# USA exam preparation– Walk through mock

Technique and knowledge.

By Mr Devine

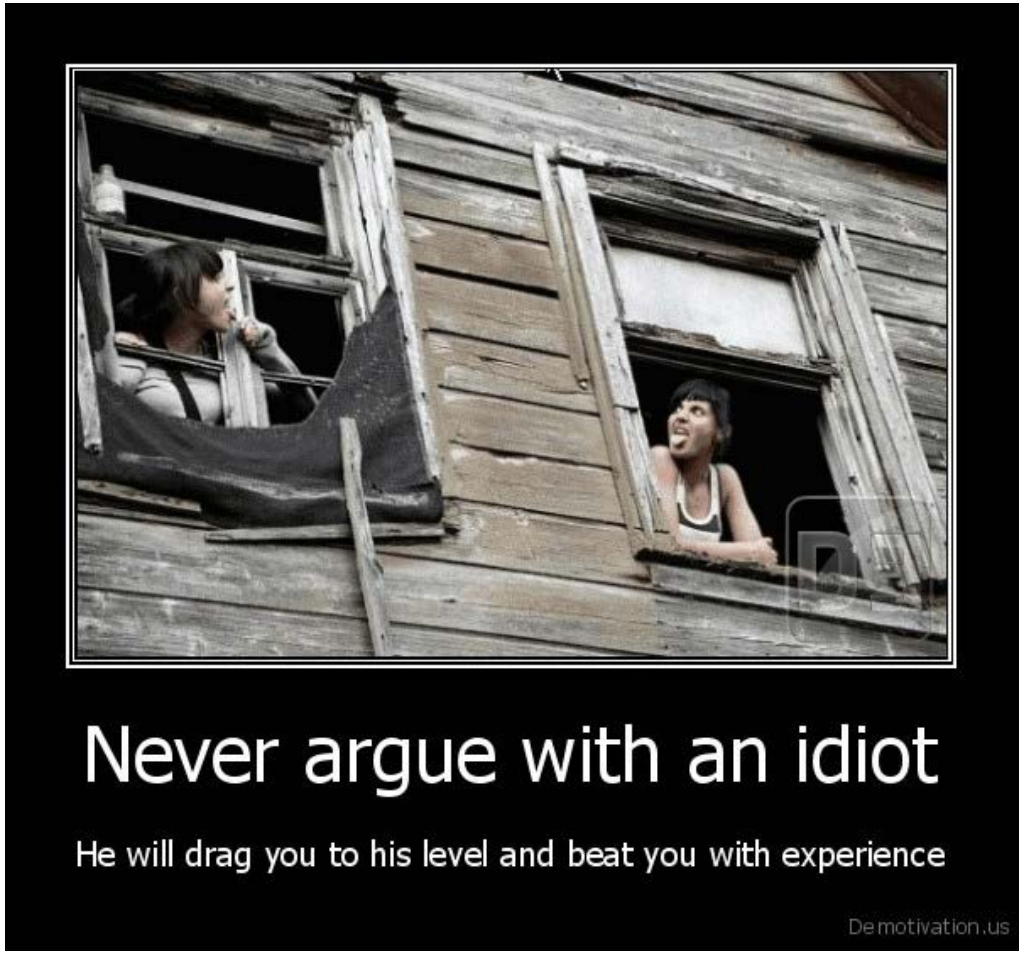
# Prior to the USA exam

Make sure your prepared prior to taking the exam – only an idiot would fail to prepare and be surprised by the result.

Think of it this way – you would not consider yourself prepared for a marathon by jogging around the block the night before. You would not attempt to swim the channel by taking a bath just before!

**You must have read the revision booklets, answered quizzes, created mindmaps and gone over key words and knowledge a little at a time but often.**

Failing to prepare is preparing to fail!



# When your sat in the exam

- Make sure you finish all the paper – don't leave any questions blank. To achieve this time management is key. You need to practice working on the basis of 1mark = 1min. So Don't Waffle!

- Work from the back of the paper (Q5) to the front (Q1).

- Plan the longer questions before you start to write. Jot down the key words that you will need to answer the question.

- Know the technique by going through this ppt.

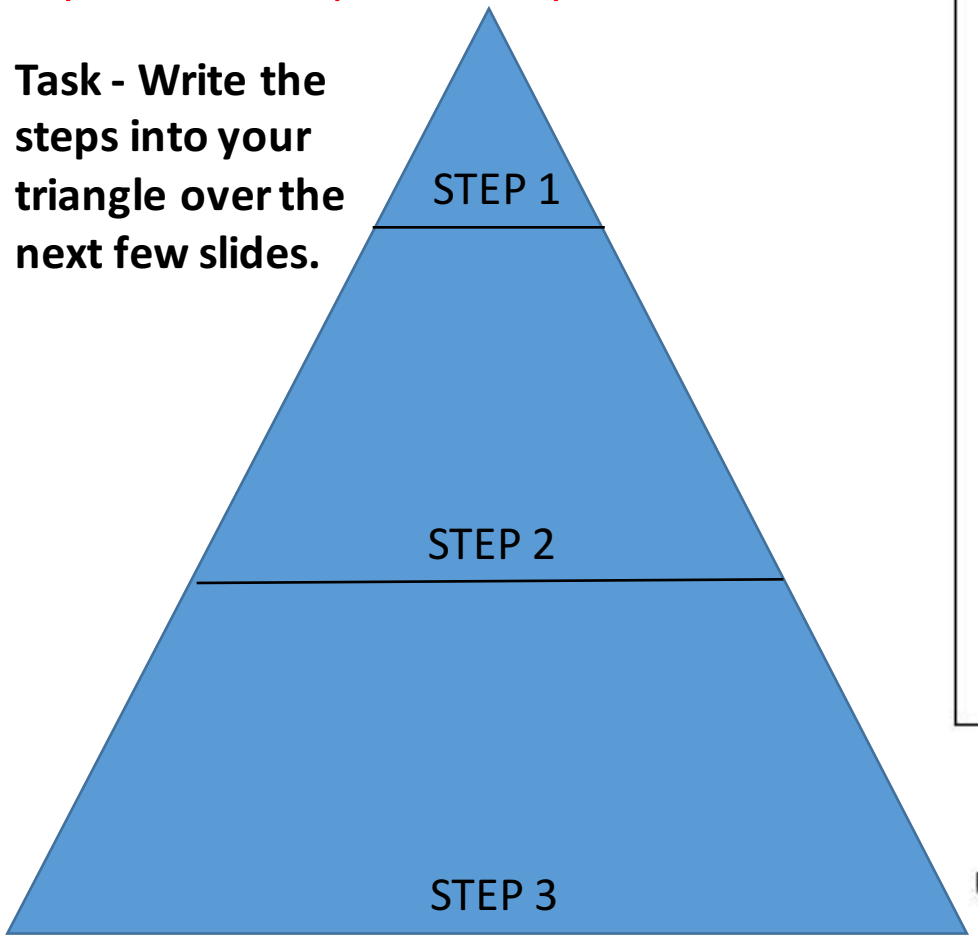
# How is the USA exam laid out? 50 marks, 60 minutes

| | | marks | times | What you need to do: |
|---|---|---|---|---|
| 1 | Use Source A and your own knowledge to describe… | 5<br>AO1 3<br>AO3 2 | 5 | 1 source, 15 lines to write answer on<br>Detailed and accurate knowledge with context, MUST refer to the source!<br>**Source A shows…** |
| 2 | What was the purpose of Source B? | 8<br>AO1 4<br>AO3 4 | 10 | 1 source, 24 lines to write answer on<br>Consider all reasons why the source produced when and where it was produced – consider CONTENT, ORIGIN & PURPOSE |
| 3 | Do the interpretations support the view that… | 10<br>AO1 4<br>AO4 6 | 12 | 2 sources, 30 lines to write answer on<br>Analyse why the interpretations differ, considering the wider historical debate. Consider CONTENT, ORIGIN & AUDIENCE. Reach a judgement. Context. |
| 4 | Which of the sources is more useful to an historian studying… | 11<br>AO1 3<br>AO3 8 | 13 | 2 sources, 33 lines to write answer on<br>Focus on how USEFUL sources are, analyse CONTENT & ORIGIN, reach a judgement, context |
| 5 | **Essay Question**<br>To what extent do you agree with this interpretation? | 16 + 3 SPAG<br>AO1 4<br>AO4 12 | 20 | 1 source, 48 lines to write answer on<br>Analyse why interpretations on this issue differ, awareness of wider historical debate. Consider CONTENT & ORIGIN, reach a judgement on accuracy of interpretation, context |
| | | 50<br>(+3 SPAG) | 60 | |

# How to . . .

Examine the source and read the question. Plan by drawing a triangle in your books split into 3 parts.

