

America: Opportunity & Inequality 1920-73

A) Interpretations Questions

Interpretations Set 1 [Specimen Set 1]

Interpretation A John Gates, in his book 'The Story of an American Communist' published in 1959.

In the early 1930s Gates was a student. He had discovered the writings of Karl Marx in which he said that 'he found the answers to the causes of the Depression, socialism and a world brotherhood of man'. Soon afterwards he joined the Young Communist League.

We planned a demonstration of the unemployed during President Roosevelt's inauguration on March 4, 1933. I was chosen to open the demonstration and was arrested because we didn't have a permit to hold it. Listening to the broadcast when I was in jail, it did not sound exactly like a New Deal to me. I did not believe the President and had no confidence in him. He announced the closing of the banks and the introduction of a New Deal for the American people. It sounded to me like a possible dictatorship.

Interpretation B Rexford Tugwell in his book 'The Democratic Roosevelt' published in 1957.

Tugwell was a member of the Democratic Party and a close friend of Franklin D Roosevelt. In 1932 he joined a team to advise Roosevelt during the presidential election. Roosevelt consulted Tugwell about the banking crisis and the New Deal.

When Roosevelt died our society was much further forward than when he became President. It is true that there was a change from the old rugged individualism and laissez-faire ideas towards more government regulation. And a move away from individual responsibility for sickness, unemployment and old age to security for all. This helped those with the least power to bargain. We are a lucky people. If it had not been for this democrat we might have fallen to a dictatorship. For that was being talked about when he took charge.

01) Read **Interpretations A** and **B** from the Interpretations Booklet.

How does Interpretation B differ from Interpretation A **about President Roosevelt's New Deal?**

Explain your answer using Interpretations A and B.

[4 marks]

02) Why might the authors of Interpretations A and B have a different interpretation about President Roosevelt's New Deal?

Explain your answer using Interpretations A and B and your contextual knowledge.

[4 marks]

03) Which interpretation do you find more convincing about President Roosevelt's New Deal?

Explain your answer using Interpretations A and B and your contextual knowledge.

[8 marks]

Interpretations Set 2 [Specimen set 2]

Interpretation A From a book written by Doris E Fleischman, published in 1932.

Doris was writing about what life was like for women in the 1920s. She was a famous campaigner for the rights of women.

It was totally confusing to read the adverts in the magazines that showed vacuum cleaners, fridges and hundreds of other household devices which should lighten the jobs of women in the home.

Women living on farms did a great deal of work besides caring for their children, washing clothes and cooking, as they worked in the fields and looked after the animals. The largest group of American women were the families of labourers, miners, steel workers and unskilled workers. The wages of the men were generally so small that the women had to do extra work.

Interpretation B From an article written about flappers by F. Scott Fitzgerald published in the 1930s.

F. Scott Fitzgerald was an American novelist who, both in his personal life and in his books, showed what it was like to be a rich playboy during the boom of the 1920s. He and his wife Zelda, who he called 'the first American Flapper', became symbols of the Jazz Age.

It was an age of miracles and an age of over indulgence. There was a generation of women who saw themselves as flappers – the wildest of all generations deciding to take as much pleasure as they could. 'Eat, drink and be merry for tomorrow we die' was their motto. Although their grandmothers didn't know it, these young women had discovered alcohol and jazz.

01) Read **Interpretations A** and **B** from the Interpretations Booklet.

How does Interpretation B differ from Interpretation A **about women in the 1920s**?

Explain your answer using Interpretations A and B.

[4 marks]

02) Why might the authors of Interpretations A and B have a different interpretation about women in the 1920s?

Explain your answer using Interpretations A and B and your contextual knowledge.

[4 marks]

03) Which interpretation do you find more convincing about women in the 1920s?

Explain your answer using Interpretations A and B and your contextual knowledge.

[8 marks]

Interpretations Set 3 [2018]

Interpretation A Adapted from a speech made by President Ronald Reagan on 2 November 1983 after he had made a law creating a national holiday to celebrate Martin Luther King.

