

Transition Pack For A Level History



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Introduction

During your A Level studies you will be exploring new time periods, topics and themes in both breadth (Unit 1) and depth (Unit 2).

The three units you will be studying over your two-year A Level course are:

- **Unit 1K: USA: The Making of a Superpower, 1865-1975 (Mrs Whiting)**
- **Unit 2D: Religious Conflict and the Church in England, c.1529-c. 1570 (Mrs Horton)**
- **Unit 3: Coursework** – An independent historical investigation into protest in the 19th and early 20th century. A 4,500-word essay which is researched and written in Year 13.

The exam board we study A Level History with is **AQA**.

The specification can be found using this link:

<https://filestore.aqa.org.uk/resources/history/specifications/AQA-7041-7042-SP-2015.PDF>

The textbook we use for the Tudor course is from Oxford University Press (OUP):



Religious Conflict and the Church in England, c1529-c1570

ISBN: 978-0-19-835471-0

Price: £26.99

You will be given a textbook for your Tudors course. However, if you want to write in it, you will need to buy your own!

We are likely to use a variety of textbooks for the Unit 1, USA course.

PLEASE COMPLETE EITHER RESEARCH ACTIVITY 1 (USA) OR RESEARCH ACTIVITY 2 (TUDORS).

Year 11 to Year 12 Transition Tasks

Unit 1H: The making of a Superpower: USA, 1865-1975

Exam board: (AQA)

Research activity 1

Check

Read the following pages from an A Level textbook for Unit 1K. This section is entitled: *Ideological, social regional and ethnic divisions: Progress in civil rights under Martin Luther King*.

Apply

- Make notes under these headings:
 - Evidence on the **achievements** of Martin Luther King
 - Evidence on the **shortcomings** of Martin Luther's King's work
 - Complete a table like the one below with this information to show you understand the achievements of Martin Luther King and the ways in which his achievements have been exaggerated (shortcomings).

Achievements	Shortcomings

Analysis

Using your notes and the completed table, write a short essay to answer the following question: **'To what extent has the role of Martin Luther King in achieving civil rights for African Americans in the years 1960-68 been exaggerated?'**

Task submission

- Completed notes and table
- 500-word essay

3 Ideological, social, regional and ethnic divisions

The campaign for civil rights for African Americans dominated the 1960s, although the peaceful methods advocated by Martin Luther King were challenged by Malcolm X and the Black Power Movement.

Progress in civil rights under Martin Luther King

To what extent has the role of Martin Luther King in achieving civil rights for African Americans in the years 1960–68 been exaggerated?

The 1960s saw tremendous gains for African Americans. Martin Luther King worked hard and effectively to end segregation and gain civil rights for African Americans in the South. His profile was raised by a number of marches that gained worldwide publicity. However, some historians have questioned the importance of the role of King in bringing about civil rights legislation in the 1960s.

Progress in the early 1960s

The profile of the civil rights movement had been raised by events such as Montgomery and Little Rock (see pages 234–6) and was raised even further by sit-ins and the freedom riders.

In 1960, some students in Greensboro, North Carolina, used a sit-in to protest against an all-white café. King supported them. By August 1961, the sit-ins had attracted over 70,000 participants and resulted in over 3,000 arrests.

This direct action led activists to challenge the deep-rooted racism in the South even further in what became known as the 'freedom rides'. The Supreme Court decided in December 1960 that all bus stations and terminals that served interstate travellers should be integrated. The Congress of Racial Equality (CORE) wanted to test the decision by employing the tactic of the freedom ride. The freedom riders were civil rights activists who rode interstate buses into the Southern states where segregation laws were still in operation. These freedom rides began in Washington DC in May 1961 and continued throughout the summer of 1961, with over 300 of the riders being imprisoned. On 22 September, the Interstate Commerce Commission issued a regulation that ended racial segregation in bus terminals.

King's leadership

By 1963, King had become the leading figure in the civil rights movement (see page 237). He aimed to end segregation and to gain political equality for African Americans in the South. His methods were not particularly original, being very similar to Gandhi's in India and those advocated by previous black leaders such as Booker T. Washington (see page 88). King wanted African Americans to help themselves through peaceful methods such as marches and boycotts, to avoid the unnecessary alienation of white Americans.