**Task - Write the steps into your triangle over the next few slides.**




**QUESTION 1**

Study the source below and then answer the question which follows.

**Source A**

A lady listening to a radio set at home in 1920.

Use Source A and your own knowledge to describe popular entertainment in the 1920s. [5]

# How to . . .

STEP 1 - USE THE SOURCE 1st !

If you do not refer to the source you will get 0marks so refer to it first!

i.e. *From source A I can infer that . . . . became a popular form of entertainment.*

*Then*

*Step 2 – Link in OK about radios/or what ever is the content of the source.*

*Link in context, and own knowledge about this form of entertainment in in detail using Key words related to the image. – i.e. Radios mass produced, cheap, can be bought on hire purchase, can listen to favourite music Jazz or the news. 10million were sold by 1929 etc.*

*STEP 3 – Wider knowledge and context – or expand the readers mind on other aspects ! For instance, - what other examples were there of popular entertainment – i.e. People also enjoyed themselves by listening to Jazz watching baseball, boxing, doing fads like crosswords, playing on the stock market, cross words etc.*

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# How to . . .

## USE THE SOURCE 1st !

i.e. *From source A I can infer that . . . . became a popular form of entertainment.*

*Link in context, detail and Key words related to the image. – i.e. Mass production, credit, stars, etc*

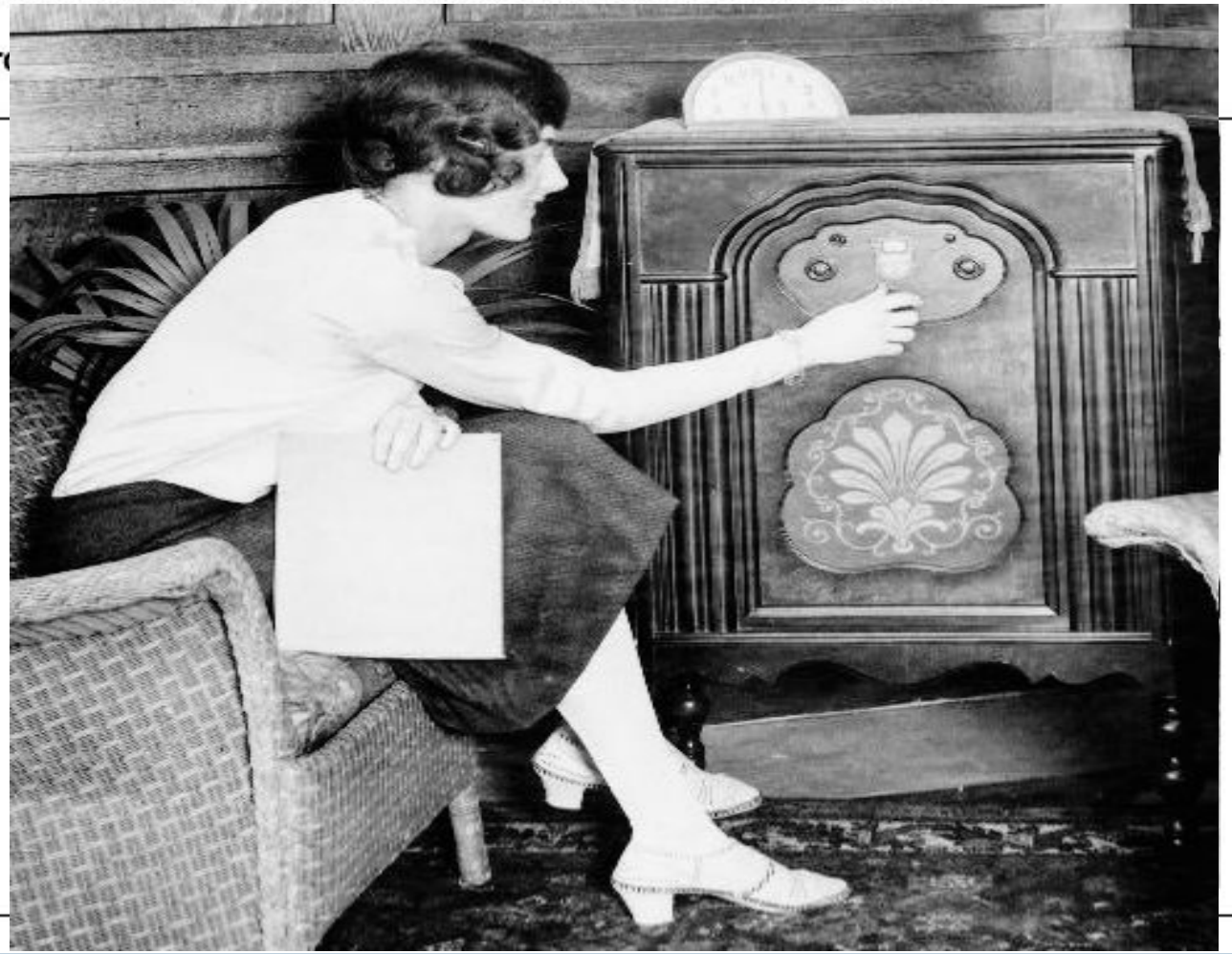
*Then expand the readers mind!*

*What other examples were there of popular entertainment – i.e. Jazz baseball, boxing, fads, stock market, cross words etc.*

**QUESTION 1**

Study the source below and then answer the question which follows.

**Sour**



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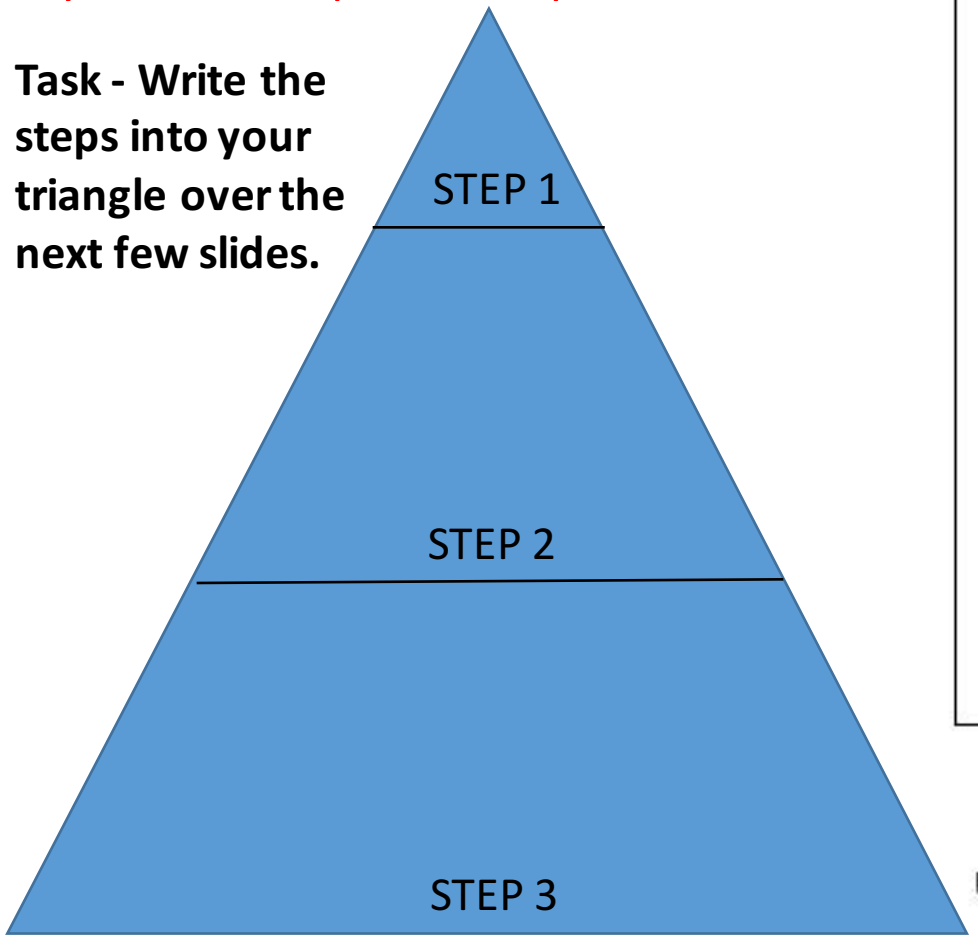