Dr Martin Luther King inspired our nation. He made equal rights his life's work. Across the country, he organised boycotts, rallies, and marches. Often he was beaten and imprisoned but never stopped teaching non-violence. On one hot August day in 1963, he addressed a quarter of a million people at the Lincoln Memorial and his words that day will never be forgotten.

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Interpretation B Adapted from interviews with Clayborne Carson, 2013. He spent his life studying the Civil Rights campaigns.

In his youth, Carson was a Civil Rights activist and he heard King's speech at the Lincoln Memorial in August 1963. At that time he worked with many ordinary people as well as the leading figures in the Civil Rights campaigns.

I have vivid memories of that day, but not of King's speech. My biggest impression was of the ordinary people I met there.

I have always believed in the grassroots nature of the freedom struggle rather than King's leadership. It was people like Rosa Parks who made it possible for King to display his leadership.

Without King, the Civil Rights campaigns would still have happened. Without the campaigns, King would just have been an articulate Baptist minister with no holiday named after him.

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01) Read **Interpretations A** and **B** from the Interpretations Booklet.

How does Interpretation B differ from Interpretation A **about Martin Luther King and the Civil Rights campaigns?**

Explain your answer using Interpretations A and B.

[4 marks]

02) Why might the authors of Interpretations A and B have a different interpretation about Martin Luther King and the Civil Rights campaigns?

Explain your answer using Interpretations A and B and your contextual knowledge.

[4 marks]

03) Which interpretation do you find more convincing about Martin Luther King and the Civil Rights campaigns?

Explain your answer using Interpretations A and B and your contextual knowledge.

[8 marks]

Interpretations Set 4

Interpretation A

Red Cole, a production worker who joined Ford aged 18, interviewed in a 1995 BBC documentary 'People's Century: On the line':

The thing about Mr Ford that stuck in my mind was that he started to pay \$5 a day. And that Mr Ford was like a God because he had control of so many thousands of people and had them in such order - the production lines, the coming and going, three shifts, eight hours each shift - days, afternoons and midnights - and everything to me was like clockwork and I was proud to be a part of it.

Interpretation B

Adapted from a 1969 biography of Ford by Booton Herndon, an award-winning reporter; Harry Bennett was Ford's second in command.

Bennett liked boxers and wrestlers, and many, particularly the big tough ones, ended up on the payroll. He sought out tough cops and hired them. He built up a small army of thugs who kept the workers under complete control. Anyone doing anything naughty, like talking union, was beaten to a pulp and fired.

01) Read **Interpretations A** and **B** from the Interpretations Booklet.

How does Interpretation B differ from Interpretation A about **working at Ford**?

Explain your answer using Interpretations A and B.

[4 marks]

02) Why might the authors of Interpretations A and B have a different interpretation about **working at Ford**?

Explain your answer using Interpretations A and B and your contextual knowledge.

[4 marks]

03) Which interpretation do you find more convincing about **working at Ford**?

Explain your answer using Interpretations A and B and your contextual knowledge.

[8 marks]

Interpretations Set 5

Interpretation A

Miguel Santos, an immigrant to New York from Cuba, interviewed in 1940 for the Federal Writers' Project, a US government scheme. He was speaking about his experience soon after arriving in New York in 1904:

Do you want to know the truth? The word 'liberty' is heard a lot in the USA. So how come, when we come here, do we have to stick together because of the hatred Americans feel towards us? They get drunk and they pick a quarrel. I said to one of them, "Why do you talk to me in this contemptuous [insulting] way?" and he closes his hand to threaten me. So, I threw the first punch, and this policeman comes to arrest me. And you talk about 'democracy' and the 'rights of man'!

Interpretation B

Louis Adamic emigrated from Slovenia in 1913 and settled in California. He wrote the following in his book, 'Laughing in the Jungle', published in 1932 describing what he had been told about America:

My notion of the United States is that it was a grand, amazing, fantastic place - the Golden Country, huge beyond conception, untellably exciting.