Peace marches

When the Student Non-Violent Co-ordinating Committee (SNCC) mobilised students in Albany, Georgia, to protest against segregation, King went along to lead the march and was arrested. He used marches to draw attention to segregation but also to get himself arrested. Arrests such as this put a spotlight on the civil rights cause, providing national and international publicity.

Such methods were again employed in Birmingham, Alabama, in May 1963 where King led a march knowing that the racist police chief, Bull O'Connor, would act violently. O'Connor allowed his men to set dogs on the protestors and he then called in the fire department to use powerful hoses. Connor arrested 2,000 demonstrators as well as almost 1,300 children. Television witnessed the events, which were seen not only across the USA but also all over the world. This gave King all the publicity he wanted as it showed the violence of the authorities in the face of peaceful demonstrations. At this stage, President Kennedy became involved and it was agreed that desegregation would take place within 90 days.

After Birmingham, the civil rights groups wanted to maintain their high profile by organising a march on Washington. The march, which took place on 28 August 1963, began as a call for jobs and freedom, but it broadened to cover the aims of the whole of the civil rights movement. People came from all over America with as many as 250,000 taking part. King was the final speaker of the day and made his famous 'I have a dream speech'. The march was televised across the USA and did much for the civil rights movement. After the march, King and other leaders met to discuss civil rights legislation with President Kennedy, who confirmed his commitment to the cause.

President Johnson pushed Kennedy's Civil Rights Bill through Congress and it became law in 1964 (see page 244). However, it did not guarantee African Americans the vote. King decided, in 1965, to hold another march from Selma, Alabama, to Birmingham, to present a petition demanding voting rights. However, the marchers were attacked by police and state troopers on what became known as 'Bloody Sunday'. This encouraged President Johnson to introduce the Voting Rights Act of 1965 (see page 244).

The Southern Christian Leadership Conference (SCLC)

This was set up in 1957, just after the Montgomery bus boycott had ended. Its main aim was to advance the cause of civil rights but by non-violent methods. Martin Luther King helped to establish the SCLC and was its president from when it was set up until his assassination in 1968. The SCLC played a major role in the freedom marches of 1963 and the Voting Rights campaign, as well as the Selma marches.

▼ A photograph taken during the Birmingham civil rights march of 1963. It shows the fire department using powerful fire hoses against the marchers.



SNCC

The Student Non-violent Co-ordinating Committee was founded at Shaw University in Raleigh, North Carolina, in April 1960. Its first chairman was Nashville college student and political activist Martin Berry. In 1961, the group expanded its focus to support local efforts in voter registration as well as desegregation of public facilities. It played a major role in events in the early 1960s – sit-ins, freedom rides, the March on Washington and the Voter Registration campaign.

Achievements

On 4 April 1968, the day after giving a speech in Memphis in support of black refuse workers who were striking for equal treatment with their white co-workers, King was assassinated by a white racist, James Earl Ray.

The methods used by King were often very successful. However, has his role been exaggerated? Historians such as Kevern Verney have questioned the 'King-centric' approach – the overemphasis on the role of King to the civil rights movement of the 1960s – believing that it has underestimated the role of other individuals such as Philip Randolph and presidents Kennedy and Johnson, as well as the work of activists in organisations such as the National Association for the Advancement of Colored People (NAACP), see page 234, the Congress of Racial Equality (CORE), see page 260, the Southern Christian Leadership Conference (SCLC) and the Student Non-violent Coordinating Committee (SNCC).