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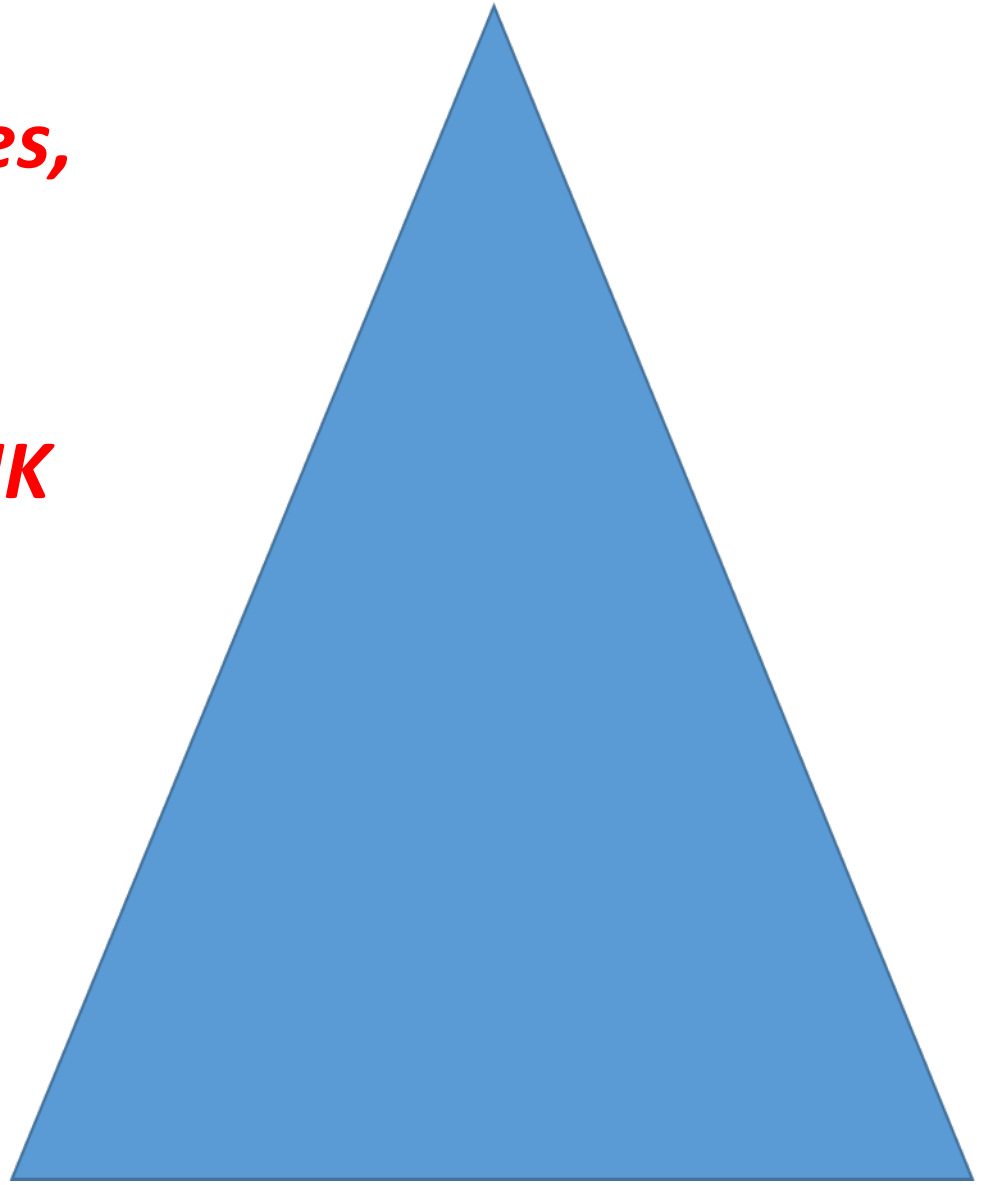
# Q1 - How to structure your answer – 3 steps

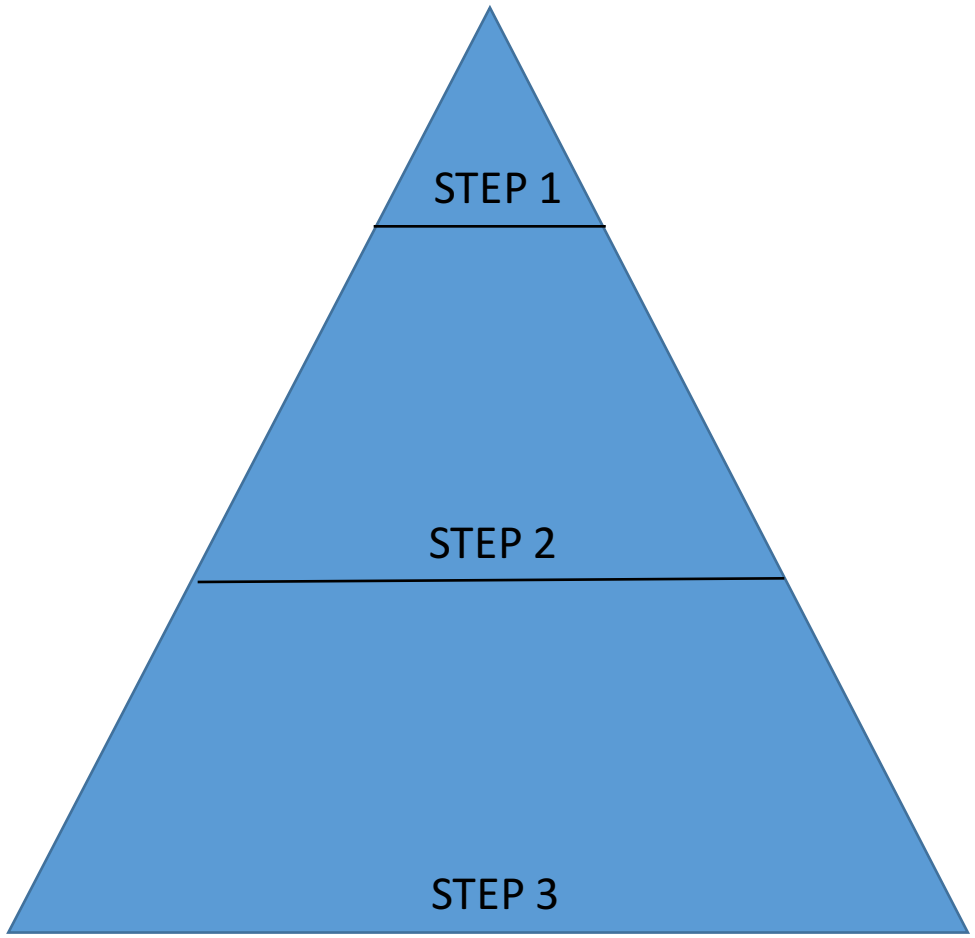
**STEP 1 - Source A shows…** ***Content – quotes, description.***

**STEP 2 -** ***Context – what does it mean? LINK OWN KNOWLEDGE TO the source specifically!***

**STEP 3 - Other wider knowledge on the topic…** ***what else was going on? Own knowledge.***



# Task - Have a go yourself at writing an answer to this question – a model will follow.

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# Model Answer

- (STEP 1)From source A I can infer that listening to the radio was a very popular form of entertainment in the 1920s.
- (STEP 2 - CONTEXT) I know that this was made possible due to wide spread electrification allowing people access to new electrical products like hoovers, fridges and radios. They were sold in their millions because of an increase in advertising during the period and because of the easy availability of credit through hire purchase. This meant that people could listen to new music like Jazz and stay informed with news.
- (STEP 3 WIDER KNOWLEDGE) It was not the only form of popular entertainment however, mass production of cars made them cheap and going for a drive very popular. People could also use them to journey to see baseball games. Some people preferred fads like lamppost sitting or the cross word or even dances like the Charleston.