In America one could make pots of money in a short time, acquire immense holdings [land and property, wear a white collar and have polish on ones boots - and eat white bread, soup and meat on weekdays as well as on Sundays, even if you were an ordinary workman.

01) Read **Interpretations A and B** from the Interpretations Booklet.

How does Interpretation B differ from Interpretation A about **the immigrant experience in America in the 1920s**?

Explain your answer using Interpretations A and B.

[4 Marks]

02) Why might the authors of Interpretations A and B have a different interpretation about **the immigrant experience in America in the 1920s**?

Explain your answer using Interpretations A and B and your contextual knowledge.

[4 marks]

03) Which interpretation do you find more convincing about **the immigrant experience in America in the 1920s**?

Explain your answer using Interpretations A and B and your contextual knowledge.

[8 marks]

Interpretations Set 6

Interpretation A

Raymond Tarver, interviewed in 1940 for the Federal Writers' Project, a US government scheme; he was from a small town in South Georgia:

I worked for the First National bank. I was not wealthy at the time of the panic, but I had some savings and a good job. That was the trouble - my savings and my job disappeared at the same time. Even so I was more concerned about our customers. The saddest part was to see the widows, who had probably just been left a little insurance money and they put it in the bank. What were they going to live off now?

Interpretation B

Jerome Zerbe, interviewed for a book published in 1970; he was from a rich American family, who lived in Manhattan, one of New York's wealthiest areas, during the Depression; a Cadillac is an expensive car.

One day I saw this pathetic beggar, whom I'd always felt sorry for. This Cadillac drove up. And I'd just given him a quarter. And it picked him up. There was a woman driving it. And I thought: well, if they can drive a Cadillac, they don't need my quarter. His wife had a Cadillac. And I never saw breadlines, never in New York. If they were, they were in Harlem. They were never in this section of town. There were never any signs of poverty. The thirties were a glamorous, glittering moment.

01) Read **Interpretations A** and **B** from the Interpretations Booklet.

How does Interpretation B differ from Interpretation A about the **impact of the depression**?

Explain your answer using Interpretations A and B.

[4 Marks]

02) Why might the authors of Interpretations A and B have a different interpretation about the **impact of the depression**?

Explain your answer using Interpretations A and B and your contextual knowledge.

[4 marks]

03) Which interpretation do you find more convincing about the **impact of the depression**?

Explain your answer using Interpretations A and B and your contextual knowledge.

[8 marks]

Interpretations Set 7

Interpretation A

A trained designer interviewed in 1939 for the Federal Writers' project, a US government scheme. He lost his job at the start of the Great Depression but got work with one of the Alphabet Agencies (the Works Progress Administration - WPA) in Newburyport, Massachusetts:

All I can say is from where I'm standing, things are better now. I'm not work shy, I'm not a bum - I'm just a guy who needed a break. All the president's trying to do is pull the United States out of a rut. I mean, you can't blame the man for trying, can you?

Interpretation B

A man from a wealthy American family, who lived in Manhattan, one of New York's wealthiest areas, during the Depression. He is speaking in the 1960s in response to the question 'What does the phrase "New Deal" mean to you?':

It meant absolutely nothing except higher taxation. And that he did. He obviously didn't help the poverty situation in this country, although, I suppose. I don't know.

01) Read **Interpretations A** and **B** from the Interpretations Booklet.

How does Interpretation B differ from Interpretation A about **FDR's New Deal**?

Explain your answer using Interpretations A and B.

[4 Marks]

02) Why might the authors of Interpretations A and B have a different interpretation about **FDR's New Deal**?

Explain your answer using Interpretations A and B and your contextual knowledge.

[4 marks]

03) Which interpretation do you find more convincing about **FDR's New Deal**?

Explain your answer using Interpretations A and B and your contextual knowledge.

[8 marks]

Interpretations Set 8

Interpretation A

A female filmmaker Speaking in the 2013 film 'Feminist: Stories from Women's Liberation'; she was a teenager in the 1970s:

Imagine an America where women had the right to vote but could be rejected for a job because of their gender. Imagine an America where women were refused admission to colleges and denied access to credit cards. Imagine being a teacher and being fired for being pregnant. This is what America was like before the Women's Liberation Movement of the 1960s and 1970s. The Women's Liberation Movement changed women's lives socially, economically and politically. It was described as 'the revolution that will affect everybody'. And it did.