- King was not directly involved in the sit-ins and freedom rides of the early 1960s. Indeed, it was the SNCC that mobilised the sit-ins. CORE, the SNCC and the NAACP worked together on the freedom rides. The Albany campaign of 1961–62 did not achieve anything for African Americans in Albany in the short term.
- Other activists played a key role, for example, female campaigners such as Gloria Richardson who, in 1962, set up the Cambridge Non-violent Action Committee in Cambridge, Maryland. This was the first adult-led affiliate of SNCC, and Richardson became its official spokesperson. It began with black Cambridge residents sitting in at segregated movie theatres, bowling alleys and restaurants, but the movement evolved into a struggle for the economic rights of Cambridge citizens, many of whom were burdened with low wages and unemployment. In addition, Fannie Lou Hamer was an American voting rights activist and civil rights leader. She was instrumental in organising Mississippi Freedom Summer for the Student Non-violent Coordinating Committee.
- The civil rights marches of 1963 helped to bring about important civil rights legislation. The Birmingham march of 1963 did not lead to desegregation. However, it did much to persuade Kennedy to introduce civil rights legislation in Congress. The Washington march of the same year was an important reason for the Civil Rights Act of 1964.
- The Voting Rights campaign and Selma marches were also important in encouraging the Voting Rights Act of 1965, after which there was a great rise in the number of African Americans voting in the South.
- During the years 1965–68 King remained in the forefront of the civil rights movement, focusing his attention on economic and social improvements for African Americans. In 1966, he focused his efforts on helping African Americans in the North by means of a major campaign in Chicago and, in 1968, he became involved in the Poor People's Campaign. However, in his 1967 book *Where Do We Go From Here?*, he admitted that this campaign 'just isn't working. People aren't responding'.

KEY DATES: MARTIN LUTHER KING

- 1960** First sit-in in Greensboro.
- 1963** Birmingham and Washington marches.
- 1965** Selma march.
- 1968** The assassination of Martin Luther King.

Source C An extract from *Access to History: Civil Rights in the USA 1945–68* by Vivienne Sanders, (Hodder Education), 2008, p.106.

The extent of King's contribution has always been controversial: Ella Barker insisted, 'the movement made Martin rather than Martin making the movement'. Although we have seen that King was frequently led rather than leading, his actions and involvement always gained national attention and sometimes provided the vital impetus for reform. His organisational skills were limited, but his ability to inspire others was peerless. Although his tactics and strategy were sometimes unsuccessful (and unappealing), the problems blacks faced were long-standing and enormous. He was a relatively moderate leader who made a massive contribution to the black cause.

To what extent is Source C a valid interpretation of the achievements of King?

Unit 2D: Religious conflict and the Church in England, c.1529 – c.1570

Exam board: (AQA)

Research activity 2

Check

Read the following pages from the A Level textbook for Unit 2D - Introduction

Apply

- Make notes under these headings:
 - The Monarchy
 - The Nobility
 - The Church
 - New religious ideas
 - England and Europe
 - The state of the Church by 1529
- Complete a table like the one below with this information to show you understand the strengths and weaknesses of the Catholic Church by 1529. Aim for at least 5 points for each.

Strengths	Weaknesses

Analysis

Using your notes and the completed table, write a **short essay** to answer the following question: **'The Catholic Church by 1529 was lively and powerful'. How far do you agree with this interpretation?**

Task submission

- Completed notes and table
- 500-word essay

Reading material for Research Activity 2

Unit 2D: Introduction to Religious conflict and the Church in England, c.1529-70

KEY TERMS

Privy Chamber: the private quarters of the monarch only accessible by those closest to the monarch. This area was heavily guarded in the reign of Henry VII and staffed by nobles whom he could trust

Privy Council: a group of advisers, usually members of the nobility and the higher clergy, chosen to help the monarch with governing the country

clergy: all those who were responsible for the running of the Church and taking church services were known as clergy

shires and boroughs: the administration of England was organised into counties, such as Leicestershire and Norfolk, and towns, or boroughs, such as Doncaster and Bristol. Shires and boroughs would be allocated a number of seats in the House of Commons, which electors would vote for

feudal: this was the system of government established in England after 1066 by which the king secured obedience and military service through grants of land

KEY TERM

The Court of the Star Chamber: this took its name from the ceiling decoration of the room in which it was held at Westminster Palace. The Court supervised the lower courts and could be appealed to directly. It gained much greater power under Henry VII

Christendom: the group of nations in which the Catholic Church was the established religion and in which the monarchs swore obedience to the Pope in religion

Archbishop of Canterbury: England was divided into two Provinces: York and Canterbury. The Archbishop of Canterbury was traditionally the senior cleric in England and was the Pope's representative in England

cardinal: a position appointed directly by the Pope. Cardinals were, and still are, responsible for the election of subsequent Popes and advised the Pope on the laws and doctrine of the Church

