveridge Report 1942 recommended:

- Setting up a National Health Service free to everyone and paid for from taxes. Doctors, nurses and other medical workers would become government employees.
- Everyone in work would pay national insurance out of their wages. This would pay benefits- sick pay, old age pensions, unemployment pay- to everybody whether they were working or not.

The Beveridge report was greeted with enthusiasm and 600,000 copies were sold.

The National Health Service NHS

Timeline of introduction:

- 1942 Aneurin Bevan, Minister for Health, proposed a free health service following the publication of the Beveridge report.
 - 1944 The government proposes a free and comprehensive health service.
 - 1946 The National Health Service Act is passed.
- 5 July 1948 The first day of the NHS. Hospitals are nationalised, health centres are created, doctors are redistributed around the country and a new salary structure was created.

This meant that everybody could now get free treatment. Until 1948 around 8 million people had never seen a doctor.

The NHS provided hospitals, medical research, specialists, midwives, blood transfusions, dentists, prescriptions, ambulances, home nursing.

Between 1919 and 1992 the percentage of the population living to 65 and over rose from 42% to 81%.

The NHS now issues material and educates on single issue concerns such as vaccination, infectious diseases and spotting signs of health problems to increase public awareness.

Factors: Individual genius, attitude of enquiry, government, war, communication.

Limitations: When the NHS was established it face opposition- doctors were afraid they would lose their freedom and be unable to treat private patients. Some people thought that people would grow lazy due to the help they were being given and local councils did not like losing control. In recent years the NHS has faced difficulties due to funding cuts, leading to outsourcing and increased prescription charges.



Medicine through time

The 20th century: Magic Bullets



Features of life: Central governments controlled the whole of Europe. Pasteur and Koch had produced vaccinations that could prevent illness, however it could still not be treated. Science and technology was advancing rapidly with improve microscopes, lenses and chemicals.

| Before | During the discovery | After and Impact |
|--|---|--|
| Diseases could be prevented through vaccination however they could not be treated if they had already developed. | <p>Magic bullets were the first cures for people who had already become ill with diseases. These cures attacked the bacteria developing in the body. They were made from chemicals and called sulphonamide drugs.</p> <p>In 1909 Paul Erlich developed the first chemical cure for a disease. This was Salvarsan 606. he called it a magic bullet because it homed in on and destroyed the harmful bacteria that caused syphilis.</p> <p>In the 1930s Gerhard Domagk developed the second magic bullet, Prontosil, to treat septicaemia- blood poisoning.</p> | <ul style="list-style-type: none">Scientists discovered that the important chemical in these drugs was sulphonamide and drug companies developed more sulphonamide cures for diseases such as pneumonia. |

Factors: Chance, Individual Genius, Attitude of Enquiry, Communication, Science and technology.



Limitations: During the early development of these magic bullets the chemicals did kill the diseases, however they often killed the patients as well!

Medicine through time



The 20th century: Penicillin

| Stage 1: Before | Stage 2: During the discovery | Stage 3: During the discovery | Stage 4: Impact and after |
|--|---|---|---|
| <p>1872 Joseph Lister noticed that mould of bacteria called penicillin killed other bacteria.</p> <p>In 1884 he used this to treat a nurse who had an infected wound, but he did not use it again.</p> | <p>In 1928 Alexander Fleming went on holiday, leaving a pile of petri dishes containing bacteria on his laboratory bench. On his return he noticed mould on one of these dishes, around it the bacteria had disappeared. Fleming carried out experiments and discovered that if diluted it would kill bacteria without killing healthy cells. In 1929 he wrote about penicillin in a medical journal. However because he had not tested on animals nobody thought it was important.</p> | <p>In 1938 Florey and Chain were researching how germs could be killed. They read the article on penicillin and applied for funding from the British government. They got £25 as WW2 was about to begin. Instead they asked America for money and got enough to pay for 5 years research.</p> <p>By 1941 there was enough penicillin to treat one person and it worked. However when they ran out of penicillin the patient died.</p> | <p>Florey and Chain needed to mass produce penicillin but English factories could not help.</p> <p>They went to America in 1941 as Pearl Harbour was attacked. The American government realised the potential of penicillin and made interest free loans to US companies to buy the equipment to mass produce. Soon British firms were also mass producing, enough to treat patients with 2.3 million doses on D Day in 1944.</p> |

Factors: Individual genius, chance, attitude of enquiry, communication, government, science and technology.

Limitations: Producing penicillin was very expensive, time consuming and difficult. This meant that until the government were willing to pay for mass production it was not possible.



Medicine through time



The 20th century and technology

| | | |
|---|--|--|
| Blood tests were introduced in the 1930s to test for multiple conditions. | Blood sugar monitoring (1960s) allowed diabetics to monitor their condition more accurately. | X-Rays (first used in 1890) helped to see damage to the body without invasive surgery. |
| Blood pressure monitors (1880s) helped to diagnose high and low blood pressure. | MRI Scans (1970s) use magnets to create an internal image of the body. | CT Scans (1970s) were a more advanced form of X-Ray, diagnosing tumours and other growths. |
| Ultrasound scans (1940s) used waves to build a picture of the body, helping to diagnose gall and kidney stones. | ECGs (1900s) use electrical impulses to monitor heart activity. | Endoscopes (1900s) use a small camera that can be fed into the body to investigate issues in the digestive system. |

| Discovery | During | Impact |
|--------------------|--|--|
| X Rays | In 1895 Wilhelm Rontgen discovered x-rays after experimenting. | Within months these machines were in hospitals. They were on the battlefields of WW1 and helped locate bullets and shrapnel. |
| Blood transfusions | In 1901 Karl Landsteiner discovered the existence of blood groups. However when doctors tried to store blood it clotted and could not be used. This meant that sodium citrate needed to be added to stop it clotting. | During WW1 blood could be stored and used on the wounded soldiers. The huge blood banks that exist today were made possible. |
| Plastic surgery | During the world wars there was a need for rapid improvements. Archibald Mcindoe helped to develop plastic surgery using skin grafts to help burns cases. He also set up the guinea pig club addressing the mental as well as physical needs of his patients. His cousin Harold Gillies developed ways to grow new skin for damaged areas. | Soldiers injured during the war were able to make remarkable recoveries and further developments were possible within both physical and mental health of soldiers. |
| Transplant surgery | New drugs were discovered to stop organs being rejected and tissue typing identified which organ would match. The first heart transplant was carried out in South Africa in 1967 by Christian Barnard. the first heart and lung transplant was carried out in 1982. | Transplants increased massively and became more ambitious with the death rate falling significantly. |
| Keyhole surgery | Keyhole surgery developed from the 1980s onwards meant that a tiny hole is made into the body and then an endoscope contains all the tools needed for the operation. | This surgery means a shorter recovery time and surgeons can now re-join blood vessels and nerves, restore the use of damaged limbs and even carry out heart surgery. |

Factors: Individual genius, a

Medicine through time



The 20th century: Genetics and DNA

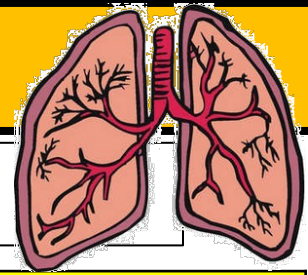
| Before | During the discovery | After and Impact |
|--|--|---|
| <p>In the 1800s, scientists knew that DNA existed and that somehow it controlled what we are like. However, they did not know how it did this.</p> | <ol style="list-style-type: none">1. 1953 two scientists from Cambridge, Francis Crick and James Watson, discovered the structure of DNA. They proved that this DNA structure was present in every cell and showed how it passed on information from parents to children.2. The complete set of genes in a living creature is called a genome. In 1986 the Human Genome Project began to identify the exact purpose of each of the genes in the human body. This was completed in 2001. it was so complicated it needed teams of scientists in 18 countries to take apart including USA, Britain, Japan, France and Canada. | <ul style="list-style-type: none">• Gene therapy: This would take normal genes from donor and put them into the DNA of somebody suffering from one of these illnesses.• Customised drugs: Creating drugs to cure one persons particular health problem.• Genetic engineering: Choosing the nature of a child.• Generic screening or testing: Identifying the illnesses people could suffer from and preventing them. |

Factors: Individual genius, science and technology, government, attitude of enquiry, communication.



Limitations: Some moral debates have arisen about the use of DNA. For example genetic engineering with people being concerned about the ability to design a child being misused or genetic screening being justification for the abortion of an embryo.

Medicine through time



The 20th century: Lung cancer

Treatments

Transplants

Patients can have a healthy lung transplanted into their body. Many question whether this should be allowed for heavy smokers.

Radiotherapy

Concentrated waves of radiation are aimed at the tumour to shrink it. Small tumours can be rid of without surgery, whereas larger ones can be prevented from growing.

Chemotherapy

A mixture of chemicals are injected into the patient to either shrink the tumour, prevent it's growth or offer pain relief.

Genetic Research

While not possible yet, scientists have found that different treatments work better for different people, meaning that treatment is becoming more tailored for the individuals.

Factors:

Government attempts at prevention

In 2007 the government banned smoking in public places, and this increased to cars in 2015.

Cigarette adverts have been banned on TV since 1965 and have been banned entirely since 2005, including at sporting events like the British Grand Prix.

In 2007 the legal age required to buy tobacco was raised to 18.

Government adverts highlighting the negative impact of smoking have appeared on television and cigarette packaging.

Taxation has increased on tobacco products to encourage people to stop smoking.

In 2012 it became a legal requirement for all tobacco products to be removed from display in shops.

Science and technology, government, attitude of enquiry, communication.