Interpretation B

Adapted from a 2001 magazine article by Barbara Epstein, a Social History professor at the University of California who completed her graduate degree during the 1960s:

Despite the dramatic accomplishments of the women's movement, gender equality has not yet been achieved. Many more women work outside the home but most continue to be concentrated in low-paying jobs; women earn, on the average, considerably less than men; women are much more likely than men to be poor. Responsibility for childcare remains largely the responsibility of women. In the 1960s and 1970s feminists protested the imbalance in power between men and women in family and personal relations. But these continue to exist.

01) Read **Interpretations A** and **B** from the Interpretations Booklet.

How does Interpretation B differ from Interpretation A about **the feminist movement**?

Explain your answer using Interpretations A and B.

[4 Marks]

02) Why might the authors of Interpretations A and B have a different interpretation about **the feminist movement**?

Explain your answer using Interpretations A and B and your contextual knowledge.

[4 marks]

03) Which interpretation do you find more convincing about **the feminist movement**?

Explain your answer using Interpretations A and B and your contextual knowledge.

[8 marks]

Interpretations Set 9

Interpretation A

From 'The Roosevelt I Knew' by Frances Perkins (1946); Perkins was a member of the Democratic Party and Secretary of Labour in Roosevelt's New Deal government:

The New Deal meant that ordinary people would have a better chance in life. Roosevelt understood that the suffering of the Depression had fallen on those people least able to bear it. He knew that the rich had been hard hit too, but at least they had something left. But the ordinary shopkeeper, the ordinary householder, the farmer who worked the soil himself, the man who worked for wages - these people were desperate. The idea was that all these forces of the community should be directed by making life better for ordinary people.

Interpretation B

Adapted from a speech by S. B. Fuller in 1980; he was a self-made, African-American businessman and a Republican:

The New Deal of Franklin Roosevelt hurt us. He was a rich man's son. All he received was given to him. So he thinks it's right to give. He didn't understand that when you give to people, you hurt them. We had soup lines and the Depression because men lost confidence in themselves. A dog you feed will not hunt. If you want a dog who hunts, you have to let him get hungry. You're free to eat if you pay for your food, and you're free to starve if you don't.

01) Read **Interpretations A** and **B** from the Interpretations Booklet.

How does Interpretation B differ from Interpretation A about **FDR's New Deal**?

Explain your answer using Interpretations A and B.

[4 Marks]

02) Why might the authors of Interpretations A and B have a different interpretation about **FDR's New Deal**?

Explain your answer using Interpretations A and B and your contextual knowledge.

[4 marks]

03) Which interpretation do you find more convincing about **FDR's New Deal**?

Explain your answer using Interpretations A and B and your contextual knowledge.

[8 marks]

Interpretations Set 10

Interpretation A

Changes in society after the First World War. From the book 'The Perils Of Prosperity' by W.E. Leuchtenberg, 1958:

There was never a time in American history when youth had such a special sense of importance as in the years after the First World War. There was a gulf between the generations. Young men who had fought in the trenches felt they knew a reality their elders could not even imagine. Younger girls no longer consciously modelled themselves on their mothers, whose attitude seemed irrelevant in the 1920s.

Interpretation B

Another view Of American society after the First World War. From the book, 'America in the Twentieth Century' by J.T. Patterson 1988:

Though a few upper-class women in the cities talked about throwing off the older conventions - they were the flappers - most women stuck to more traditional attitudes concerning "their place". Most concentrated on managing the home. Their daughters were likely to prepare for careers as mothers and housewives.

01) Read **Interpretations A** and **B** from the Interpretations Booklet.

How does Interpretation B differ from Interpretation A **about women in the 1920s**?

Explain your answer using Interpretations A and B.