KEY TERM

abbey, monastery and priory: large rural monastic houses were known as abbeys, smaller ones as monasteries, and urban houses were most commonly known as priories

KEY TERM

Book of Hours: Books of Hours enabled people to follow the services which formed the pattern of a monk's day; they were lavishly illustrated

A CLOSER LOOK

The Printing Press

The printing press, a system of moveable type, was invented by Johannes Gutenberg in Mainz in 1450. The press, which could produce 3600 pages a day, transformed communication and gave access to new ideas to people who previously could not have afforded books. The importance of printing is discussed in Chapter 2.

The monarchy

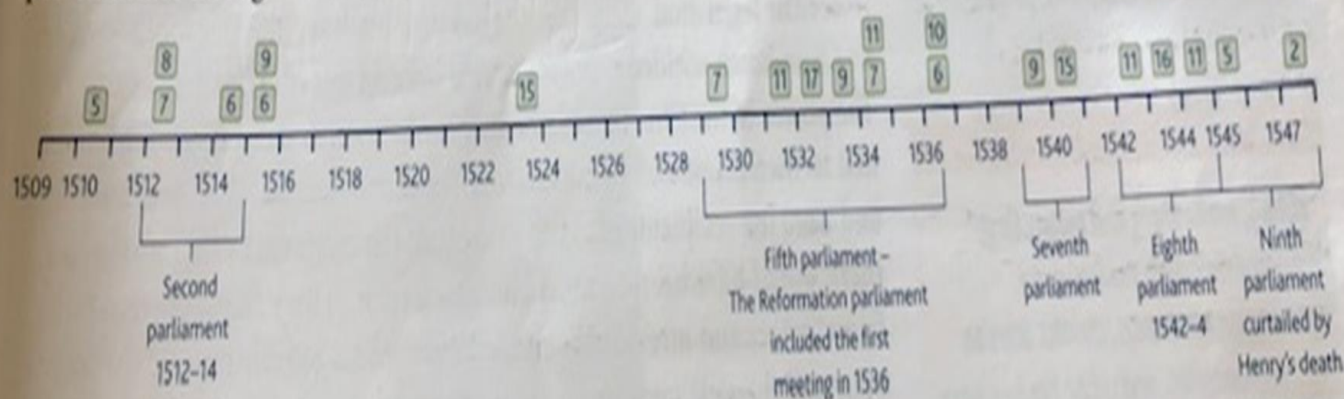
At the Battle of Bosworth in 1485 Henry Tudor defeated the reigning monarch, Richard III. This was the final battle in what is now known as the Wars of the Roses, the bitter conflict between the House of York and the House of Lancaster. Henry claimed to be the true Lancastrian heir of Edward III; a more secure claim to the throne was that of Elizabeth of York, the eldest surviving child of Edward IV, the Yorkist king and elder brother of Richard III. The marriage between Henry VII and Elizabeth of York is often portrayed as bringing to an end the Wars of the Roses, although that term was not coined at the time.

In fact, the coronation of Henry VII did not bring to an end challenges to the throne. The Pretenders Lambert Simnel and Perkin Warbeck, backed by foreign powers and promoted by nobles, some close to Henry VII, were not finally defeated until 1499. More serious were the challenges from male Yorkists, the White Rose faction, who had stronger and more legitimate claims to the throne than Henry VII. The continued existence of these claimants was a serious concern to Henry VII, but also to Henry VIII, especially when his wife failed to produce a male heir. Henry VIII was personally very aware of the vulnerability of the Tudor dynasty; as Henry VII's second son, he was suddenly propelled into the line of succession by the death of his brother Arthur, in 1502. As late as 1541 Henry dealt savagely with Margaret, Countess of Salisbury, the last remaining sister of Edward IV; his execution of the Earl of Surrey in 1546 was related to Surrey's outspoken statements about his bloodline. Concern about the succession was a predominant concern in the reigns of all the Tudors.