# Practice Q 1 number 2.

Source A:

**[Al Capone on the front cover of the popular US magazine, *Time*, 1930]**

Use Source A and your own knowledge to describe American attitudes towards organized crime and gangsters [5]

# Q2 – What is the purpose Q

- This Question is about evaluating why something has been made.

Read the source and write next to it any knowledge about what you see in the source.
Also do you best to find 4 purposes for the source. (Sometimes they can be subtle or hidden – i.e. a car advert could be to sell cars.)

[A poster about prohibition (1917)]

[A poster produced by the Anti-Saloon League, protesting against the sale of alcohol in America in 1917. The poster was very controversial because of its negative portrayal of alcohol.]

Read the source and write next to it any knowledge about what you see in the source.
Also do you best to find up to 4 purposes from the source. (Sometimes they can be subtle or hidden – i.e. a car advert could be to sell cars.)

[A poster about prohibition (1917)]

A poster is important as many Americans could not read, especially among the immigrant population. It is an attempt to make men in the pubs feel guilt, i.e. while they are in there who is looking after their children?

Why is daddy in there? i.e. he is drinking their food money. This means the children will go hungry. Purpose is to make you angry so you support the drys.

A dry group from the Midwest of the USA. Mainly WASPs.
People who drank tended to be catholic immigrants. Many WASPS saw it as their Christian duty to protect these lesser people from them selves.

Most beer was brewed in Germany which was a known fact in the USA. The USA went to war in 1917 so it makes people who drink beer feel unpatriotic.

Prohibition was not passed until 1920

What is the purpose here? To link the idea of neglect of children to alcohol. So that people who love kids feel that to protect them they should support prohibition.

[A poster produced by the Anti-Saloon League, protesting against the sale of alcohol in America in 1917. The poster was very controversial because of its negative portrayal of alcohol.]

# How do I write this?

*4 marks available for identifying the purposes of the source and*
*4 for linking knowledge to those purposes*

Example.

A purpose of source B is to encourage the idea that alcohol was responsible for the neglect of children. This was very common among many dry's who believed that poverty was caused by husbands drinking away their wages forcing their children to go hungry. Dry's also claimed that alcohol was responsible for cases of domestic violence in the home as well as the neglect of children which is why they were trying to ban it.

The idea that Daddy is in the saloon implies that this is a regular occurrence. That Daddy perhaps can not help himself. For this reason many wasps and Christian groups such as the Anti Saloon League and the Women's Christian Temperance union in the bible belt believed that it was their Christian duty to help those men who lacked control by removing the source of their temptation so that they can do the right thing for their families.

The source was written in 1917 which was important as this was when America had entered WW1. Drinking beer suddenly was seen as unpatriotic as the Kaiser's Brew was believed to help the German economy while drunk employees slowed America's economy. The solution to this therefore many dry's argued was to have a sober work force, to introduce prohibition to hit the Germans economically and increase production in the USA. Saloons were therefore portrayed as unpatriotic places to be.

Another purpose of the source is to change the mind set of the drinkers by bombarding them with sad images. This was because many immigrants could not read, but the idea that their children are stood outside the pub hungry is plain to anyone seeing a poster. The hope is fathers would feel guilt and drink less. So much so that by 1917, 6 states had banned the sale of alcohol themselves years before prohibition was introduced across America in 1920.

[A poster about prohibition (1917)]

[A poster produced by the Anti-Saloon League, protesting against the sale of alcohol in America in 1917. The poster was very controversial because of its negative portrayal of alcohol.]

Question: **What was the purpose of Source B?** **[8]**

**Band descriptors and mark allocations**

| | AO1(b) 4 marks | | AO3 (a+b) 4 marks | |
|---|---|---|---|---|
| BAND 3 | Demonstrates very detailed understanding of the historical context. | 3-4 | The purpose of the source is fully analysed and evaluated. A substantiated judgement regarding purpose is reached. | 3-4 |
| BAND 2 | Demonstrates some understanding of the historical context. | 2 | The purpose of the source is partially analysed and evaluated. A judgement regarding purpose is reached. | 2 |
| BAND 1 | Demonstrates only basic understanding of the historical context. | 1 | Answer mainly describes or paraphrases the source material with little analysis or evaluation. | 1 |

Use 0 for incorrect or irrelevant answers.

# Q2 Practice go

**Question 2**

**Source B**

*(If your struggling to read what is on their backs google corruption in 1920s America and zoom in.)*

(This illustration shows the level of corruption that took place during the time of prohibition. The cartoon has the caption 'National Gesture' and appeared in a magazine called *Judge* in June 1926.)

**Q2. What is the purpose of Source B? (8marks)**

## Q3 Interpretation Q –

## What is an interpretation?

Answer = ***an opinion***

So an interpretation question will give you a view in a question and 2 peoples interpretations (Opinions) and will ask if they agree or not.

There can only be 3 options to this

1. *Yes they agree.*
2. *No they disagree*
3. *They partially agree*

# Q3 Do the interpretations support the view that mass immigration was unpopular and placed a strain on the US economy? [10]

**AO1 Demonstrates very detailed understanding of the key feature in the question. – 4marks**

**AO4 Fully analyses and evaluates how and why the interpretations differ, demonstrating awareness of the wider historical debate. Analysis of the content, authorship and audience is undertaken to provide a well substantiated judgement about the extent of support provided for the view, set within the appropriate historical context. – 6marks**

Question 3

Study the interpretations below and then answer the question which follows.

Interpretation 1

The shipping companies bring immigrants over and leave them at our door without any thought. It is then that our problems begin. These immigrants bring communism, anarchy, crime and disease to our country. Thousands who come here never become true Americans. They take the jobs of loyal Americans. They are a menace to us every day.

[Albert Johnson, a Republican politician, giving a public speech calling for greater controls on immigration. The speech was called *Stop the Tide* (1921)]

Interpretation 2

As immigrants settled into the country, xenophobia took hold and many immigrants faced discrimination. However, by 1920 Americans had many reasons for feel satisfied. Apart from Native Americans, every other immigrant was an immigrant. This new, cheap and willing work force made to US economy one of the strongest in the world.

[Nigel Smith, an historian, writing in a GCSE textbook for schools, *The USA 1917-1980* (1996)]

Do the interpretations support the view that mass immigration was unpopular and placed a strain on the American economy? [10]

[In your answer you should refer to how and why the interpretations differ. Use your own knowledge and understanding of the wider historical debate over this issue to reach a well-supported judgement.]

# Q3 Do the interpretations support the view that mass immigration was unpopular and placed a strain on the US economy? [10]

**Step 1** – the first thing you do in your first sentence for each paragraph - For 1 mark - per source, say if the views agree, disagree or partially agree. Then link context/Own knowledge to this view.