[4 Marks]

02) Why might the authors of Interpretations A and B have a different interpretation about women in the 1920s?

Explain your answer using Interpretations A and B and your contextual knowledge.

[4 marks]

03) Which interpretation do you find more convincing about women in the 1920s?

Explain your answer using Interpretations A and B and your contextual knowledge.

[8 marks]

Interpretations Set 11

Interpretation A

An analysis of the New Deal, taken from the article 'The new deal in Review' in the magazine 'The New Republic', 1940:

The New Deal has clearly done far more for the general welfare of the country and its citizens than any other administration (ie. government) in the previous history of the nation. Its relief for the under privileged in city and country has been indispensable. Without this relief and appalling amount of misery would have resulted... In addition the new Deal has accomplished much of permanent benefit to the nation.

Interpretation B

Criticism of the New Deal by an American who supported the Republican Party. It is taken from a book by R. Shaw, 'The New Deal; Its Unsound Theories and Irreconcilable Policies', published in 1933:

The New Deal is nothing more or less than an effort to take away the savings of hard-working families and to give them to those who do not deserve them and never will. This destroys the incentive for people in the future to save and become wealthy. This goes against all the ideas upon which our nation has been founded.

01) Read **Interpretations A** and **B** from the Interpretations Booklet.

How does Interpretation B differ from Interpretation A about **FDR's New Deal**?

Explain your answer using Interpretations A and B.

[4 Marks]

02) Why might the authors of Interpretations A and B have a different interpretation about **FDR's New Deal**?

Explain your answer using Interpretations A and B and your contextual knowledge.

[4 marks]

03) Which interpretation do you find more convincing about **FDR's New Deal**?

Explain your answer using Interpretations A and B and your contextual knowledge.

[8 marks]

Interpretations Set 12

Interpretation A

From a book written by Jameson Clew, published in 1968.

Clew was writing about the reactions to Martin Luther King's death in the Chicago Tribune. He was an African American who actively supported the Civil Rights movement in the 1950s and 60s:

Martin Luther King was the voice of the whole nation. He reached out to the hearts and minds of the American public, His *I have a Dream* speech shamed those who had turned their backs on African Americans and had not fulfilled the promises made again and again throughout the 20th century. His Of Mississippi and beyond. The Civil Rights movement had existed since 1909 but without a leader of the calibre of King its progress was slow and disjointed. At Selma, King calmed the crowd and turned a potentially very dangerous situation into a dignified victory for all those who took part. The Civil Rights movement embraced King and he became the movement. Without him there would have been no Civil Rights Act in 1964.

Interpretation B

From 'Civil Rights: power from the People' by Charles Pearson, published in 2002.

Pearson is Professor of Politics and History at New York State university and is known as the author of many books exploring the importance of mass movements in political change:

Martin Luther King was an important figurehead of the Civil Rights movement but he was a man propped up on the support of those around him. The Montgomery Bus Boycott is just one of many examples of how the organisation of a group (the MIA) and drive of its members were what made it a success. The Civil Rights movement was not about one man and if it was it was the student who refused to leave a white area; the working man who refuses to get the bus; the woman who will not give up her seat; or the 250.000 people who march together on Washington. It is these many small and significant people that define a movement.

01) Read **Interpretations A** and **B** from the Interpretations Booklet.

How does Interpretation B differ from Interpretation A about the **reasons for the success of the Civil Rights Movement**?

Explain your answer using Interpretations A and B.

[4 Marks]

02) Why might the authors of Interpretations A and B have a different interpretation about the **reasons for the success of the Civil Rights Movement**?

Explain your answer using Interpretations A and B and your contextual knowledge.

[4 marks]

03) Which interpretation do you find more convincing about the **reasons for the success of the Civil Rights Movement**?

Explain your answer using Interpretations A and B and your contextual knowledge.

[8 marks]

Interpretations Set 13

Interpretation A

An extract from one chapter of a published 2017, written by Historian Bruce J. Schulman, called "Oxford History of the United States".