The nobility

A major reason for the instability which dominated the fifteenth century was not simply the competing claims to the throne, but the military and political strength of the higher nobility. Henry VII became king as the first amongst equals; by the time of his death he had restricted the power and influence

of those nobles who had destabilised previous reigns. Although Henry was helped by the death in battle of some of the powerful nobility, he achieved his pre-eminence through a shrewd combination of reward and punishment.



Numbers in squares = no. of weeks for which parliament met
In some years there were two sittings of parliament

In addition to their role as adviser to the king, informally through the **Privy Chamber** and more formally as **Privy Councillors**, the nobility had a political role in Parliament. Parliament was divided into the House of Lords in which the major nobility and leading **clergy** sat, and the lesser chamber, the House of Commons, which included both representatives of the **shires** and **boroughs** and Members of Parliament (MPs) from the towns and cities. Parliament was called infrequently and sat for short periods of time; its primary function was to grant the monarch the right to collect taxes, necessary only when England was threatened by foreign powers. The remainder of the time the king had to 'live of his own', using his crown lands and **feudal dues**. Under Henry VII and previous monarchs, legislation was rarely passed and such laws that were passed mainly concerned local issues. Nineteenth- and early twentieth-century historians argued that the role of Parliament was transformed by Henry VIII through the legislation passed to secure the break with Rome. More recently, the declining frequency of parliamentary sittings under Elizabeth has been stressed. However, the importance and function of Parliament underwent significant change in the years between 1529 and 1570.

The monarch maintained his authority through the presence of the nobility in the localities. These nobles were active in courts bringing criminals to justice. Legal cases relating to property were growing and were dealt with by lawyers working from the Inns of Court in London and, from Henry VII's reign, through the **Court of the Star Chamber**.

The Church

For good government and the maintenance of law and order the monarch was also dependent on the Church. The changing relationship between the monarch and the Church is the central theme of this course. England was part of wider **Christendom**; English monarchs in common with those in Europe swore obedience to the Pope in Rome. Henry VII had claimed legitimacy having been anointed with Holy oil by the **Archbishop of Canterbury** at his coronation at Westminster Abbey. Popes in Rome claimed to be the successors to Saint Peter, whom Christ had commanded to be the rock on which his Church would be built. As a result of the pressure which had been brought by Henry II in the twelfth century, the control of the Pope over England was somewhat less than in other European countries. Nevertheless, the Catholic Church was very powerful:

- The Church collected taxes which were sent to Rome.
- The law of the Church (**canon law**) was decided by the Pope and **cardinals** in Rome.

- Church courts, which offered the ultimate right of appeal to Rome, operated in England to try religious matters.
- Abbots and bishops sat in the House of Lords with a right to determine secular legislation.
- Churchmen wielded great power and influence as church advisers.

The power of the Church was present throughout England. Each settlement had its own priest and parish church. These had considerable local authority and were the recipients of tithes paid by all the community. In most areas there would have been an **abbey, monastery or priory** from where monks, friars, priors and nuns worked with communities to provide help for the poor and the sick, and education, particularly for the sons of the gentry. The power of the Church was extensive and for many was more tangible and present than that of the monarch. The omnipresent power and authority of the Church was a fundamental issue in the changes which took place between 1529 and 1570 and the cause of the widespread dislocation which followed.

Fig. 4 A procession of the clergy and nuns

Religion was the medium through which sixteenth-century men and women viewed the world. On a basic level, all things were explained by God's will or 'the work of the devil'. Much more significantly, for the majority of people the eternal life to come was more important than time spent on earth. People's lives were determined by religious expectations and ceremonies. The fear of an eternity spent in hell was very real, with vivid images reinforced by wall paintings and stained glass in the parish church. The requirements of a godly life would be made clear by the teaching of the priest and the means of reducing time spent in **purgatory** would be very clear to all. Purgatory was an immediate state after physical death in which those destined for heaven 'undergo purification, so as to achieve the holiness necessary to enter the joy of heaven'. Masses for the dead, gifts to the church, membership of guilds were all means by which an individual's name could be remembered and prayers said to hasten the soul's passage through purgatory to heaven. Pilgrimages, the acquisition of indulgences, praying to saints and viewing holy relics were central to people's everyday lives. So fundamental were these beliefs that attempts to challenge the doctrine and liturgy of the Church was to result in serious unrest, particularly in areas distant from London.