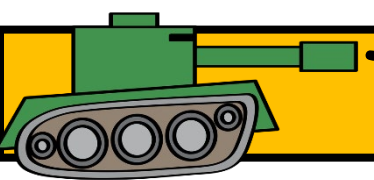
The British sector of the Western Front



| Battle | Key development | Casualties |
|--------------------------------|---|--|
| First Battle of Ypres, 1914-15 | British used offensive mining to take back Hill 60. | Over 50,000 British deaths |
| Second Battle of Ypres, 1915 | Germans responded to mining with the use of chlorine gas. | Over 59,000 British deaths |
| Battle of the Somme, 1916 | Use of creeping barrage (shots fired just ahead of advancing soldiers) and tanks. | Estimated 400,000 casualties |
| Battle of Arras, 1917 | Use of tunnels and caves to advance closer to enemy lines. | After initial success, nearly 160,000 British and Canadians injured or killed. |
| Third Battle of Ypres, 1917 | Advance in poor weather conditions caused many soldiers to drown. | Estimated 245,000 casualties |

Issues with the terrain

| |
|---|
| The persistent shelling of trenches made it difficult for medics to move around and help injured soldiers. Stretcher bearers attempted to move injured soldiers but were exposed to gunfire themselves. |
| The army did not send motorised ambulances to France in 1914, so resorted to horse drawn ambulances. These were not comfortable and often made injuries worse. |
| Following an appeal in The Times, 512 ambulances were bought in October 1914. However, the ruined landscape still made it difficult to reach injured soldiers. |
| The RAMC began to use French goods trains to transport patients. Later trains contained spaces for stretchers and even operating theatres. |
| The army also made use of the French canal systems to transport patients. Although this was much slower than a train, they could be |



The British sector of the Western Front



| Issue | Symptoms | Cures |
|--------------|---|---|
| Trench Foot | Swelling of feet due to damp conditions which later became gangrenous (tissue decomposes due to lack of blood). | <ul style="list-style-type: none">• Rubbing whale oil on feet.• Changing socks.• Amputation when becoming gangrenous. |
| Trench Fever | Flu like symptoms - high temperature, aching muscles. Affected over half a million men. Linked to lice. | <ul style="list-style-type: none">• Removal of lice from clothing.• Delousing stations introduced. |
| Shells hock | Tiredness, headaches, nightmares, loss of speech, uncontrollable shaking. | <ul style="list-style-type: none">• Lack of understanding of PTSD meant many were accused of cowardice.• Some were shipped back to Britain for |

| What new medical techniques were introduced in the war? | |
|---|---|
| Wound Excision | Cutting away dead or infected tissue to stop infection spreading. |
| Carrel-Dakin method | Alternative to antiseptics - Salt based solution cleaned infection for 6 hours. |
| Amputation | Removal of limb. 240,000 men had limbs amputated by 1918. In 1915 Queen Mary's Hospital in Roehampton offered the first prosthetic limbs. |
| Thomas Splint | Compound fractures (bone pierces skin) had a 20% survival rate. Hugh Thomas and Robert Jones invented a splint that would stop the leg from moving and reduce further damage. Survival rates rose to 82%. |
| Mobile X-Ray Units | X Rays used to locate bullets and shrapnel in body, but couldn't identify non-metallic material that could cause infection. |
| Blood Transfusions | Lawrence Bruce Robertson injected blood into patients to prevent them going in to shock. They became more widespread by 1917, and Geoffrey Keynes invented a portable kit to use on the front line. |
| Blood Banks | Experiments to find universal blood type (O) and ways of storing blood. |

The British sector of the Western Front

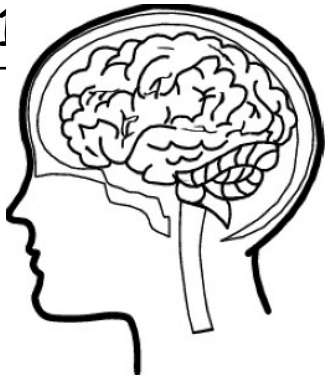
How did surgery develop during the war?

Brain Surgery

Injuries to the brain were often fatal due to infection, injuries when moving men and lack of experience of neurosurgery.

Harvey Cushing experimented with using magnets to remove fragments and kept patients awake using local anaesthetic which reduced brain swelling.

Cushing's experiments increased survival from roughly 50% to 71%

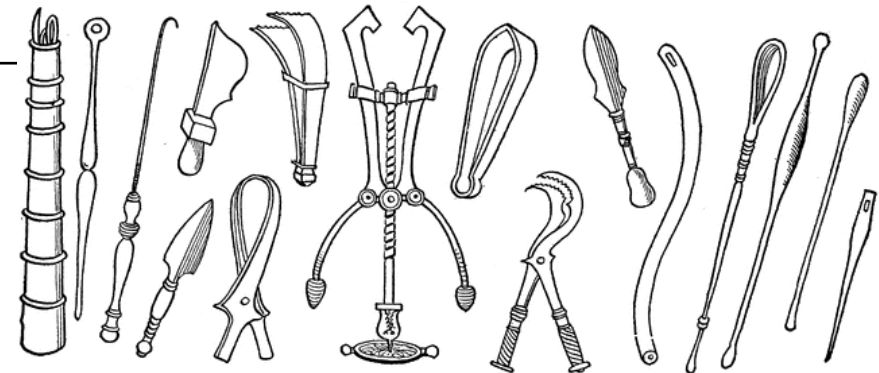


Plastic Surgery

Injuries to the head would often cause disfigurement, even if victims survived.

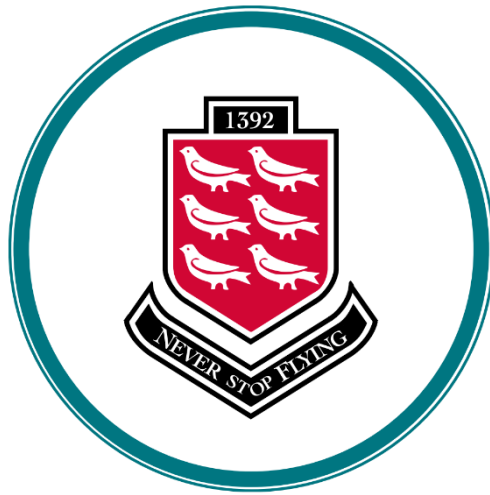
Harold Gillies began to look at how to replace or restore parts of the face that were damaged during battles.

By grafting skin from other parts of the body, Gillies was able to help restore disfigured parts of soldiers faces.



| | C1250-1500 | C1500-c1700 | C1700-c1900 | C1900-Present |
|--|--|--|---|---|
| Context | Church ruled everything and everyone, they encouraged the idea that God caused and cured disease – therefore no one tried to find cures or a better way. Galen's ideas were promoted by The Church. No dissections. | Continuity & Change, lots of new ideas, thinking and challenge (Galen). Church's power slowly reducing. Rediscovered ancient / Islamic books that the Church had hidden saying how dissection was important. People were interested in how the body worked & direct observation. | No effective preventions yet, but science in this period would go a large way forward. Long term impact more so than short (Jenner). Jenner faced lots of opposition, but in the end his discovery was successful, especially after government support. Germ Theory led to antiseptics in surgery, government actions (P.Health Act 1875) | Scientific breakthroughs previously led to massive progress in 1900's. Much better understanding of causes of illness, open attitudes to search for more and better discoveries. Technology developments also had a massive impact on progress and diagnosis (testing, Xrays, Blood groups etc) |
| Ideas about cause of disease / illness | Supernatural – punishment from God Evil spirits / witches living inside a person Astrology – movement of planets and stars affect the earth and the people causing disease Four Humours (Rational) – lifestyle Miasma (Rational) – waste / dead | Four Humours still (more focused on Opposites). Understanding of the body's physiology better through Vesalius & Harvey and dissections. Sydenham – Practical observation and diagnosis not just theory Printing Press spread new ideas as did Royal Society Miasma Transference | Germ Theory – Germs (bacteria / microbes) in the air make us sick, replaced 'Spontaneous Generation'. People didn't believe something so small could make us sick, each disease needed a different germ identified. Waterborne. Miasma still (but less common). Robert Koch identified microbes for specific diseases leading to vaccinations for the worlds biggest killers. | Lifestyle (drink, drugs, food). Genetics – hereditary diseases (DNA). Progress in diagnosis – Blood tests, lab testing, scanners = more accurate and quicker, leading to better treatment Germs / Microbes & Viruses entering our bodies leading to infections |
| Treatment | Pilgrimages, Prayer, flagellants, fasting and repentance Exorcisms, chants, spells, lucky charms Astrology - star signs affected treatments Bleeding / Purging (laxatives) Herbal - Apothecary, wise woman, home remedies (passed on) Physician – for the rich, only advised Barber Surgeon Hospitals – Care NOT cure, many diseases not allowed in | New Herbs from the exploration of the New World Hospitals were lost when Henry VIII destroyed the Monasteries Replaced by charity hospitals run by physicians, still basic though Bleeding / Purging Apothecaries Barber Surgeons (for the poor) Quack Doctors (fake) Kings Touch (Superstitious) Home, wise woman, herbal Charms, amulets & religion still | Hospitals & Nursing. Hospitals now became hygienic and well run thanks to Florence Nightingale. Most hospitals around the country, offering better care and treatments, mostly still in London Anaesthetics in surgery – Chloroform from James Simpson 1847 - initially led to more deaths in surgery due to infection. Lister developed antiseptics. Surgery was by 1900 much more respected and less deaths – Aseptic | Self monitoring Technology (blood pressure, sugars etc). Better surgical technology – Robots, keyhole surgery, transplants, transfusions. Antibiotics for almost every infection. Antiviral drugs to stop viruses spreading or growing. Magic Bullet 1: Salvarsan 606 Magic Bullet 2: Prontosil. Chemotherapy, Radiotherapy NHS: Access to care for everyone |
| Prevention | Go to church, pay your tithes Purify your home with sweet smelling agents (lavender, oranges, posies) Regimen Sanitatis Flagellants to prevent as well as treat Clean the streets (king's orders – not really enforced) Cemeteries built outside the towns Shut the town down (Black Death) | Clean, sweet smells, clear streets <u>Great Plague:</u> Quarantine during epidemics (Great Plague) Theatres / Markets closed Avoiding touching each other Mass graves Cats and Dogs killed No national government efforts | Inoculation – Putting a small amount in the body leading to getting it and if survived, would be immune – IF. Vaccination – Putting a weakened version in to body, leading to immunity. Jenner's discovery but he couldn't explain it or make more vaccines until Pasteur & Koch Government's smallpox campaign. Mass burials after Cholera. Public Health Act 1875 | Vaccination campaigns - Diphtheria, Polio. Lifestyle campaigns – alcohol, smoking, eating, sex etc Clean Air Act Smoking in public places banned 2006/7 |