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# Q3 Do the interpretations support the view that mass immigration was unpopular and placed a strain on the US economy? [10]

**For 1 mark per source, say if the views agree, disagree or partially agree. Then link context to this view.**

Interpretation 1 agrees with the view as it states that immigrants ***"take the jobs of loyal Americans" 1m*** By this he is referring to the 40million immigrants that moved to the USA from poorer nations like Russia who were willing to work for less and in dangerous conditions such as construction. ***1m***

Interpretation disagrees with the view as it stated that immigrants ***"made the US economy one of the strongest in the world". 1m*** By this he is referring to the boom in the US economy driven by cheap labour which allowed American companies to keep costs down and produce more. Immigrants could also purchase many produces through hire purchase and credit fuelling the boom. ***1m***

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As immigrants settled into the country, xenophobia took hold and many immigrants faced discrimination. However, by 1920 Americans had many reasons for feel satisfied. Apart from Native Americans, every other immigrant was an immigrant. This new, cheap and willing work force made to US economy one of the strongest in the world.

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# Q3 Do the interpretations support the view that mass immigration was unpopular and placed a strain on the US economy? [10]

## The next Steps

***The next step is to look at the attributes, (the area circled in blue) and explain why the authors have the opinions that they do.***

- ***To do this you need to consider who they are and why this is important in influencing what they might say?***
- ***When they are writing and why this might be important in what they say.***
- ***Why they are writing. How might the purpose effect what they say?***
- ***Who their audience are, and why that may impact what they say?***

***Then after linking in context, come to a judgement about which view you agree most with and why based on your knowledge.***

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[In your answer you should refer to how and why the interpretations differ. Use your own knowledge and understanding of the wider historical debate over this issue to reach a well-supported judgement.]

# Q3 Have a practice – *Use the prompts below to explain why the authors might be for or against immigration.*

## The next Steps

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[Albert Johnson, a Republican politician, giving a public speech calling for greater controls on immigration. The speech was called *Stop the Tide* (1921)]

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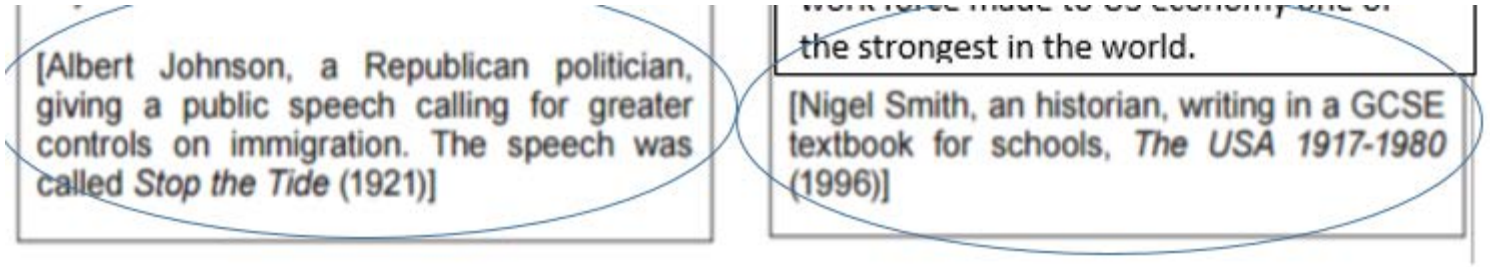

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Do the interpretations support the view that mass immigration was unpopular and placed a strain on the American economy? [10]

- A Johnson is a republican so a WASP therefore hates anyone who is not white.
- Talking in a speech not a book so can exaggerate.
- Building on fears that exist about immigrants after the Red Scare and Palmer raids.
- Audience is other WASPs who are angry or afraid.
- His purpose is to exaggerate the threat so he gets re elected! 1921.

- N Smith is a historian and so is trained and knowledgeable about the past.
- Writing in a text book so must be factual or no one would buy his book.
- GCSE means that he has had to simplify the issue as GCSE students are not clever. He has to also give them a balanced view which he may not share.
- 1996 – has the benefit of hindsight so could check his facts.

# Q3 Lastly - then come to a judgement –

# Who has the most accurate view based on your own knowledge?

- The answer in this case is the Historian who offers the more balanced view which fits in with what you know from the studies.

# Model examples - How do you improve this?

Interpretation 1 supports the view that mass immigration was unpopular as it states that “immigrants bring communism”. The politician is pushing this idea as he knows his main support base are WASPs and they will vote Republican if they are afraid as they were following the Palmer raids and the Red scare. The politician therefore is exaggerating the threat for his own political gain, which I know led to the 1921 immigration act which effectively closed the open door policy on immigrants.

Interpretation 2 does not support the view as it says that immigrants made the US economy “one of the strongest in the world. It has this view as it was made by a historian with the benefit of hindsight. His training allows him to evaluate the good and the bad to reach a judgement. Also significant is the fact that it is written for a GCSE text book, meaning that it may have been oversimplified to make it more accessible to pupils. It is reliable however as he would not want to risk his reputation.

How could you improve this? Has he completed all the necessary steps? Look back over the last few slides to help you.

# How do you improve this?

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- Yes – one way you could improve this is by adding a JUDGEMENT!

## Band descriptors and mark allocations

| | AO1(b) 4 marks | | AO4 (a–d) 6 marks | |
|---|---|---|---|---|
| BAND 4 | Demonstrates very detailed understanding of the key feature in the question. | 4 | Fully analyses and evaluates how and why the interpretations differ, demonstrating awareness of the wider historical debate. Analysis of the content, authorship and audience is undertaken to provide a well substantiated judgement about the extent of support provided for the view, set within the appropriate historical context. | 5-6 |
| BAND 3 | Demonstrates detailed understanding of the key feature in the question. | 3 | Analyses and evaluates the differences between the interpretations showing some awareness of the wider historical debate. Analysis of the content, authorship and audience is undertaken to reach a supported judgement on the set question within the appropriate historical context. | 3-4 |

# Practice Q3 - Do the interpretations support the view that view that prohibition was unpopular because of the increase in organised crime?[10]

- Interpretation 1

One of the consequences of the prohibition was the development of gangsterism and crime. Enforcement of prohibition was a difficult task and a growth in illegal drinking places took place. People called moonshiners distilled alcohol illegally. The increase in criminal behaviour caused public opinion to turn against prohibition.

- **John Simkin, an historian**, writing in an **article** on prohibition on his **academic website**, *Spartacus Educational* (**2014**)]

- Interpretation 2

Prohibition had made the USA lawless, the police corrupt and gangsters rich. There were however, sound economic arguments for getting rid of it. Legalising alcohol would create jobs, raise tax revenue and free up resources being used to enforce prohibition.

- **Ben Walsh**, an **author** of school history **textbooks**, in his book ***GCSE*** *Modern World History,* published in **1996**]

**AO1 Demonstrates very detailed understanding of the key feature in the question. – 4marks**

**AO4 Fully analyses and evaluates how and why the interpretations differ, demonstrating awareness of the wider historical debate. Analysis of the content, authorship and audience is undertaken to provide a well substantiated judgement about the extent of support provided for the view, set within the appropriate historical context. – 6marks**

# Model Q3

*(AO1) Interpretation 1 supports the view that prohibition was unpopular as it led to the "development of gangsterism and crime" (1). I know from my own knowledge that this is referring to the vast network of speakeasies, some 30,000 in New York alone, and the rise of Gangsters like Al Capone who were responsible for hundreds of murders like Chicago's infamous Valentines day massacre in feb 1929. (2 max on this part.)*

*(AO4) Interpretation 1 has this view as it was made by John Simkin, who is a trained historian and academic. He is writing in an article on an educational website, therefore his purpose is to educate and inform other historians but also to share his informed opinion on the issue with other informed academics. Simkin would be keen to do so honestly he would know that his reputation would depend on what he writes. If he is seen to over exaggerate, his audience, other academics, would hastily correct him meaning that he is careful to be as accurate as possible. As it was written in 2014, he would have the benefit of hindsight meaning that his view is current and would have considered views like the one we see in Interpretation 2.*

*(AO1)Interpretation 2 agrees in part with the view that prohibition led to organised crime as it states that it made the "USA lawless". It offers instead a different view for why it was abolished which is that "legalising alcohol would create jobs"(1). By this the interpretation is making a reference to the dire times which fell on to America following the Wall Street Crash leading to the Great Depression. I know that the Depression was the real reason for the end of the 18th Amendment as President Roosevelt was elected on the promise that he would abolish prohibition and use the tax revenue to create jobs through his costly New Deal program. (1)*