New religious ideas

The majority of the population did not question religious belief at all, although there would be criticisms of individual clergy and the disparate wealth of the poor and the higher clergy. However, towards the end of the fifteenth century those who were educated and could read were affected by the intellectual change which was taking place throughout Europe. This might loosely be termed the Renaissance. The Renaissance, which means 're-birth', was a **cultural movement** that began in Italy in the **Late Middle Ages**. The development of a realistic approach to painting was clearly evident in Art, but the movement also led to widespread educational reform.

The emphasis on learning based on **classical** sources and the desire to return to original Latin and Greek texts had, in its turn, a profound impact on religion. Initially, those who were able to access Greek religious texts and translate the Bible, such as Erasmus, wanted to transform the Church from within to restore what they saw as the original views of Christ. Many members of the nobility bought and followed **Books of Hours** and other religious texts so that they could aspire to greater spirituality.

In Europe the demand for religious change began to raise questions about fundamental principles of religious doctrine. The leading reformer **Martin Luther** argued that Christianity was fundamentally a phenomenon of the inner world of human beings and had little to do with the outer world. This was stressed in his *Sermon on Good Works* in which he argued that good works do not benefit the soul; only faith could do that. Luther also argued that faith was the gift of God to the individual; salvation could not be earned by doing good works approved by the Catholic Church. In 1521 Luther was excommunicated from the Church. The Pope was prompted to take this action after Luther's publication of *On The Freedom of a Christian*. This book was the basis of a new movement in which people first challenged belief and religion and went on to challenge political and economic beliefs and to assert a view of individualism which was very different from the community-based ideas of Catholicism.

Challenging Church teaching was *heresy*, the punishment for which was death by fire. In some respects, questioning of the authority of the Church was not new. In the late fourteenth century a religious movement known as Lollardy had formed in England to translate the Bible into English and question the role of the priest. Trials for heresy had driven this group underground and, until the advent of the printing press, there were limited methods of communication. By 1529 communication had improved, and the new ideas from Europe were gaining a stronger foothold particularly in London and East Anglia. Those influential members of society who could read and wanted to effect serious reform were key supporters of the attacks on the Church.

England and Europe

The spread of new religious ideas was aided by merchants involved in the woollen cloth trade. Indeed Europe was important to England not only for trade but in many other respects. Although England was an island, it was an integral part of Christendom and its widespread diplomatic network. The expectations of merchants dependent on trade, and the views of the clergy looking to Rome, were important. Most significant of all was the perspective of the monarch himself. Throughout his reign Henry VIII claimed the title of 'King of France'; not only the king but members of the nobility sought to reclaim the French territories which had been lost by Henry VI in the Hundred Years War. In fact, Henry VIII had squandered the substantial financial legacy of his father in two failed invasions in the first ten years of his reign. His failure to persuade Parliament to grant him taxes to invade again in the 1520s can be seen as a motivation to find more secure funding streams in the 1530s. By 1529 England held only the French town of Calais and had had to watch from the sidelines as the forces of the two most powerful leaders: Holy Roman Emperor Charles V and Francis I of France, met at Pavia in 1525. The success of Charles V and the defeat and subsequent incarceration of Francis I could have allowed Henry to invade France and regain the territory lost by 1453 had he had sufficient resources. As it was, Charles V carried on unchecked through the Italian States to occupy Rome and control the papacy.

The state of the Church in 1529

In 1529 the Church in England was relatively unchallenged. New religious ideas were developing on the continent of Europe and criticisms of the behaviour of clergy were being stimulated by the printing of books. However, for the monarch the Church was a critical ally; the monarch was given legitimacy through the coronation ceremony and this power was used to enforce law and order down to the level of the parish. The inter-dependence of King and Pope was clearly demonstrated in 1521 when Pope Leo X awarded Henry VIII the title of Defender of the Faith (in Latin, *fidei defensor*) in recognition of the work Henry had produced defending the seven sacraments of the Church against the challenge from the new religious ideas of Martin Luther. The initials FD are still used on British coinage today.