| | C1250-1500 | C1500-c1700 | C1700-c1900 | C1900-Present |
|---|--|--|--|---|
| Individuals | <p>Galen's 350 books used as the physician's text books.</p> <p>Hippocrates Four Humours was the basis for medical thinking in the Middle Ages</p> | <p>Thomas Sydenham – The English Hippocrates: A well respected doctor in London. He placed great importance on observation and practical dealings with patients over reading books.</p> <p>William Harvey - Discovered the Heart was a pump</p> <p>Andreas Vesalius – Anatomist who mapped the whole body / skeleton and began challenging Galen</p> | <p>Robert Koch – Identified specific bacteria for specific and deadly diseases (TB, Cholera)</p> <p>Louis Pasteur – discovered the Germ Theory</p> <p>John Snow – Discovered Cholera was waterborne – with Pasteur led to improved public health</p> <p>Florence Nightingale – Improved hospitals treatment and design</p> <p>Jenner – Discovered Smallpox vaccine</p> <p>Lister – Antiseptic (Carbolic Acid)</p> <p>Simpson – Anaesthetics (Chloroform)</p> | <p>Fleming 1928 – Discovered penicillin, the ultimate antibiotic – didn't develop it.</p> <p>1940s - Howard, Chain and Florey – picked up Fleming's work and developed Penicillin</p> |
| Science & Tech | | <p>Printing Press – Helped to spread the new ideas of the Renaissance period far and wide. (COMMUNICATION).</p> <p>Communication was also helped by the Royal Society with scientists getting together sharing ideas. They also began questioning and challenging the old views determined to find scientific explanations for the causes of disease. Microscope also important.</p> | <p>Much better microscopes allowed key individuals and scientists to see microbes and germs and identify them leading to the creation of vaccines.</p> <p>Pasteur's swan neck flask,</p> <p>Koch's petri dish and agar jelly</p> <p>Lots of experimentation leading to the many discoveries in this period</p> | <p>Machines and computers have improved diagnosis and treatment (surgery, prevention, monitoring etc) – Radiotherapy, Dialysis etc.</p> <p>Antibiotics (Magic Bullets & Penicillin)</p> |
| Institutions: CHURCH & GOVERNMENT | <p>The Church – Very influential during this period, used to explain the causes of illness and therefore the treatments / preventions. Promoted Galen's ideas as he said God created the body 'perfect'</p> <p>- The Church also played a large role in the CARE of the sick and training of physicians at University</p> <p>Attitudes – Religious beliefs dominated all thinking especially medical. People just accepted the Church's teachings and ideas on treatment and preventions</p> | <p>Influence of The Church is still fairly strong, but decreasing as the period goes forward.</p> <p>Government still not fully involved in life, they offered ideas to help prevent the spread of the Great Plague, also introduced the Royal Society with the king putting his name to it which added to its acceptance. Offered advice on keeping streets clean but nothing was enforced.</p> | <p>Influence of The Church is all but gone</p> <p>Government more involved, they promoted Jenner's discovery of the Smallpox vaccination by instigating a vaccination campaign, banning inoculations and funding scientific research.</p> <p>Government also abandoned it's <i>Laissez Faire</i> Attitude following Pasteur and John Snow's discoveries leading to the Public Health Act of 1875 and other preventative measures that would continue into the 19th Century and beyond – Scientific evidence made this inevitable.</p> | <p>Government is heavily involved in this period with many vaccination campaigns (Polio, Diphtheria etc).</p> <p>Healthy living campaigns & education</p> <p>NHS – Paying for free healthcare at the point of use for EVERYBODY regardless of position in society</p> <p>Passed laws to help prevention – Clean Air Act, No smoking in public places, cigarettes in ads banned etc.</p> |
| Attitudes | | <p>Changing attitudes in the importance of The Church. People were more open to hear new ideas. Although many still followed The Church</p> | <p>The Enlightenment period encouraged questioning and new theories about medicine</p> | <p>Attitudes have transformed with a hunger and desire to improve technology and treatments. This is ensuring new discoveries are made daily</p> |
| NB: War and communication are sub factors that contribute too | | | | |



GCSE History Revision **Guide**

USA: Conflict at Home **and Abroad** **1954-1975**

Part 1: Civil Rights Movement (1954-1960)

Part 2: Protest, Progress and Radicalism (1960-1975)

Part 3: USA Involvement in the Vietnam War (1954-1975)

Part 4: End of US Involvement in Vietnam (1964-1975)

Paper 3: Exam Overview

The assessment is **1 hour and 20** minutes in total and the exam is worth **52 marks** in total. It comprises of Section A and Section B:

| <u>Section of the Paper</u> | <u>Information</u> |
|------------------------------------|---|
| Section A | 1. Worth 16 marks in total |
| | 2. Two compulsory questions need to be answered |
| | 3. Question 1 targets AO3, where you need to make inferences from a source given |
| Section B | 4. Question 2 targets AO1 and AO2 and focuses on causation |
| | 1. Worth 36 marks in total |
| | 2. For Q3 (d), 4 marks are awarded for SPaG |
| | 3. There are four parts to the question: |
| | Q3 (a): Targets AO3 and uses two contemporary sources. At least one will be a written source. You will be asked to assess the usefulness of this source, drawing on your own knowledge of the topic |
| | Q3 (b): Targets AO4 and uses two later written interpretations. This asks you to explain how the two sources differ |
| | Q3 (c): Targets AO4 and uses the same interpretations as the previous question. Suggest two reasons as to why the interpretations differ |
| | Q3 (d): AO4 targeted. You need to evaluate one interpretation whilst making reference to the other interpretation, drawing upon your own contextual knowledge |

| <u>Assessment Objective (AO)</u> | <u>What do I need to Do?</u> |
|---|--|
| AO1 | 1. Demonstrate knowledge and key features of the period I have studied - SPEND |
| AO2 | 2. Explain and analyse historical events using historical concepts |
| AO3 | 3. Analyse, evaluate and use sources from the period to make sustained judgements |
| AO4 | 4. Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. |

How to answer the questions on Paper 3: America Conflict and Tension at Home and Abroad

BUG THE QUESTION



B

Box the command words.

U

Underline key words.

G

Glance back at the question as you write.

| The question will always start with... | Marks | How to answer.... | Other tips... |
|---|-------|---|---|
| 1. Give two things you can infer from Source A about... | 4 | <p>ID:</p> <p>Inference – what can you infer about the Source from what is being said/described</p> <p>Details – How does the Source support your inference – use a quote to support. If the source is an image, you should describe what you see</p> | <p>This answer is quite short—it's about showing specific knowledge.</p> <p>Do not just rely on the sources – try to use at least one piece of contextual knowledge not included within the Source</p> |
| 2. Explain why.... | 12 | <p>3 explained paragraphs, each with a different point which shows detailed knowledge <u>across</u> the period. Use PEEL to help you explain.</p> <ol style="list-style-type: none"> 1. Point 2. Evidence (taken from the source/prompt provided) 3. Explain (What does this show about the topic in question) 4. Link (How does it link back to the question/time period) | <p>In this question show clear and detailed knowledge, including the wider context of the period. Make links between events and attitudes of the period. Try and ensure you discuss different groups within society</p> <p>You will be given prompts on what to refer to</p> |
| 3. How useful are Sources B and C for an enquiry into.... | 8 | <p>How are these sources useful if we are trying to learn more about the topic?</p> <p>Use the acronym C O P</p> <p>Content – How useful is the content of this source, what does it say/can we see?</p> <p>Own Knowledge – what do you know about this topic? Does it support/challenge what the source shows?</p> <p>Provenance – think Who, What, When, Where, Why? Does where the source comes from make it more or less useful?</p> <p>Source ____ is useful because...</p> <p>You do not need to compare the sources.</p> | <p>You need to focus on HOW USEFUL the sources are. Remember, all sources are useful in some way.</p> <p><u>For this question you must show your own detailed knowledge of the period.</u></p> |
| 4. What is the main difference between these two views? | 4 | <p>Provide 2 examples which are <u>described</u>.</p> <p>Focus—what is the focus of both interpretations? Interpretations A and B are about.... They are different because..</p> | <p>This answer is quite short—it's about showing specific knowledge.</p> <p>Remember you're being</p> |

| | | | |
|---|----|--|---|
| | | <p>1— Write a sentence to describe what interpretation one says. Include a quote.</p> <p>2—Write a sentence to describe what interpretation two says. Include a quote.</p> | asked how the interpretations are different, not just what they say. You should not comment on the authors or the sources. |
| 5. Suggest one reason why Interpretations 1 and 2 give different views about... | 4 | <p><u>Begin with the magic sentence:</u></p> <p>"These interpretations are different because they are based on different sources."</p> <p>Then match up the interpretations to their similar sources. For example, if there is a source showing the work of MLK in a positive light, there will be an interpretation with a similar view.</p> <p>Interpretation ____ likely used source ____ to form their opinion because it says....</p> <p>Do this for both interpretations.</p> | <p>This question wants you to show how historians form their opinions. It wants you to make connections between the sources and the interpretations.</p> <p>It says "you may use the sources to help you"</p> |
| 6. How far do you agree with Interpretation 2 about the effects of..... | 16 | <p>A balanced argument with a sustained judgement</p> <p><u>The examiner is looking for:</u></p> <p>Judgement- have you made your view clear?</p> <p>Interpretation- use the viewpoint of the interpretations and quote it</p> <p>Knowledge – use your own knowledge of the period</p> <p><u>Include:</u></p> <p>A paragraph to explain why you agree</p> <p><i>A paragraph to explain why you disagree</i></p> <p><i>In conclusion... I agree/disagree.... because....</i></p> <p>For each side of the argument ensure that your reasons are well explained showing a high level of knowledge</p> <p>You need to quote from the interpretations as you write. YOU MUST USE BOTH interpretations in your argument</p> | <p>Both interpretations you will be given will be relevant and accurate. It is not about showing which one is not important—you are arguing which is MORE historically accurate</p> <p>Your judgement must be sustained—clearly state your reasons for your judgement.</p> <p>Use both interpretations as well as your own contextual knowledge</p> |

Part 1: Civil Rights Movement, 1954-1960



African-Americans faced discrimination throughout the 1950s because of their race.