*(AO4) Interpretation 2 differs slightly from Interpretation 1 as Ben Walsh is writing for a younger audience, who lack the ability to make the complex links between the end of prohibition and the depression on their own. GCSE students lack the contextual understanding possessed by academics and only possess a basic vocabulary hence the reason why interpretation 2 uses simplified language. It is still useful as it was made to educate however Simkin may not find this as useful as a young person who would prefer a broad and balanced view. (2marks)*

*I would argue that both judgements are valid as a consequence and both support the view that prohibition led to organised crime. They only differ because of the audiences that they are aiming at, with interpretation 2 highlighting that it was not the terrible rise in crime that led to change but economic necessity brought on by the Wall street Crash. As an academic, Simkin is used to giving his opinion as he sees himself as an expert on the subject who is paid to quantify factors in order of importance whereas Walsh is not concerned with this, he seeks to give pupils a greater view of the debate to better inform his audience and let them work out what is the most important for themselves. (1mark)*

**AO1 Demonstrates very detailed understanding of the key feature in the question. – 4marks**

**AO4 Fully analyses and evaluates how and why the interpretations differ, demonstrating awareness of the wider historical debate. Analysis of the content, authorship and audience is undertaken to provide a well substantiated judgement about the extent of support provided for the view, set within the appropriate historical context. – 6marks**

# Q3 Task – now draw a picture/diagram illustrating how to structure the Q3 answer. (YOU will need to use your initiative) You can display this at home.

- Illustrate on to the drawing where you should reference the view.
- Where you should reference context
- Where you should reference why he has this view?
- Where you should comment on the Audience?
- Where you should comment on the purpose?
- Where you should come to a judgement about which view is best.
- Add on to your diagram where the marks are awarded.
- Colour each section. Then colour your answer with the same colours (i.e. the lines) where you have done this successfully.

Question – how well have you followed the structure? Give yourself a target – How will you improve?

# Q4 – (A source Q that is similar to Q3 but subtly different.)

- As this is a source Q and not an interpretation you Must refer to **both** the sources!
- If you forget to quote them you will get zero marks!!!
- Don't get the word *useful* muddled up with *reliable* which is not needed in this Q!

Definition

- Useful – can be used effectively by a historian to find out about the past.
- Reliable – can be trusted to be true by a Historian

Question 4

Study the sources below and then answer the question that follows.

Source C

> Every speakeasy had to make its own arrangements with the cops to survive. In our case it wasn't exactly a conflict, more like an act of friendship. We would bribe the police captain fifty dollars from time to time, and give a box of cigars to the cops on the beat. The cops could always count on us for free meals and alcohol.

[Charlie Berns, interviewed in a magazine just before his death in 1971. Berns ran a speakeasy in New York in the 1920s]

Source D

> When it comes to being offered a bribe to look the other way, all the cops are doing it. The extra money is just part of the job. When we're not working, we're drinking the very stuff we should be destroying. It's a win-win situation.

[Henry Skinner, police officer in Chicago speaking to new police recruits in 1927]

Which of these sources is more useful to an historian studying the issue of organised crime during the 1920s? [11]

[You should refer to both source in your answer and use own knowledge and understanding of the historical context.]

# Refer to both sources 1st again (separately). -

## *Step 1*

Start of paragraph 1

Source C is useful as I can infer from it that. . .

Start of paragraph 2

Source D is useful as I can also infer that. . . .

**Then link your own knowledge to this!**

Question 4

Study the sources below and then answer the question that follows.

Source C

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[Henry Skinner, police officer in Chicago speaking to new police recruits in 1927]

Which of these sources is more useful to an historian studying the issue of organised crime during the 1920s? [11]

[You should refer to both source in your answer and use own knowledge and understanding of the historical context.]

# Q4 - Step 2 and 3.

Step 2 - The source is also useful because of the attributes –

i.e. who wrote it,

when,

where,

why(purpose) and for

who(audience).

For these reasons the sources have ***strengths and limitations. Identify them.***

You need to consider these when deciding which is more useful.

Try to link context to explain why they have the view but also to use this information to make a judgement on which is more useful to the target audience. – a historian.

Step 3 - You must reach a judgement!

Question 4

Study the sources below and then answer the question that follows.

Source C

Every speakeasy had to make its own arrangements with the cops to survive. In our case it wasn't exactly a conflict, more like an act of friendship. We would bribe the police captain fifty dollars from time to time, and give a box of cigars to the cops on the beat. The cops could always count on us for free meals and alcohol.

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Which of these sources is more useful to an historian studying the issue of organised crime during the 1920s? [11]

[You should refer to both source in your answer and use own knowledge and understanding of the historical context.]

# Q4 - Have a go yourself – email your answers to your teachers.

- **Support**

**Paragraph 1**

- Source C is useful as from it I can infer that . . . By this it is referring to . . . as I know from my own knowledge that . . .

- Source C is also useful as it was written by . . . and this is important as . . . The source was produced in . . . and this is important as . . .. The fact it was written in . . . is also significant as . . .

**Paragraph 2**

- Source D is useful as from it I can infer that . . . By this it is referring to . . . as I know from my own knowledge that . . .

- Source D is also useful as it was written by . . . and this is important as . . . The source was produced in . . . and this is important as . . .. The fact it was written in . . . is also significant as . . .

**Your opinion/judgement.**

- In summary, I would argue that source . . . is more useful to a historian studying . . . as . . . and therefore . . .

Question 4

Study the sources below and then answer the question that follows.

Source C

Every speakeasy had to make its own arrangements with the cops to survive. In our case it wasn't exactly a conflict, more like an act of friendship. We would bribe the police captain fifty dollars from time to time, and give a box of cigars to the cops on the beat. The cops could always count on us for free meals and alcohol.

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Which of these sources is more useful to an historian studying the issue of organised crime during the 1920s? [11]

[You should refer to both source in your answer and use own knowledge and understanding of the historical context.]

# Q4 - Step 2 and 3.

Step 2 - The source is also useful because of the attributes –

i.e. who wrote it,

when,

where,

why(purpose) and for

who(audience).

For these reasons the sources have ***strengths and limitations. Identify them.***

You need to consider these when deciding which is more useful.

Try to link context to explain why they have the view but also to use this information to make a judgement on which is more useful to the target audience. – a historian.

Step 3 - You must reach a judgement!

Question 4

Study the sources below and then answer the question that follows.

Source C

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[Henry Skinner, police officer in Chicago speaking to new police recruits in 1927]

Which of these sources is more useful to an historian studying the issue of organised crime during the 1920s? [11]

[You should refer to both source in your answer and use own knowledge and understanding of the historical context.]

# Practice Q4

**QUESTION 4**

Study the sources below and then answer the question that follows.

**Source C**

As soon immigrants step off the ships, our problem has only just begun – Bolshevism, red anarchy, black-handers and kidnappers, challenging the authority and integrity of our flag. Thousands come here who will never take the oath to support our constitution. They fill places that belong to the wage earning citizens of America....They constitute a menace and a danger to us every day.

[James Thomas Heflin, a Republican Senator, speaking in 1921 in a debate in the Senate over whether to limit immigration]

**Source D**

Boston was one of the worst centres of the panic that reflected the campaign of the Department of Justice for the arrest and deportation of Reds. The terrorizing methods of the Government meant that in and out of the courtroom the Red hysteria was everywhere. The prosecutor played on the feelings of the jury by exploiting the unpatriotic and hated beliefs of Sacco and Vanzetti, and the judge allowed him to pervert the jury's mind.

[Felix Frankfurter, an expert in law and supporter of civil liberties, writing in an article on the Sacco and Vanzetti case for the *Atlantic Monthly* (March 1927)]

Which of the sources is more useful to an historian studying the issue of immigration to the USA during the period 1910-1929? [11]

*[You should refer to both sources in your answer and use your knowledge and understanding of the historical context.]*

- **3 steps to success. – Remember to balance your sources in terms of their content and knowledge. (Don't link loads of knowledge for source C and none for D. Briefly plan before you start to write.**

**Paragraph 1**

- Source C is useful as from it I can infer that . . . By this it is referring to . . . as I know from my own knowledge that . . .