Bruce J. Schulman is a proud supporter of the Democratic Party, and makes this clear in much of his published work:

The films and radio stories about exciting parties and social events were just a dream for millions of Americans. Not all Americans were wearing strange new “flapper” clothes or dancing until early in the morning. Millions of Americans in small towns or rural areas continued to live simple, quiet lives. Life was still hard for many people including blacks, foreigners, and other minority groups.

Interpretation B

President Herbert Hoover in his inaugural address (first speech) to the country after he was elected President in 1929.

Hoover was the third successive Republican President. This meant that the Republican party had been in power since 1920:

Ours is a land rich in resources; filled with millions of happy homes; blessed with comfort and opportunity. In no nation is progress more advanced than America. In no nation are the people more secure. No country is more loved by its people, and in no country to people have a greater love for life. I have no fears for the future of our country. It is bright with hope that the prosperity of the 1920s will continue on.

01) Read **Interpretations A** and **B** from the Interpretations Booklet.

How does Interpretation B differ from Interpretation A about **the American people's experience of the economic boom in the 1920s**?

Explain your answer using Interpretations A and B.

[4 Marks]

02) Why might the authors of Interpretations A and B have a different interpretation about **the American people's experience of the economic boom in the 1920s**?

Explain your answer using Interpretations A and B and your contextual knowledge.

[4 marks]

03) Which interpretation do you find more convincing about **the American people's experience of the economic boom in the 1920s**?

Explain your answer using Interpretations A and B and your contextual knowledge.

[8 marks]

B) The 'Describe' Question

04) Describe two problems faced by Presidents Kennedy and Johnson in dealing with the Civil Rights protests during the 1960s.

[4 marks]

04) Describe two problems faced by President Roosevelt from the opposition to the New Deal.

[4 marks]

04) Describe two features of the US constitution.

[4 marks]

04) Describe 2 ways in which an investigator might make money from 'playing the stock market'.

[4 marks]

04) Describe the problem of poverty faced by two groups of people in America in the 1920s.

[4 marks]

04) Describe two new developments in American entertainment in the 1920s.

[4 marks]

04) Describe two problems faced by immigrants to America in the 1920s.

[4 marks]

04) Describe two problems in the American economy that contributed to the Wall Street Crash.

[4 marks]

04) Describe two developments in popular culture in the 1930s.

[4 marks]

04) Describe two successes of the Civil Rights Movement.

[4 marks]

04) Describe two ways in which people tried to achieve equal rights for women in the early 1960s?

[4 marks]

04) Describe two ways in which prohibition had an impact on society.

[4 marks]

04) Describe two reasons why America became so rich in the 1920s.

[4 marks]

04) Describe 2 problems faced by American farmers during the depression of the 1930s.

[4 marks]

04) Describe two ways that life for women changed in the 1920s.

[4 marks]

04) Describe two effects of the Wall Street Crash.

[4 marks]

04) Describe two ways in which African Americans protested peacefully in the 1960s.

[4 marks]

04) Describe two measures introduced by the Democratic Government as part of the “Great Society” in the 1960s.

[4 marks]

04) Describe two ways in which the Ford motor industry affected the boom in US economy in the 1920s.

[4 marks]

04) Describe two ways that consumerism affected people’s lives in the 1950s.

[4 marks]

04) Describe two ways that life the Civil Rights Acts of 1960s helped to stop racial discrimination.
[4 marks]

04) Describe two ways that social life changed in the 1920s.
[4 marks]

04) Describe two reasons why prohibition was introduced.
[4 marks]

04) Describe two ways that life the Civil Rights Acts of 1960s helped to stop racial discrimination.
[4 marks]

04) Describe two ways that Republican party helped businesses to expand in the 1920s.
[4 marks]

04) Describe two ways in which the motor car encouraged social change.
[4 marks]

C) The 'In What Ways' Question

05) In what ways were the lives of women affected by the campaign for more equality in the USA during the 1960s and early 1970s?

Explain your answer.

[8 marks]

05) In what ways did the lives of African Americans and women change during the Second World War?

Explain your answer.