Segregation and Voting

5. In the North, **discrimination** was mainly in jobs, education and housing; African-Americans were employed in low-paid jobs, working long hours for inadequate wages
6. Most African-Americans lived in **ghettos**
7. In the South, segregation was legalised by the Jim Crow Laws. This enforced segregation in all aspects of life – education, housing and transport, for example
8. Segregation was made legal after the 1896 Plessy VS Ferguson Ruling which argued that segregation was "separate but equal"
9. The Southern states could enforce these laws because they could pass legislation separate from **federal** laws
10. African-Americans were perceived to be lazy, stupid and aggressive
11. Many judges and policemen in the South were racist. This meant that racist killings were often not investigated



African-American Involvement in the Wars

1. One million African-Americans fought in World War II but they served in segregated units; they completed menial tasks such as cleaning up after their fellow white soldiers
2. At home, many worked in factories to produce weaponry
3. Many soldiers were able to see the freedom that black people had throughout the world whilst serving; this embarrassed the USA who claimed to be the leader of the free world

Voting

Voting rights were gradually introduced as the Civil Rights Movement progressed. There were several methods used to prevent African-Americans from gaining the right to vote

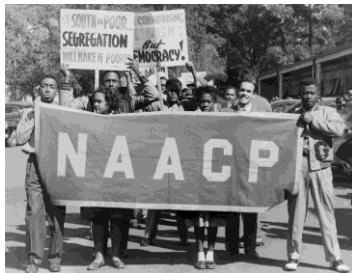
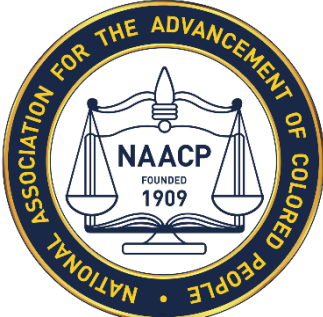

1. In the North, politicians began to introduce policies that appealed to black people in order to gain their vote
2. In 1956, 20% of African-Americans were registered to vote. This was an increase of 17% compared to before the Second World War
3. However,
 1. Employers threatened to sack workers who attempted to vote

2. States selected their political members
3. States introduced literacy tests. These were a series of reading and writing tests that had to be passed in order for an individual to gain their right to vote. As many African-Americans received a poor standard of education, they failed and were thus denied their right to vote
4. Gangs beat up black voters outside polling stations
5. Some African-Americans were murdered

Civil Rights Organisations

There were numerous institutions that sought to attain equal civil rights for African-Americans. Universities in the North, for example, allowed campaigners to meet and organise protests. In the South, middle-class black people used their education and social networks to help organise the movement.

Churches were at the centre of the Southern community and many church leaders were Civil Rights advocates. They organised a series of peaceful protests and were able to negotiate with white leaders because of their respected status.

| <u>Civil Rights Organisations</u> | | |
|--|--|---|
| <u>Name of Organisation</u> | <u>Acronym</u> | <u>What did they do?</u> |
| National Association for the Advancement of Coloured People | NAACP   | <ol style="list-style-type: none"> 1. Fought for civil rights in law courts, using litigation to overthrow segregation laws 2. Argued against the 1896 Plessy VS Ferguson Ruling ("separate but equal") 3. Attempted to prove that facilities were not equal and argued that African Americans did not have the same, equal opportunities as their fellow white citizens 4. They were more successful in the North as they had white support here |
| Congress of Racial Equality | CORE  | <ol style="list-style-type: none"> 1. Used non-violent direct action such as boycotts and sit-ins 2. Attempted to train others in non-violent methods 3. Worked mainly in the North and most of |

| | | |
|---|-------------|---|
| | | their members were white, middle-class |
| Regional Council of Negro Leadership | RCNL | 1. Campaigned for black rights, voter registration and against police brutality |

Brown VS Board of Education of Topeka, Kansas (1954)

This was a campaign led by Lawyer Thurgood Marshall of the NAACP who sought to oppose the segregation of schools, arguing that they were not equal and so broke the 14th Amendment.

2. The case concerned Linda Brown, a school-girl who had to travel twenty blocks to school and cross a dangerous rail track to attend her school as opposed to attending the whites-only school that was closer to her home
3. Chief Justice Earl Warren argued that the segregation of schools was unconstitutional and ordered them to be desegregated
4. However, he did not give any time period that this had to be enforced by, stating that they were to desegregate with "all deliberate speed"
5. Many schools avoided desegregation
6. In May 1955, Brown II ruled that schools should "make a prompt and reasonable start," but again, they gave no time limit

Significance

1. Brown raised social awareness and led the battle for Civil Rights
2. 723 school districts had desegregated by 1957
3. The South advocated for "massive resistance" and threatened any black students and supporters of a desegregated education system
4. Attitudes had not changed – in Virginia, one Senator promised to close schools rather than desegregating them
5. White Citizens Council was set up in Mississippi to preserve segregation
6. Membership of the Ku Klux Klan grew and there were protests outside schools
7. African-Americans felt worse due to increased violence, threats and bullying
8. Black teachers lost their jobs

Little Rock (1957)

1. 75 black students applied to enrol in Little Rock High School, Arkansas. 25 were selected initially but due to increased violence, this was reduced to 9 as many of the students felt threatened by violence and harassment



2. Governor Faubus ordered 250 state troops to stop the students from entering the school premises. There were mobs outside the school gates
3. The students were advised to miss the first day of school and return the following day on a bus that the NAACP had promised
4. Elizabeth Eckford did not get the message about not arriving on the first day and she encountered white mobs who yelled 'lynch her'
5. The events were reported in national newspapers, both at home and abroad and this caused public outcry
6. President Eisenhower sent 1,000 federal troops to protect the Little Rock Nine for the whole of the academic year. This was only partially successful as the students and their families still faced harassment outside of school
7. Faubus closed every school in Arkansas for the next academic year but he was forced to integrate them in September 1959

Loopholes to Avoid Desegregation

1. Only desegregating one grade at a time
2. Only accepting a limited number of black students per year
3. Only desegregating a few schools within the area
4. Rigid testing was introduced – this was firmly rigged against black students and many did not pass
5. Using the excuse of riots outside of schools to keep students away from school premises for "their own protection"

Montgomery Bus Boycott (1955-1956)

On the 1st December 1955, Rosa Parks refused to give up her seat on a bus for a white man and was subsequently arrested. This was because she broke the segregation law that stated African-Americans had to give up their seat for a white individual if all other seats were occupied.



The Women's Political Council (WPC) had been campaigning in Montgomery for years about bus segregation. They had previously warned Mayor Gale that they would enforce a boycott of the buses if segregation laws persisted. In response to Parks' arrest, 90% of black people who used the buses stopped using them for a total of 381 days and used carpools or walked to work instead (led by the Montgomery Improvement Association – MIA)

The MIA was led by Martin Luther King, a peaceful pastor who would go on to become one of the key figure-heads of the Civil Rights Movement.

Opposition to the MIA

1. The Ku Klux Klan and White Citizen's Council firmly opposed the MIA and targeted protesters
2. Boycotters were arrested by racist policemen and when on trial, they spoke about the violence they had endured at the hands of white bus drivers
3. Martin Luther King's house was bombed
4. Various black churches were bombed

In the Supreme Court, the NAACP argued that bus segregation broke the 14th Amendment during the Browder VS Gayle case. After two appeals, the Supreme Court ordered the desegregation of buses in Montgomery.

The Bus Boycott was significant because it was the **first example of what mass non-violent direct action could achieve.**

| <u>Positive Impacts of the Bus Boycott</u> | <u>Negative Consequences of the Bus Boycott</u> |
|--|---|
| 1. Protesters remained dedicated to the cause, despite threats, loss of jobs and bombings | 7. There was no further desegregation of public facilities as a result |
| 2. The WPC and MIA showed that African-Americans were organised as they led carpools and other means of getting around. They showed that they were not violent as they only used peaceful methods. This portrayed African-Americans as peaceful citizens, which went against the stereotype of them being barbaric savages | 8. Desegregated bus services were suspended for the first few weeks as a result of violence |
| 3. They were able to spread information about the boycott through leaflets, church services and the media | |
| 4. Martin Luther King was brought to the forefront of the Civil Rights Movement | |
| 5. Boycotts in other towns began, for example in Tallahassee (Florida) | |
| 6. Racist whites were shown in a negative light | |

Southern Christian Leadership Conference, SCLC

1. Established in 1957 to coordinate church-based protests
2. Led by Martin Luther King and Ralph Abernathy
3. They protested against legal segregation using non-violent direct action and mass action tactics. They were supported by both black and white people alike
4. They worked for voter registration amongst black communities by teaching them on how to pass voter registration tests

In 1957, Eisenhower enforced a Civil Rights Bill. He felt it was better to change people's perspectives rather than enforcing desegregation. This showed that the federal government were willing to support change, despite the Dixiecrats opposing this Bill through using a **filibuster**. Through the passing of this Bill, individuals could be persecuted if they violated voting rights.

Opposition to the Civil Rights Movement

| <u>Opposition</u> | <u>What did they do?</u> |
|----------------------------|--|
| <u>Ku Klux Klan</u> | 1. A violent, white supremacist group who claimed that the Bible |

| | | |
|------------------------------------|----|---|
| | 2. | supported racial segregation |
| | 3. | Had the support of powerful politicians, policemen and judges – this meant that could imprison African-Americans without a fair trial |
| | 3. | In 1955, two young black men were killed in Mississippi as they attempted to register to vote. Authorities claimed that they were killed in a car accident and their deaths were not fully investigated |
| White Citizen's Council | 4. | Believed that African-Americans were not their equal citizens, but that they were inferior |
| | 5. | They supported the segregation of facilities |
| | 6. | They threatened black families who attempted to send their children to desegregated schools |
| | 7. | They bombed schools |
| Congress and the Dixiecrats | 8. | They were a racist political group who had left the Democrats because they opposed the Civil Rights Bill that President Truman attempted to introduce (1948) |
| | 9. | The President had to take their views into account because there were enough of them to determine whether or not a law could be passed |

The Murder of Emmett Till

1. Till was a fourteen-year old black teenager from Chicago, in the North of America. In the summer of 1955, he went to visit his family in Mississippi (in the South)
2. After a day of picking cotton, he went into Roy Bryant's shop to purchase refreshments
3. According to some reports, when he was in the store, he wolf-whistled at Carolyn, Bryant's wife, but some claim that he grabbed her and made inappropriate suggestions
4. When Bryant returned the next day and learnt of what had happened, he and his half-brother went to Tills' uncle's house and kidnapped him
5. They beat him, shot him and threw his mutilated body into a river, with a weight around his neck. His body was not discovered until three days later and was so mutilated that he could only be identified by the signet ring that he had been given by his father
6. Tills' mother opted to have an open-casket funeral so that everyone could see what had happened to her innocent son. This caused outrage in the North as although segregation was prevalent, murders were not
7. The NAACP produced a leaflet called 'M is for Mississippi and Murder'
8. Bryant and his half-brother were cleared of murder by an all-white jury. They later admitted that they had in fact been responsible for Till's death in a magazine article for \$3,500
9. **Double-jeopardy laws** meant that they could not be brought to trial again for the same crime