- Source C is also useful as it was written by . . . and this is important as . . . The source was produced in . . . and this is important as . . .. The fact it was written in . . . is also significant as . . .

**Paragraph 2**

- Source D is useful as from it I can infer that . . . By this it is referring to . . . as I know from my own knowledge that . . .

- Source D is also useful as it was written by . . . and this is important as . . . The source was produced in . . . and this is important as . . .. The fact it was written in . . . is also significant as . . .

**Your opinion/judgement.**

- In summary, I would argue that source . . . is more useful to a historian studying . . . as . . . and therefore . . .

# Refer to both sources 1st again separately. -

i.e. source C is useful as I can infer from it that. . .
Source D is useful as I can also infer that. . . .

- The source is also useful because of the attributes – i.e. who wrote it, when, where, why(purpose) and for who(audience).
- The trick is to link context to explain why they have the view but also to use this information to make a judgement on which is more useful to the target audience. – a historian
- You must reach a judgement

**QUESTION 4**

Study the sources below and then answer the question that follows.

**Source C**

As soon immigrants step off the ships, our problem has only just begun – Bolshevism, red anarchy, black-handers and kidnappers, challenging the authority and integrity of our flag. Thousands come here who will never take the oath to support our constitution. They fill places that belong to the wage earning citizens of America....They constitute a menace and a danger to us every day.

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Boston was one of the worst centres of the panic that reflected the campaign of the Department of Justice for the arrest and deportation of Reds. The terrorizing methods of the Government meant that in and out of the courtroom the Red hysteria was everywhere. The prosecutor played on the feelings of the jury by exploiting the unpatriotic and hated beliefs of Sacco and Vanzetti, and the judge allowed him to pervert the jury's mind.

[Felix Frankfurter, an expert in law and supporter of civil liberties, writing in an article on the Sacco and Vanzetti case for the *Atlantic Monthly* (March 1927)]

Which of the [illegible] is more useful to an historian studying the issue of immigration to the USA during the period 1910-1929? [11]

*[You should refer to both sources in your answer and use your knowledge and understanding of the historical context.]*

***Indicative content***

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *both sources are of varying importance to an historian studying the issue of immigration to the USA during this period;*
- *Source C clearly reveals the degree of xenophobia prevalent among many at the time; it links immigration with Bolshevism and anarchy, challenging the basis of the American constitution; it accuses immigrants of taking the jobs of Americans and states they are a danger to the country;*
- *Heflin accurately reflects the view of many Republicans who used their influence to pass government legislation;*

- *the usefulness of the source can be evaluated in context as the attitude shown is very much of the period, demonstrated in issues such as the Red Scare, the Palmer Raids and the Sacco and Vanzetti case;*
- *Source D is also useful as it focuses upon the notorious example of the Sacco and Vanzetti case;*
- *it accuses the authorities of creating a panic, a 'Red hysteria'; it shows how the process of law had been perverted by the prevailing climate;*
- *both sources however, are biased and reflect different attitudes;*
- *Source D, although written by an expert in law, is also from a particular perspective; Frankfurter supported civil liberties and was strongly critical of the attitudes of people such as Heflin; he is writing an article to show the perceived injustice of the Sacco and Vanzetti case;*
- *neither source is more useful than the other but answers should be able to reach a judgement about the varying utility of the sources in an investigation into the issue of immigration to the USA during this period.*

# Model Q4

Source C is useful to a historian studying immigration as from it we learn that immigrants are responsible for crime and even worse communism. By this the source is referring to the Red Scare of the 1920s which followed the Russian revolution in 1917. This saw a flood of Russian immigrants from Russia.

Heflin has this view as he is a Republican senator meaning he is a right wing politician who were anti immigration leading to restrictions prior to 1921 like the literacy act of 1917 designed to close the open door. His opinion is over exaggerated as he wants to persuade other WASPs like him of the threat so that they support his attempts to pass further restrictions like the 1921 Immigration Act. His secret purpose is to play on peoples fears however to make himself popular so that they vote for him again at the expense of the immigrants in the USA. While biased therefore, the view is still useful to a historian wishing to discover the mood of many WASPs during the 1920s towards immigrants.

Source D is useful to a historian as it states that rather than immigrants bringing crime into the US, it was the USAs government that acted unlawfully terrorising immigrants with the Red Hysteria. By this it is referring to events such as the Palmer raids which illegally deported citizens for no other reason than they were born outside of the US.

Frankfurter has this view as he is an expert in law, so should be familiar with the law and how the law was broken in key trials like that of Sacco and Vanzetti. He is writing for a wide audience in the Atlantic Monthly, and so his purpose it to inform readers and change the narrative held among WASPs that immigrants are all bad. His writing in 1927 is significant, as this is the year Sacco and Vanzetti were executed. His secret purpose is therefore to highlight the injustice of the Sacco and Vanzetti case so that the president to pardon them. Sadly this does not happen and they are sent to the electric chair in August 1927 despite protests around the world.

While an expert opinion and reliable, Source D is not as useful as source C in my view. A historian would agree with the opinion in source D, as the Sacco and Vanzetti case was a terrible injustice. However, source D does nothing to reveal how America found itself in this terrible position. Source C is far more useful therefore to a historian studying immigration as it reveals the why. Politicians like Heflin found demonising immigrants useful to their political career. By plugging fear and mistrust, they encouraged WASPs to vote for them which is why there were 3 successive republican Presidents in the 1920s and why the open door policy was firmly shut despite the benefits that immigrants brought to the USA.

QUESTION 5 - Read the interpretation provided below and answer the question which follows.

***'The Wall Street Crash was caused by a period of boom and speculation that produced huge fortunes for a few.'***

[From an article called 'The working class in the Great Depression', published on a modern website The International Socialist Review.]

To what extent do you agree with this interpretation? [16]

[In your answer you should refer to how and why interpretations of this issue differ. Use your own knowledge and understanding of the wider historical debate over this issue to reach a well-supported judgement.]

Marks for spelling, punctuation and the accurate use of grammar and specialist terms are allocated to this question. [3]

*'The Wall Street Crash was caused by a period of boom and speculation that produced huge fortunes for a few.'* [From an article called 'The working class in the Great Depression', published on a modern website The International Socialist Review.] To what extent do you agree with this interpretation? [16] +3 SPAG

**Part 1 - AO1 – Knowledge section. 4marks – Describe what the interpretation is talking about – i.e What is the WSC? How did boom and speculation lead to it? Did a few make huge fortunes?**

**Part 3 – Wider Historical Context/Knowledge. Consider the counter view/why views differ – i.e Were other factors also significant? What other causes are there? Do people disagree?Ao1 and Ao4 – 4marks**

# Task - Plan how you could answer this question in detail before you move on!

Part 2 – Evaluate the interpretation – 4marks - Why does the author have this opinion? Consider the origins and the authors purpose, bias etc. Ao4

Part 4 - Judgement – AO4 – Reach a detailed conclusion about how valid the interpretation is in the context of the era. Do you agree or disagree? Explain! 4 marks

All parts must be completed or your score is limited to 4 marks! So unfair!!!

*'The Wall Street Crash was caused by a period of boom and speculation that produced huge fortunes for a few.'* [From an article called 'The working class in the Great Depression', published on a modern website The International Socialist Review.] To what extent do you agree with this interpretation? [16] +3 SPAG

**Part 1 - AO1 – Knowledge section. 4marks – Describe what the interpretation is talking about – i.e What is the WSC? How did boom and speculation lead to it? Did a few make huge fortunes?**

**Part 3 – Wider Historical Context/Knowledge. Consider the counter view/why views differ – i.e Were other factors also significant? What other causes are there? Do people disagree?Ao1 and Ao4 – 4marks**

Part 2 – Evaluate the interpretation – 4marks - Why does the author have this opinion? Consider the origins and the authors purpose, bias etc. Ao4

Part 4 - Judgement – AO4 – Reach a detailed conclusion about how valid the interpretation is in the context of the era. Do you agree or disagree? Explain! 4 marks

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*'The Wall Street Crash was caused by a period of boom and speculation that produced huge fortunes for a few.'* [From an article called 'The working class in the Great Depression', published on a modern website The International Socialist Review.] To what extent do you agree with this interpretation? [16] +3 SPAG

**Part 1 - AO1 – Knowledge section. 4marks – Describe what the interpretation is talking about – i.e What is the WSC? How did boom and speculation lead to it? Did a few make huge fortunes?**

Boom – rapid growth of economy = over confidence = get rich quick culture – consumerism = play on stock market = buying on the margin = over confidence in market which was overinflated = crash in October 1929. Only a few made huge profits - i.e. Black people, share croppers, immigrants, Native Americans did not!