In this book you will be introduced to a period of major change in the English Church and Government. You will be able to examine the importance of piety, the influence of the new Humanism, and consider the conflicting values of Protestantism and Catholicism. These developments promoted conflict in turn between the Church and state with issues such as authority and conformity presenting major difficulties for the Tudor monarchs. How matters of faith were addressed and the degree of pragmatism employed will be prominent themes of this study.



Fig. 2 Choosing the Red and White Roses by Henry Payne (c1908)

followed.



Fig. 4 A procession of the clergy and nobility in 1512. How are the two groups linked?

KEY PROFILE



Fig. 6 Martin Luther is attributed with the first serious challenge to Papal Authority

Martin Luther (1483–1546) promoted the translation of the Bible into a language that common people could understand. He challenged the papacy with his ideas by nailing them to the door of the cathedral at Wittenburg in 1521. His criticisms were welcomed by many, especially in areas of trade and manufacture, who were able to read and write and had begun to criticise the Church's interpretation of biblical scriptures.

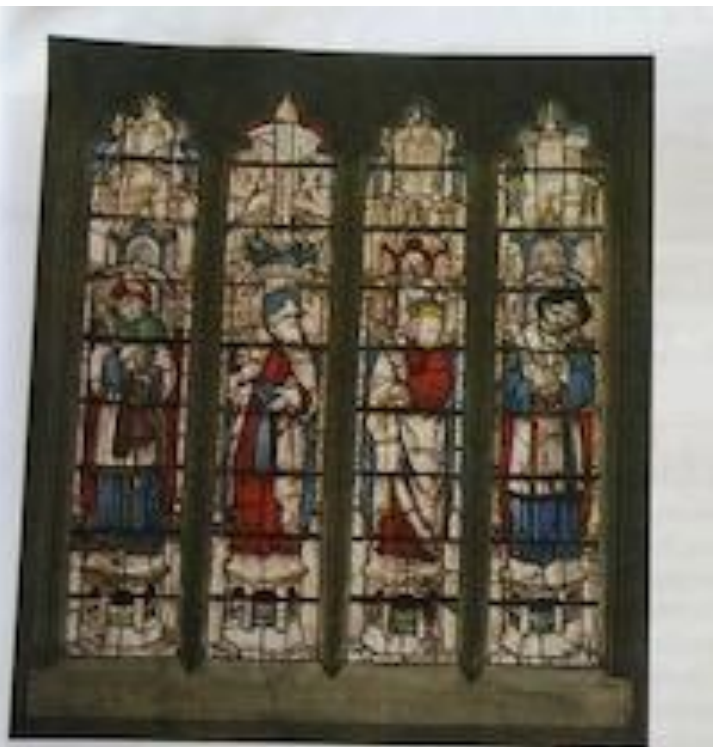


Fig. 5 Stained glass from Fairford Church

If you would like to deepen your knowledge and understanding of the topics we study at A Level, look at the list below:

- **Historical TV shows and films**

<https://www.historyextra.com/period/modern/best-historical-tv-shows-films-stream-right-now-uk-what-to-watch-netflix-amazon-prime-now-tv-us-america-period-dramas/>

- **Online videos/courses:**

Documentaries:

https://www.youtube.com/playlist?list=PL_ZhAiPE9mRS3fJOp6rGG6247GPEfiq2W

Future learn course on the Tudors

<https://www.futurelearn.com/courses/the-tudors>

- **Podcasts:**

BBC Four - <https://www.bbc.co.uk/programmes/p01dh5yg/episodes/downloads>

- **X (Twitter)**

[@HistoryExtra](https://twitter.com/HistoryExtra)

[@HardcoreHistory](https://twitter.com/HardcoreHistory)

[@hack_history](https://twitter.com/hack_history)

- **General history**

To improve your understanding of as many different periods of history as you can, you **could** read one of the following books:

The Silk Roads by Peter Frankopan (more difficult)

A Short History of the World by E.H.Gombrich (more straightforward)

Task submission

Please hand your completed essay to us during your first lesson back in September. Your essays may be typed or handwritten and should be a maximum of 500 words long.

- USA: The making of a Superpower essay (Activity 1)
maw@churchdownschool.com
- Religious conflict and the Church in England essay (Activity 2)
seh@churchdownschool.com