Section Summary – Part 1: The Development of the Civil Rights Movement

You should be able to:

1. Describe the impact of segregation, discrimination and voting rights within the Southern States
2. Describe the works of the following organisations, including the NAACP and CORE
3. Explain the key features of the Brown VS Topeka Case and the significance this had
4. Explain the significance of the events that occurred at Little Rock High School
5. Explain the causes of the Montgomery Bus Boycott, including the actions of Rosa Parks
6. Describe and explain the reasons for the successes of the Bus Boycott and its importance
7. Describe the significance of Martin Luther King's involvement in the Bus Boycott and the importance of the Southern Christian Leadership Conference
8. Describe how the Ku Klux Klan, Dixiecrats and White Citizens Council were opposed to the Civil Rights Movement
9. Explain the significance of Emmett Till's murder

Part 2: Protest, Progress and Radicalism, 1960-1975

Greensboro Sit-In (1960)

1. On the 1st February 1960, four black students sat at a segregated lunch counter in Woolworths
2. They were asked to leave but did not do so
3. Over the course of three days, 300 students joined and this inspired sit-ins throughout the nation. By April, over 50,000 individuals were involved
4. These sit-ins were mainly led by students from SNCC (Student Non-Violent Coordinating Committee) which was established by the SCLC and CORE
5. As this was non-violent direct action, the media and white people were supportive of the protest and even began to participate themselves, despite them being threatened too



Freedom Riders (1960-1961)

1. The Supreme Court had ruled that all public transport should be desegregated in December 1960, however, segregation was still being enforced and activists sought to protest against this by riding buses in the South
2. Thirteen CORE activists rode from Washington to the South
1. In Anniston, Alabama, only two members of the group were arrested
2. 100 Ku Klux Klan members firebombed the bus in Anniston, killing the majority of individuals inside
3. Those on the second bus were beaten
4. In Birmingham, members of the Ku Klux Klan attacked the riders
1. SNCC were inspired to conduct their own 'Freedom Rides' and rode through Tennessee, Birmingham and Alabama but they too faced angry mobs
1. 1000 members of the Ku Klux Klan and White Citizens Council attacked them
2. The Riders were arrested
3. Over the course of the sixty Freedom Rides that took place, 300 individuals were arrested for their involvement
4. The Federal Government announced that they would use federal officers to enforce desegregation. This forced the Southern states to desegregate their transport facilities



James Meredith

James Meredith was a black student who had applied to study at the University of Mississippi in 1961, but his application was rejected. The NAACP argued that he had been rejected because of the fact that he was black and the Supreme Court ruled that he be admitted to the University in 1962.

1. The Governor of Mississippi and officials working within the University ignored the Supreme Court and physically attempted to stop him from registering. The majority of these individuals were members of the WCC
2. 500 federal officers were sent to protect Meredith as he was registering; a mob made up of 3,000 racists attacked the officers in a violent attack, leading to Kennedy appealing for calm in a televised address
3. The federal troops were sent to stop the violence and remained with Meredith for the remainder of the academic year

Peaceful Protests

Campaign C (1963)

1. 'Campaign C' ('C' standing for Confrontation) sought to end segregation by provoking white violence using non-violent methods and was led by SNCC, SCLC and King
2. They wanted to gain the support of the wider public
3. The protest took place in Birmingham, Alabama, a town known for its widespread segregation. The chief of police – Bull Connor – was a brutal racist
4. Sit-ins, boycotts and marches were all used as methods of protesting; 900 were arrested and during this time, young demonstrators were trained
5. Bull Connor used fire hoses and attack dogs on the young protestors which caused public outcry

March on Washington (1963)

1. 250,000 protesters involved – 40,000 of whom were white
2. It was the largest political protest in US history. It was a peaceful affair and was broadcast of national television
3. King made his 'I Have a Dream' Speech – this signified that the movement had grown and the fact that he made this speech near the Lincoln Memorial was even more significant because he was the President who had abolished slavery, yet African-Americans had not been given their freedom or equal opportunities



Freedom Summer (1964)

1. Between 1962 and 1964, efforts were made to increase voter registration numbers in the South by SNCC and CORE activists who sent 1000 volunteers to Mississippi to encourage registration
2. The majority of volunteers were white, middle-class students who taught people how to pass the tests that had been introduced
3. Opposition from the KKK meant that many chose not to register their right to vote

4. Only 1,600 people out of a total of 17,000 black people who registered were successful

Mississippi Murders (1964)

1. Two CORE activists and a white volunteer were arrested before they were murdered by the KKK
2. Their bodies were not found until August; when they were found, the bodies of eight other black men were found. Three of these were former CORE members

Civil and Voting Rights Acts

President Kennedy had promised a new Civil Rights Act prior to his assassination in 1963. President Lyndon B. Johnson passed the Civil Rights Act on the 2nd July 1964 and the Voting Rights Act on the 6th August 1965.

The Civil Rights Act of 1964 introduced bans on:

1. Voter registration tests which were designed to prevent black people from voting
2. Discrimination in public places
3. Discrimination in employment

It also set up:

1. An Equal Opportunities Commission to enforce employment equality

However, this dealt with complaints that were rarely made due to threats and there were not enough staff to investigate all claims

2. Government ability to force desegregation in schools
3. Government ability to remove funding from state projects which were believed to be discriminatory

The Voting Rights Act:

1. States could only set extra qualifications with federal approval
2. Federal officials were sent to increase voter registration numbers in states where 50% of those eligible were not registered to vote
1. By the end of 1965, nearly 80,000 new voters were registered
1. The process was slow and many believed that the government were not doing enough
1. However, despite the new Bills being passed, many African-Americans still continued to live in poverty, received a poor standard of education and faced discrimination. They were still treated as second class citizens and were subjected to brutal harassment



| | |
|-----------------------|-----------------------|
| <u>Kennedy</u> | <u>Johnson</u> |
|-----------------------|-----------------------|

| | |
|--|---|
| <p>2. Appointed black people to employment of the highest status (e.g. Thurgood Marshall)</p> <p>3. Pressed and advocated for Civil Rights</p> <p>4. Used executive orders to protect African-Americans, including James Meredith</p> <p>5. Used personal pressure to get escorts for the Freedom Riders</p> | <p>6. Appointed black people to the highest level of employment i.e. Patricia Harris was made a US ambassador</p> <p>7. Passed the Civil Rights and Voting Rights Bill</p> <p>8. Used executive orders to protect those marching through Selma</p> <p>9. He had good relations with the Dixiecrats and used this to get politicians from the South to support the Bills</p> |
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Selma and the Voting Rights Act (1965)

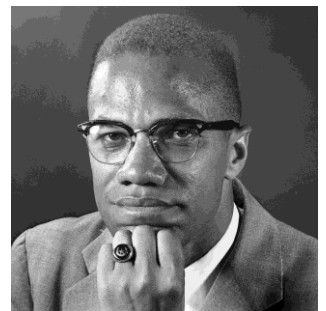
King and the SCLC went to Alabama in 1965 to protest against unfair voter registration tests that hindered African-Americans from voting.

1. Selma had more black people eligible to vote than white people but only 1% were actually registered to vote. This was because the WCC was prominent within the area and they actively opposed black voter registration
2. Protesters were attacked and faced police brutality
3. The march took place on the 7th March but they were attacked by state troopers who used tear gas and prods
4. This became known as 'Bloody Sunday' and caused national outcry
5. President Johnson ordered the protestors be safely escorted to Montgomery

Malcolm X

Malcolm X was a member of the **Nation of Islam** – NOI. He was an influential figure in the Black Power Movement.

1. Malcolm X was born as Malcolm Little; he changed his last name because 'Little' would have been the name his ancestors were given by their slave masters
2. He was frustrated with the lack of progress that non-violent action had acquired
3. He became a spokesman for the NOI after his release from prison



He was able to increase membership of the NOI by:

1. Rejecting integration of blacks into white society; he believed that black equality would never be accepted
2. Stating that he wished to see black people have their own, separate facilities
3. Believing and promoting the ideologies of **black nationalism**

4. Accepting that violence had to be used as a means of self-defence in order to gain equality
5. Empathising with the frustrations that many young black men had, especially those living in ghettos

As a result of his involvement in the organisation, membership grew to 30,000 in 1963

1. He firmly believed that equality should be obtained by 'any means necessary'
2. His violent resistance was not popular amongst white protestors, who favoured Kings' peaceful stance instead
3. Violence did not help change stereotypes imposed on black people because they were still deemed to be violent

Nation of Islam (NOI)

1. Founded as part of a religious and political movement in 1930
2. Shared similar beliefs with Islam
3. However, they had many teachings that were not shared with Islam
1. Believed that white people were all devils
2. They believed in black nationalism
3. Wanted to create a new country which would only contain black citizens
1. Malcolm X left the NOI in 1964 after alleging that Elijah Mohammed was having affairs with secretaries and because he had made provocative statements after the assassination of President Kennedy
2. He founded the Muslim Mosque Inc.

After a visit to Mecca, he became more accepting of integration and the role of white people in the Civil Rights Movement.

1. He was assassinated on 21st February 1965 by suspected members of the NOI – Hayer, Butler and Johnson
2. Talmadge Hayer confessed to the murder and maintained that the other two were not involved
3. Many of his followers began to use violence as a means of self-defence after his assassination
4. His death led to the development of the Black Power Movement

Black Power

1. The slogan used by radical groups who disagreed with non-violent direct action
2. They used militant language and sought to begin a 'social revolution' to improve the lives of those living in ghettos

Their main aims were to:



1. Increase pride in black history and culture
2. Ensure the black people were self-sufficient, meaning that they would not have to rely on support from white people
3. Oppose integration

The Black Power Movement grew because:

1. Many believed the progress with civil rights was slow
2. Civil Rights Act (1964) and Voting Rights Act (1965) did not lead to major changes in the South
3. Civil Rights campaigners, such as King, started to their attention to other matters such as the Vietnam War
4. Ghetto conditions were worsened and discrimination in housing and jobs still continued
5. Young people felt inspired to support the movement because they felt a sense of pride in their heritage and culture

Support for Black Power

Lowndes County Freedom Organisation

1. Set up by Stokely Carmichael, a member of SNCC
2. This was a political party that campaigned on issues important to African-Americans
3. Carmichael moved away from non-violent direct action
4. SNCC's and CORE's support for Black Power lost them a great amount of support

March Against Fear (June 1966)

1. James Meredith started this march to protest against the violence that African-Americans faced in the South (Mississippi)
2. He was shot on the second day so King and Carmichael took up the cause

Mexico Olympics, 1968

1. Tommie Smith and John Carlos both won gold and bronze medals in the 200m race
2. As they took to the podium, the national anthem played and during this, they raised their fists. This was the symbol of the Black Power Movement and was a way of protesting against the unfair treatment of African-Americans
3. Many young black people were inspired to join the movement
4. This caused negative consequences:
5. They were booed by the crowd



6. They were suspended from the American Olympic Team
7. They received death threats
8. Their actions were criticised by politicians and the media

Black Panther Movement

The Black Panthers were a political group founded by Huey P. Newton and Bobby Seale in 1966. They were highly feared after they marched on the Capitol, armed with guns to protest against a proposed law to ban the carrying of weapons openly.