**Part 3 – Wider Historical Context/Knowledge. Consider the counter view/why views differ – i.e Were other factors also significant? What other causes are there? Do people disagree?Ao1 and Ao4 – 4marks**

Other causes – over production – unstable economy. Republican policies – tariffs. Cant sell goods abroad. Laizze Faire, rugged individualism = lack of regulation of banks = Buying on the Margin.
Lack of understanding – taxi drivers gambled.

Part 2 – Evaluate the interpretation – 4marks - Why does the author have this opinion? Consider the origins and the authors purpose, bias etc. Ao4

Modern Website – hindsight - should be correct.
Audience – website so everyone. But will mainly be other socialists who already subscribe to this opinion.
The working class – shows focus of author. Bias
Int Socialist review – socialist viewpoint – anti republican! Bias.

Part 4 - Judgement – AO4 – Reach a detailed conclusion about how valid the interpretation is in the context of the era. Do you agree or disagree? Explain! 4 marks

In the short term – over speculation was key. =
Living on credit = unstable.
Long term more sig was culture of consumerism – republican presidents = culture of low regulation. Tariffs. Protectionism
Many did get rich – short term only, however boom was over by the 1930s – Great depression. 20s was party 30s hangover.

All parts must be completed or your score is limited to 4 marks! So unfair!!!

*'The Wall Street Crash was caused by a period of boom and speculation that produced huge fortunes for a few.'* [From an article called 'The working class in the Great Depression', published on a modern website The International Socialist Review.] To what extent do you agree with this interpretation? [16] +3 SPAG

**Part 1 - AO1 – Knowledge section. 4marks – Describe what the interpretation is talking about – i.e What is the WSC?**
**How did boom and speculation lead to it? Did a few make huge fortunes?**

Boom – rapid growth of eco… quick culture – consumeri… on the margin = over con… overinflated = crash in O… profits - i.e. Black people… Americans did not!

**Part 3 – Wider Historical Context/Knowledge. Consider the counter view/why views differ – i.e Were other factors also significant?**
**What other causes are there? Do people disagree?Ao1 and Ao4 – 4marks**

…tion – unstable economy. …ant sell goods abroad. Laizze …ack of regulation of banks = …ivers gambled.

Now have a go at writing this question. Time yourself to see how far you get in 20 min, mark this point, then finish the Q

Part 2 – Evaluate the interpretat… this opinion? Consider the origin…

…ailed conclusion about how valid the …ra. Do you agree or disagree?

Modern Website – hindsi… Audience – website so ev… socialists who already sub… The working class – shows … Int Socialist review – socialist viewpoint – anti republican! Bias.

…lation was key. = …e of consumerism – republican …egulation. Tariffs. Protectionism Many did get rich – short term only, however boom was over by the 1930s – Great depression. 20s was party 30s hangover.

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*'The Wall Street Crash was caused by a period of boom and speculation that produced huge fortunes for a few.'* [From an article called 'The working class in the Great Depression', published on a modern website The International Socialist Review.] To what extent do you agree with this interpretation? [16] +3 SPAG

The interpretation that 'the Wall Street Crash was caused by a period of boom and speculation' is a valid and accurate view to a certain extent. During the 1920s, companies were overproducing many goods such as cars (Hendy Ford was producing a car a minute) and consumerism began to rapidly grow during the period with the help of the production line and advertisements that enticed people to purchase luxury goods. What is more, the government urged banks to allow people to buy products with credit meaning the economy boomed further. However, this lulled a large majority of the population into a false sense of security, many of whom placed their faith into banks. In addition, there had been much speculation on the stock market; many people were confident that the stock market would continue to flourish and so, rather than putting savings into the banks, many placed large sums of money into the stock market. This caused the market to become unstable and, eventually, crash producing 'huge fortunes for [only] a few'.

**The interpretation was written in an article on a modern website and as such has been formed with the benefit of hindsight. It has been produced after the Great Depression, a period of time that continues to shape interpretations of the Wall Street Crash and its causes. Furthermore, the interpretation is very limited in scope. This is because the article is clearly focusing on the working class and as such the interpretation has been formed from a *socialist perspective*, most likely for a *socialist audience*. Therefore it is a subjective and an incomplete interpretation.**

The article does not, however, take into account a wider range of long and short-term factors and does not reach a valid conclusion that the Wall Street Crash was actually a combination of a wide range of factors. Optimism of investors had been shaken in the months prior to the Wall Street Crash and the markets were incredibly unstable; once people started to sell off their shares in the market, the stock market crashed more rapidly than perhaps it would have normally. This led to 'Black Tuesday' on 29 October 1929 where panic selling reached its height and sixteen million shares were traded with some having no buyers; this is now seen as the trigger of the Wall Street Crash. Longer term factors also helped cause the Wall Street Crash. In 1926 there had been signs that the economy was overheating; land prices in Florida had collapsed and farmers were overproducing food causing prices to drop rapidly. Furthermore, consumer debt was high due to easy credit and small banks with limited reserves offering generous credit terms. Finally, overseas trade, thanks to high tariffs on imported goods, fell during the period; trade had become internalised and the instability in the stock market was heightened by the lack of overseas trade.

In conclusion, the interpretation is very limited in scope and is socialist in its approach, therefore focusing on the working-class. Whilst it is a valid interpretation that speculation and boom did exacerbate an ongoing issue and therefore played a part in causing the Wall Street Crash, it is incomplete. However, economic historians would focus on the more economic and wide ranging factors that contributed to the crash. For example, people's reliance on credit, instability in the market from the mid-1920s and a false sense of security and confidence that ultimately led to an inflation of share-buying and then later panic selling which caused the crash. There are many different interpretations of what caused the Wall Street Crash. For example, a contemporary interpretation would differ to a modern interpretation primarily due to the fact that the modern interpretation is able to assess a range of factors and would be influenced by later events such as the Great Depression.

# Practice Q 5 number 2

Question 5

Read the interpretation below and answer the question which follows.

> 'The changes to the lives of women were the main development in American culture and society during this period'

[From an article called "middle-class women in the 1920s", published in a modern academic journal *Gender History Review*"]

To what extent do you agree with this interpretation? [16]

[In your answer you should refer to how and why interpretations of this issue differ. Use your own knowledge and understanding of the wider historical debate over this issue to reach a well-supported judgement]

Marks for spelling, punctuation and the accurate use of grammar and specialist terms are allocated for this question. [3]

'The changes to the lives of women were the main development in American culture and society during this period'

[From an article called "middle-class women in the 1920s", published in a modern academic journal *Gender History Review*"]

**Part 1 - AO1 – Knowledge section. 4marks – Describe what the interpretation is talking about – i.e What is the WSC?**
**How did boom and speculation lead to it? Did a few make huge fortunes?**

**Part 3 – Wider Historical Context/Knowledge. Consider the counter view (why views differ – other factors also significant?**
**What other causes are there? Do people disagree?Ao1 and Ao4 – 4marks**

Part 2 – Evaluate the interpretation – 4marks - Why does the author have this opinion? Consider the origins and the authors purpose, bias etc. Ao4

Part 4 - Judgement – AO4 – Reach a detailed conclusion about how valid the interpretation is in the context of the era. Do you agree or disagree?
Explain! 4 marks

All parts must be completed or your score is limited to 4 marks! So unfair!!!