1. They wanted black communities led by black officials because they believed that white people would not help them
2. They did not rule out working with white people to achieve their purpose
3. They had a Ten Point Program to improve black communities by offering breakfast programs, health clinics, better housing and employment
4. They organised safety patrols and tried to stop gang conflict
5. They taped police brutality cases and carried guns which led to shoot-outs
6. Each Black Panther group never had more than 2,000 members

The Riots of 1965-1967

There were widespread riots across the country after the passing of the Civil Rights Act. They resulted in 220 deaths. Attacks mainly targeted white businesses, not white people. 80% of rioters were young black men

Causes

1. These were partly in response to the poor living conditions in the ghettos
2. Police discrimination towards black people in the North – the first of these riots was triggered when a policeman shot a young black man in the North
3. The Watts Riots occurred after a black man was wrongly arrested
4. City officials had continuously ignored complaints from black neighbourhoods
5. There were far more black people unemployed and living below the poverty line
6. Black children still continued to receive a poor standard of education
7. There was violence in Selma and Mississippi



Kerner Report

1. President Johnson invested more money into improving living conditions in the ghettos and set up an enquiry into the riots – the Kerner Report

2. This said that white officials in these areas had failed to improve ghetto conditions. It was suggested that they involve black individuals in their decision making processes and listened to what they wanted to see change
3. Police were told that they should stop brutality towards black communities and instead work for the good of the community
4. Federal money given to the police was reduced in order to improve conditions; this meant that the police had less money to spend on weapons so could not use them in violent attacks

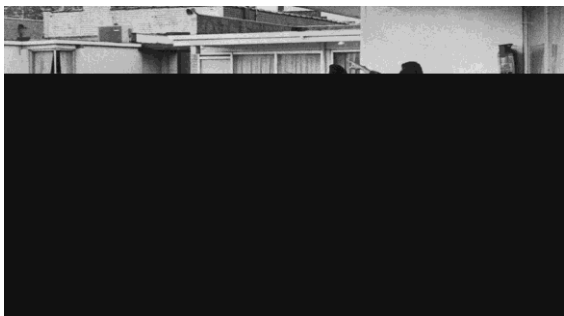
Martin Luther King's Campaign

1. The SCLC wanted to highlight that non-violent direct action was still effective after the violence of the Watt's Riots
2. King went to Chicago where he held protests alongside the Coordinating Council of Community Organisations (CCCCO); they protested for fairer housing in 1966
3. Tenants Associations were helped by this protest as they fought against segregated housing and high rents
4. Operation Breadbasket sought to encourage businesses to employ more black workers
5. However, King and his campaign encountered many troubles:
 1. Black politicians opposed these campaigns and felt that the SCLC did not connect with those living in ghettos
 2. Riots began before King could march through white neighbourhoods. There was a violent white response
 3. State troops had to announce a reassert order
 4. The media were not as supportive as they had previously been
1. Mayor Daley, the Chicago Freedom Movement and the Chicago Real Estate Board agreed on fairer housing prices; King and the SCLC had no role to play in this negotiation
2. However;
 1. Violence persisted on both sides
 2. Daley ignored the agreement that he had signed and prices remained the same
3. The federal government did not do anything about Daley's actions because King made clear that he disagreed with President Johnson's involvement in the Vietnam War

FBI

1. Conducted operations known as the 'COINTELPRO.' This sought to disrupt the Civil Rights Movement because they believed that it was a threat to national security
2. Surveillance, blackmail, threats and intimidation were all used as a means to stop the Movement

Assassination of Martin Luther King (4th April 1968)

1. At the time of his assassination, King was preparing a "Poor People's Campaign" in Memphis
 2. He was shot dead on the balcony of his hotel room; the perpetrator, James Earl Ray, fled the scene. He was sentenced to 99 years in prison
 3. His assassination led to riots breaking out in 172 cities; this violence meant that some white people chose not to support the Civil Rights Movement any further
- 
1. The Poor People's Campaign failed because the leaders of the SCLC argued and people were not willing to camp outside the Capitol in poor weather conditions
 2. Without King, many white people began to oppose the more radical demands for equality
 3. SNCC replaced 'non-violent' to 'national' in their name which lost them a significant amount of support
 4. The 1968 Civil Rights Act was passed not long after King's assassination; this made housing practices fairer, protected protestors and made punishments for those involved in riots more severe

The Extent of Progress by 1975

The Civil Rights Movement had attracted widespread support and attention by 1975 which had resulted in changes to the lives of African-Americans. However, changes were limited and there was still a high proportion of African-Americans living in poverty and being subjected to discrimination.

Vietnam War

1. Local protestors still campaigned for desegregation and equality; larger protests concerned single issues such as the freedom of imprisoned Black Panthers
2. Black people did not want to fight for a racist government in Vietnam, including Mohammad Ali

President Nixon supported Civil Rights but to make Southern whites more accepting of the Movement, he said that it would help stop the riots. He also introduced several policies:

1. He set up funding for black businesses in black neighbourhoods. White business owners were given 'tax breaks'
2. He encouraged businesses to increase their intake of black employees
3. He appointed more black officials in the White House, including James Farmer who worked in the Department of Health, Welfare and Education

Successes by 1975:

4. The Voting Rights Act banned state literacy tests which aimed to prevent black people from voting. In 1975, this was extended to other minority groups too
5. Black Americans had more powerful jobs as they became Senators, mayors and members of Congress
6. A high percentage of black people were registered to vote
7. Black athletes, actors and musicians gained recognition all over the world
8. The Civil Rights Movement had gained widespread support and attention

However;

1. There was a high number of black people still living in poverty
2. Discrimination was still common within society

Section Summary – Part 2: Protest, Progress and Radicalism

You should be able to:

3. Describe and explain the significance of the events Greensboro and the subsequent sit-in movement
4. Describe the purpose of the Freedom Riders and what they sought to achieve, including how successful this was
5. Explain the significance of the James Meredith Case
6. Describe the importance of King's campaigns in Birmingham, Alabama and Washington as well as the Freedom Summer and Mississippi Murders
7. Explain the roles that President Kennedy and Johnson had to play in the passing of the Civil Rights Act of 1964
8. Describe the importance of Selma and how this linked with the Voting Rights Act of 1965
9. Describe Malcolm's X within the Civil Rights Movement, including his beliefs, methods and forms of protest
10. Explain the reasons why the Black Power Movement emerged
11. Describe the significance of Stokely Carmichael and the events of the 1968 Olympics
12. Explain how successful the Black Power Movement was
13. Describe the causes of the Race Riots between 1965-1967 and the consequences these had
14. Describe how the Kerner Report sought to end violent riots
15. Explain the significance of King's campaign in the North and the consequences of his assassination
16. Describe how the Civil Rights Movement had progressed by 1975

Part 3: US Involvement in Vietnam

French Rule in Vietnam

The French had colonised Vietnam in the 19th century but during the Second World War, it had been seized by Japan. In 1945, the French hoped to take command of Vietnam once again

1. The French rule had been opposed by the Viet Minh – a nationalist group – who wanted Vietnam to be independent. This was established by Ho Chi Minh
1. Their support was particularly strong in the North
2. In 1949, China became a communist nation. The USA were scared that this political ideology would spread to Vietnam as China transported weaponry to Vietnam, and more importantly to the Viet Minh
3. The USA responded by sending the French their own weaponry and military advisors. They contributed to 80% of France's military costs
4. In the Battle of Dien Bien Phu (1954), the French became surrounded and defeated by the nationalist group. They were subsequently forced to flee the country
5. The USA did not want to be involved in this political affair as they were still addressing the consequences of the Second World War. The country, and indeed the world, were struggling economically

Reasons the French Lost the Battle of Dien Bien Phu

1. The Viet Minh knew the surrounding area well and were able to use their knowledge to plan surprise attacks against the French troops
2. China supported the Viet Minh and supplied them with weaponry and soldiers
3. Local villagers helped the nationalist group through reconnaissance work. This meant that they reported back to the group as to what the French were doing
4. The Viet Minh remained heavily committed to their cause and would stop at nothing to defeat the French
5. The French underestimated the power of the Viet Minh

Geneva Accords: 21st July 1954

Nine countries agreed the following:

1. Vietnam was to temporarily be split in two along the 17th parallel, with a demilitarised zone in the middle
2. Elections would be held in 1956 in order to determine who would rule the country
3. No other countries would be allowed to set up military bases anywhere in Vietnam
4. Minh would control a small area in the North
5. Bao Dai – a former emperor of Annam – would rule the south. This ruling lasted for a short period of time as Ngo Dinh Diem replaced him. He was against communism
6. Nobody could move between the divided country for approximately 300 days

The USA and those in the South of Vietnam refused to agree to these demands. The North was forced to accept the demands of China, their new-found ally. The North felt that they had been given a smaller area than promised.

President Eisenhower

Eisenhower supported Diem's government who worked to keep communism out of the South of Vietnam. Eisenhower feared a '**domino effect**.'

1. The USA claimed that if one country was to become communist, then soon the others neighbouring it would follow. This is referred to as a domino effect.
2. Eisenhower established SEATO along with seven other nations in 1954. The main aim of this organisation was to prevent the spread of communism within the south of Asia. They would use force if necessary
3. Diem's government were not supported very well as the population of the South believed in the values of communism. A number of political and religious groups worked with their armies to oppose his regime
4. Diem also favoured Catholics, despite the majority of the population being Buddhists. He kept Buddhists oppressed if it was found that they had participated in riots and resistance against his rule. He did not respect anyone who did not derive from Saigon.
5. Villagers who complained about greedy and corrupt landowners were not helped

Why did Eisenhower Support Diem?

1. He wanted to avoid increasing tension with the USSR or China as ultimately, this could lead to war
2. Eisenhower sent US military advisors to help train the ARVN

In 1956, Diem did not hold the elections that had been scheduled to occur as part of the Geneva Accords. The USA supported him as they believed that the communists would win the majority of the country.

Diem used \$4 billion dollars and American troops to support his weak government. With this, he began arresting suspected communists and political opponents. In total 65,000 were arrested.

The Vietcong

The **Vietcong** – VC - were a selection of communist groups that were heavily against Diem.

1. They killed over 400 of his officials
2. North Vietnam supported the VC
3. The VC later joined with other opposition groups to form the National Liberation Front (NFL). This helped spread communism into villages. Both groups sought to bring down Diem's US supported regime

President Kennedy

When Kennedy was elected to office in 1961, he increased the number of advisors sent to Vietnam by 16,000. They were used to train the ARVN to fight against the VC who controlled 50% of the South

Kennedy wanted the VC to be demolished but also needed to win the favour of the local people.

The American attempts to train villagers failed because they did not speak Vietnamese, making it extremely difficult to successfully communicate. When they left for the evening, they could not prevent the VC from entering villages

In 1962, the USA established the Strategic Hamlet Programme which enabled 5,000 new villages to be built. These would be protected by the ARVN at all times to prevent VC entry. New schools and hospitals were also built in the hope of making Diem appeal more supportive of the people. Not all were willing and wanted to move into these Hamlets. When the government failed to provide a sufficient amount of food, some villages faced starvation, meaning he lost support.

Battle of Ap Bac, 1963

1. In January 1963, the ARVN lost the Battle of Ap Bac
2. This was embarrassing for both Diem and the USA

In May, Diem's soldiers shot in the midst of a Buddhist procession, killing nine citizens. The following month, a Buddhist monk burned himself to death in protest of the inhumane treatment of Buddhists. Diem raided a number of Buddhist temples and subsequently closed them.

The USA were forced to acknowledge that Diem's government would simply not acquire the support that they desired. As such, they publicly announced that they would not support them further and the ARVN removed him from power. He would later be assassinated

The Vietcong

After Kennedy was assassinated, Johnson wanted to fulfil his aims by ensuring that South Vietnam had a democratic government who opposed communism. He wanted to prevent US involvement in another war.

At the time, the ARVN debated who should be the leader, instead of working together to defeat the VC. Though the ARVN had five times more troops, the VC were very well organised and used small numbers of troops who act fast.

China sent \$100 million dollars to aid the South of the country. They were still perceived as unpopular; people believed that they were attempting to replicate and mimic the US government.

The VC gained local support through their reforms and propaganda. They began attacking US targets. Johnson was forced to increase the number of US advisors in the country to 200,000.

Gulf of Tonkin Incident, 1964

1. **2nd August 1964:** three torpedo boats from the North fired on the USS Maddox in the Gulf of Tonkin
2. The US had been using its ships to allow ARVN troops to the North
3. Two days later, another attack was reported; Johnson therefore ordered an air-strike on their targets in the north, consequently resulting in 2 US planes being shot down
4. On the 7th August, Congress passed the '**Gulf of Tonkin Resolution**' which stated that Johnson would acquire the power to stop further military attacks without the requirement of informing Congress

5. Johnson did not declare war on the North for fear that he might incite a war with either the USSR or China. He did however send troops
6. The North sent increasing amounts of troops and weaponry to the South
7. The US were attacked at the airfield at Pleiku
8. The US was focused on finding a popular leader for the South as they could only win if they attained the support of the population. Troops were sent to ensure that the anti-communist government remained in power

Tactics

1. **Guerrilla Warfare** is when fighters avoid battles through ambushing their opponent. It was used by the VC as they were much smaller than the USA
2. It was hard for the US and ARVN troops to distinguish between villagers and the VC as they 'camouflaged' themselves to look as though they were in fact villagers
3. The USA could not prevent the influx of weaponry from China as the Ho Chi Minh trail passed through other countries. They could not risk declaring war on them
4. The VC used both tunnels and bases as ambush spots
5. Booby traps were common tactics used. Bouncing Betty Mines were laid by women and children.
6. In total, 19% of US troops died as a result of these traps
7. Johnson wanted to bomb the North in the hope of forcing them to surrender. He did not want to lose further troops
8. This became known as '**Operation Rolling Thunder**' and its main target was the Ho Chi Minh Trail
9. This caused the deaths of 90,000
10. It failed mainly because the VC used tunnels under the trail to shelter themselves from the bombings
11. The US failed to target the ports and Hanoi (the capital) so the USSR and China were able to continue sending military supplies
12. A high proportion of Vietnamese citizens were killed, making the US even more unpopular
13. Napalm was used by the US. This was a highly flammable substance made from petrol and thickened by soap that would stick to the skin and burn
14. Pineapple bombs sprayed pellets into the surrounding environment before eventually hitting civilians
15. In the March of 1965, 3500 US marines arrived in the South. They hunted and then attacked villages by using chemical weaponry or through bombing
16. Operation Cedar Falls (1967) saw villages burning for 3 weeks
17. The attacks resulted in 4,000 Vietnamese citizens becoming refugees
18. 'Agent Orange' was a weed killer used to destroy farmland in the hope that the local villagers would be prevented from supplying the VC with food
19. This meant that local water supplies were often contaminated, leading to health problems

The Tet Offensive, 1968

1. The North and the VC worked together to launch an attack on 26 cities in the South during the festival celebrating the New Year
2. The VC claimed that they were willing to negotiate a deal for peace
3. 84,000 communist soldiers attacked the South at the end of January. This resulted in Hue being captured and the US embassy being seized for six hours
4. The US were shocked to learn that they were in fact not winning the war as they had been previously been told
5. The communists lost 45,000 soldiers
6. This Offensive led to protests in the US with people wanting to put an end to the war

7. Talks concerning the establishment of peace began in 1968

Vietnamisation

1. When Nixon was elected to office in 1969, he promised to end the war, with complete removal of the communists
2. He did this through many means:
 1. Representatives were sent to negotiate with the North, South and VC
 2. Henry Kissinger was sent to negotiate with the leader of North Vietnam, Le Duc Tho
 3. He decreased the number of American troops within Vietnam and began withdrawing them from 1969
 4. Abrams was instructed to continue training the ARVN without the assistance of American troops
 5. In 1969, Nixon ordered bombs to be dropped on the Minh Trail
1. On the **25th July 1969**, Nixon addressed the role of the USA in the future of South-East Asia - Vietnamisation
2. He claimed that the US would uphold any treaties it had made so far and help their allies against any nuclear threats by providing training for the troops.
3. This would allow the USA to withdraw with honour. South Vietnam would remain independent, and more importantly, a non-communist country
4. The army felt that the US was withdrawing before the ARVN were confident

Escalation

1. In March 1970, Lon Nol took control of Cambodia. He was a general who supported the USA
2. The Northern Vietnamese population in Cambodia allied with Cambodian communist guerrilla fighters
3. Nixon sent 50,000 ARVN and 30,000 troops to invade Cambodia, ordering bombing raids
4. He acknowledged that this would be unpopular with the American public, so the army were instructed to progress only 19 miles past the border and to withdraw by the end of June
5. 11,000 communists were killed
6. Nol's government remained in power
7. The ARVN could not progress 19 miles into Cambodia as they would be prevented from accessing US resources
8. Congress withdrew the Gulf of Tonkin Resolution and limited military funding in the hope that Vietnamisation would be completed faster
9. The ARVN requested that the USA provide air support in a planned invasion of Laos
10. The North raised 36,000 troops to attack Tchepone
11. The ARVN were forced into retreat
12. This made people doubt that Vietnamisation would be successful
13. In March 1972, North Vietnamese troops (along with the VC and guerrilla troops) attacked three different bases in South Vietnam
14. The ARVN eventually managed to put an end to the attack with the support of the USA
15. As part of the USA's 'Operation Linebacker,' they began bombing the North of Vietnam
16. The USA was successful in preventing the import of weaponry from the USSR and China. This blockade damaged the North's war industry and communication
17. China and the USSR so no way out so encouraged the North to reach a peace settlement

The Failure of Vietnamisation

Fragging

1. The US troops did not want to fight for the cause if they knew that they were going to go back home soon
2. Officers that tried to force the troops into staying and fighting were killed by their own men. This is referred to as 'fragging'

Drug Use

1. 35,000 US soldiers became addicted to drugs including heroin and marijuana

Harvest Season

2. The ARVN did not have enough soldiers.
3. They fled

Corruption and Theft

1. Many troops were not experienced so their officers took bribes and often lied about the number of troops they had in exchange for money
2. Supplies and weaponry were stolen
3. Congress limited the funding given to the cause
4. The ARVN could not understand the instructions relating to how to use the equipment as it was in English
5. The South Vietnamese government was unpopular with the masses. They, however, believed that they would not be able to survive without the support of the USA

Section Summary – Part 3: US involvement in the Vietnam War, 1954–75

You should be able to:

6. Describe how French rule came to an end in Vietnam after the Battle of Dien Bien Phu
7. Explain why US involvement in Vietnam grew under Eisenhower, including ideas about the domino theory and weaknesses of the Diem Government
8. Explain Kennedy's involvement in Vietnam, including the overthrow of the Diem and the Strategic Hamlet Programme
9. Describe the threat of the Vietcong
10. Explain the consequences of the Gulf of Tonkin Incident in 1964
11. Describe the methods used in warfare including Search and Destroy, Operation Rolling Thunder and the use of chemical weapons
12. Describe the importance of the 1968 Tet Offensive

13. State and explain the reasons for the failure of Vietnamisation
14. Describe the Nixon Doctrine and why the US withdrew their troops
15. Describe the attacks on Cambodia, Laos and the bombing of North Vietnam

Part 4: The End of US Involvement in Vietnam

The Growth of Opposition

1. Events like the Tet Offensive damaged the reputation of the USA
2. Bombing Cambodia led to an increase in opposition
3. The death toll was high – thousands of families were bereaved
4. Taxes had to rise in order so that the US government could fund the war
5. Leaders of the Civil Rights Movement opposed fighting in a war with another nation when African-Americans (and minorities) were facing racism in their own country
6. It was the first televised war; the damaging effects of war could be seen by everyone
7. The government were not entirely honest with the population
8. Students used boycotts, marches and strikes to show that they too were opposed to the war
9. White-middle class students helped gain mass media coverage
10. Students for a Democratic Society held 'radical' views and supported the Communists
11. Men over 18 could legally be conscripted into military service and sent to fight with little to no training. People knew that it was the younger, less trained men who were more likely to die. Poor, black men were targeted despite the racism they faced
12. The government used a lottery system to select which men between the ages of 25 and 31 would fight. However, one could be exempt from fighting if:
 1. You were a college student, worked for the church or were a government worker
 2. You were mentally ill
 3. If you could prove that your family would be left in turmoil through your absence. For example, if you were the only son within your family
 4. If your religion prevented you from fighting, you would become a Conscientious Objector and instead work in factories, producing weaponry
 5. If you worked abroad (only the wealthy at the time)
1. 50,00 men either went into some form of hiding or left the country altogether

Mai Lai Massacre, 1968

2. On the 16th March 1968, Charlie Company were sent to My Lai in an attempt to prevent the progress of the VC
3. There were no members of the VC present in the village, only women, children and the elderly. They were all killed
4. The US attempted to cover this up by stating that 128 members of the VC had been killed and that their housing had been destroyed
5. A soldier did not want to comply with the cover-up and sent eye-witness evidence to politicians
6. The army responded by stating that only 20 civilians were killed
7. In July 1970, two inquiries into the massacre found that over 300 civilians had died
8. Lieutenant Calley, leader of the Charlie Company, was charged with the deaths of 22 civilians and sentenced to life in prison. The other 18 officers who worked with him were never brought to trial
9. Calley was never imprisoned. Instead, he was kept on a military base and released after three and a half years
10. Newspapers claimed that in reality, 500 civilians had been killed

11. The photographs presented to US civilians on TV and newspapers caused moral outrage

Kent State University Shootings

1. After Nixon announced that the USA were going to invade Cambodia, students started a protest at Kent State University. The victims of this protest were white
2. They buried a copy of the Constitution and the papers given to one student by the army when he was discharged from fighting
3. Outbreaks of fighting were seen between supporters of the war and those who were opposed to conflict
4. Protesters burnt down the campus of the Officer Training Corps. This resulted in 900 National Guardsmen being sent to the sites with tear gas
5. Students threw gas canisters and bricks at the National Guard, who fired into the crowd, resulting in the deaths of four students. Two of these victims were not involved in the protest but were walking past. Nine were injured
6. When two black students were shot at Jackson University, the incident received little publicity

Political Opposition

1. The war was deemed to be unwinnable
 2. The war was expensive to fund; \$167 billion in total
 3. The USA risked war with the USSR and/or China if they continued
 4. Congress undermined the power of the President to acquire power for themselves
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1. They limited funding for the military
 2. Repealed the Gulf of Tonkin Resolution
 3. All troops in Cambodia were to remove themselves by the 30th June 1970
 4. All troops would be withdrawn from Vietnam by December 1971
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1. The USA was responsible for the high death toll, both in terms of military and civilian deaths

Support for the War

2. After the Second World War had finished, many Americans feared that the communists would start a revolution in the USA
3. Communists were blacklisted. They soon became unemployed and lost their houses
4. The fear within the United States grew. This became known as the 'Red Scare'
5. The majority of Americans supported US involvement in Vietnam as they did not want communism to grow
6. The citizens of the USA were extremely patriotic and supported the war. Many people supported the government in their involvement as they wanted to show their support to their country
7. The USA did not want to appear weak
8. 'Hard Hats' was a phrase used by construction workers who supported the war. They attacked anti-war protests in New York and abused protesters
9. The police did not intervene
10. On the 3rd November 1969, Nixon appealed for support from the 'silent majority'. He believed that the majority of the population supported the war but did not involve themselves in political matters
11. After this speech, 80,000 telegrams and letters were sent to the White House from people who wanted to express their support for the cause

12. 77% of the general public supported the policies implemented by Nixon
13. Congress passed resolutions that approved Nixon's conduct and involvement within the war
14. Nixon was now able to negotiate with the North of Vietnam
15. No politician wanted to see the USA lose the War but they did not want to see the South become communist either
16. In 1964, only two Senators voted against the Gulf of Tonkin Resolution
17. Congress' viewpoint towards the war changed over time as people's attitudes changed
18. Congress became less supportive when they realised the extent of public money used to fund the war. The troops claimed that victory was near, so they continued to fund the military

Peace Negotiations

1. Johnson had declared that the USA would negotiate peace at any time, but that as part of this, the independence of South Vietnam needed to be guaranteed
2. The North of Vietnam stated that the country of Vietnam must be united, with a communist government in power
3. The two countries met in Paris, but they simply stated their previous demands
4. Nixon began communicating with the USSR and China in order to stop the Cold War
5. North Vietnam believed that they could not continue fighting without their allies so began peace negotiations in 1970
6. South Vietnam were unaware of these negotiations. There were rumours that the USA considered abandoning the South in order to attain peace with the North
7. The USA was pressurised into ending the war as quickly as possible as opposition grew
8. In 1972, the North launched the Easter Offensive. This shocked the USA as they did not believe that the North were strong enough to launch another military attack
9. On the 8th October 1972, the USA and North Vietnam produced an agreement but Thieu refused to sign the contents as a way of protesting against the fact that he had not been involved in previous discussions
10. The North believed that the USA was using this as an excuse to stop the negotiations for peace. The agreement was broken
11. Nixon promised Thieu that the USA would supply him with weaponry and further supplies if he was to attend the talks.

The Paris Peace Accords, 1973

1. The USA, North Vietnam, South Vietnam and the National Liberation Front all signed this document
2. They all agreed to:
 1. Accept the unification of Vietnam
 2. A new government was to be positioned into power with international support
 3. A ceasefire was to be established between all nations
 4. The USA was not to send support to the ARVN
 5. All US military bases and troops were to be removed within a period of 60 days
 6. All prisoners of war were to be released
 7. The USA was to fund reconstruction work for the damage inflicted to buildings
 8. The USA was to have no further involvement in the affairs of Vietnam
 9. Congress cut all funding and the support that Nixon had promised to provide the South with did not arrive

10. The economy of South Vietnam collapsed
11. Thieu failed to make the government more democratic and did not remove corrupt officials. The popularity of the VC began to increase
12. Thieu refused to work with or acknowledge the fact that communists still remained.
13. The North grew frustrated with Thieu and launched an offensive in December 1974. The ARVN could not fight back as they did not have the aid of the Americans
14. Saigon fell to the North of Vietnam on April 30th 1975

Economic and Human Costs

1. 58,220 American soldiers died and over 300,000 casualties
2. 75,000 became severely disabled as a consequence of the injuries that were inflicted on them
3. 850,000 suffered from PTSD
4. The \$167 billion could not be used to improve the lives of Americans. This meant that the projects that formed as part of Johnson's 'Great Society' could not be completed
5. American pride was damaged – they lost to an inferior enemy
6. Tensions still remained between those who supported the war and those who were opposed to the conflict
7. Returning soldiers faced hostility. It was hard for them to seek employment
8. The rate of suicides among men was almost two times higher than that seen of men who did not fight in conflict
9. The government was less respected internationally

Strengths of North Vietnam

1. They knew the landscape, language, culture and geography of the south
2. They were aware of the tunnel system that had been developed during the war with the French
3. Many North Vietnamese fighters were from the South. This meant that they had strong contacts within the South
4. The North Vietnamese government did not allow any opposition to the war
5. China and the USSR sent a total of \$3 billion in assistance. This was through weaponry and money
6. Laos and Cambodia allowed the Minh Trail to run throughout their countries. There was little that the US could do without declaring war
7. The North Vietnamese army were used to fighting in the humid conditions
8. Guerrilla tactics used within battles took the Americans by surprise
9. The VC were well organised and experienced. They could efficiently use the system of tunnels

Weaknesses of the US

1. The USA discriminated against the Vietnamese as well as their own black soldiers
2. They had to use interpreters in order to communicate with the locals as they did not speak Vietnamese
3. Most Americans could not relate to their customs. They did not understand why the local villagers did not want to leave the land where their ancestors were buried
4. Warning the locals about bombing raids was difficult. Although they sent leaflets, the Vietnamese did not understand English
5. The South of Vietnam believed that the USA were planning to colonise the country, just as the French had done. They did not want to conform to their ideas as the USA was not fighting for democracy
6. The USA believed the South Vietnamese government was corrupt
7. Many within the States were opposed to the war

8. The military were hopeful that they could win the war if they were given more troops and weaponry
9. The South Vietnamese government did not control all of the south
10. Burning villages caused resentment amongst the locals
11. The soldiers were young and inexperienced. This caused a depletion in morale as many were un-trained and did not know how to protect themselves in battle
12. Drug abuse became a major problem

Opposition in the US

1. The Democrats could not ignore the fact that the majority of the population wanted the US troops withdrawn from Vietnam
2. The sheer number of campaigns and recounts about soldiers' sufferings meant that the government were forced to stop their involvement in the campaign

Section Summary – Part 4: Reactions to, and the end of, US involvement in Vietnam, 1964–75

You should be able to:

3. Explain why opposition towards US involvement in Vietnam grew (including the student movement and media coverage)
4. Describe the public reaction to Mai Massacre
5. Describe the consequences of the Kent State University shootings
6. Explain why the war was supported by some, including the fear of Communism
7. Explain the features of the peace negotiations
8. Explain the significance of the Paris Agreement
9. Describe the economic and human costs to the US as a result of the conflict
10. Describe the strengths and weaknesses of North Vietnam and the US
11. Explain the significance of the impact of opposition in the US

Key Terminology

1. **Boycott** – A form of protest where individuals refuse to buy or handle goods or participate in a particular act – in this case, the people of Montgomery refused to ride the buses
2. **Black Nationalism** – The advocating and support of the development of a state or country solely for black people
3. **Discrimination** – Unjust treatment of people, especially on the grounds of race, age, sex or disability
4. **Domino Effect** – A chain reaction which sets off a chain of similar events elsewhere
5. **Double-Jeopardy** – A person cannot be punished or trialled for the same offence twice after their first trial
6. **Federal** – A system of government in which several states are united in national affairs but have control over their own personal affairs
7. **Filibuster** – An action such as a prolonged speech which seeks to prevent legislation from being passed
8. **Fragging** – Deliberately killing a soldier or general with a hand grenade. These individuals are often highly unpopular
9. **Ghettos** – A slum area of a city with a poor standard of living, often occupied by minority ethnic groups
10. **Guerrilla Warfare** – Small groups of soldiers fighting against larger forces
11. **Segregation** – Separating different racial groups within society
12. **Supreme Court** – The highest federal court in the United States, made up of nine judges