[8 marks]

05) In what ways did the lives of ordinary Americans change as a result of the economic boom in the USA during the 1920s?

Explain your answer.

[8 marks]

05) In what ways did the lives of some American women change in the 1920s?

Explain your answer.

[8 marks]

05) In what ways did Prohibition change US society?

Explain your answer.

[8 marks]

05) In what ways did the lives of African Americans change in the 1920s?

Explain your answer.

[8 marks]

05) In what ways were the lives of ordinary American people affected by the Great Depression?

Explain your answer.

[8 marks]

05) In what ways did FDR's New Deal cause social and economic change?

Explain your answer.

[8 marks]

05) In what ways did the prosperity of American citizens show itself in the 1950s?

Explain your answer.

[8 marks]

05) In what ways did Americans try to improve the Civil Rights for African Americans?

Explain your answer.

[8 marks]

05) In what ways did LBJ try to fulfil his promise of a 'Great Society'?

Explain your answer.

[8 marks]

05) In what ways were American attitudes and lifestyles influenced by television in the 1950s and 60s?

Explain your answer.

[8 marks]

05) In what ways were the lives of women influenced by the campaign for equality during the 1960s and early 1970s?

Explain your answer.

[8 marks]

05) In what ways did the development of jazz lead to changes in society?

Explain your answer.

[8 marks]

05) In what ways did the actions of President Hoover lead to the election of Roosevelt in 1932?

Explain your answer.

[8 marks]

05) In what ways were American people affected by the first New Deal?

Explain your answer.

[8 marks]

D) The 'Bullet Points' Question

06) Which of the following was the more important reason why there were more opportunities in America in the 1920s:

- economic growth
- social changes?

Explain your answer with reference to **both** reasons.

[12 marks]

06) Which of the following achieved more in the 1960s and early 1970s:

- Campaigns to improve the rights of African-Americans
- Campaigns to improve the rights of women?

Explain your answer with reference to **both** reasons.

[12 marks]

06) Which of the following had a greater impact on America in the 1920s:

- The Klu Klux Klan
- The Red Scare?

Explain your answer with reference to **both** reasons.

[12 marks]

06) Which of the following was the more important reason for FDR's victory in the 1932 election:

- Hoover's handling of the Great Depression
- FDR's 1932 political campaign?

Explain your answer with reference to **both** reasons.

[12 marks]

06) Which of the following experienced greater change during World War 2:

- Women
- African Americans?

Explain your answer with reference to **both** reasons.

[12 marks]

06) Which of the following had a greater impact on people in post-war America:

- McCarthyism
- Changes in the US economy?

Explain your answer with reference to **both** reasons.

[12 marks]

06) Which of the following made America a better, fairer society:

- Kennedy's New Frontier
- Johnson's Great Society?

Explain your answer with reference to **both** reasons.

[12 marks]

06) Which of the following was the more important reason why the economic boom of the 1920s was sustained in the USA:

- Hire Purchase
- Mass Production?

Explain your answer with reference to **both** reasons.

[12 marks]

06) Which of the following was the more important reason in the ending of prohibition in 1933:

- The failure of law enforcement against illegal speakeasies
- The violence of gangsters controlling the illegal trade of alcohol?

Explain your answer with reference to **both** reasons.

[12 marks]

06) Which of the following was the more important reason why America recovered from the Great Depression:

- FDR's New Deal
- WW2?

Explain your answer with reference to **both** reasons.

[12 marks]

06) Which of the following was the more important reason why Senator McCarthy was so successful in encouraging the fear of Communism?

- The international situation c.1950
- The situation inside the USA c.1950.

Explain your answer with reference to **both** reasons.

[12 marks]

06) Which of the following was the more important reason why the civil rights movement made progress in the 1960s?

- The policies and activities of Martin Luther King Jr.
- The policies and activities of the Black Power Movement

Explain your answer with reference to **both** reasons.

[12 marks]

06) Which of the following was the more important reason for changes in women's lifestyles in the decades after the Second World War?

- Modern technology in the home
- Changing attitudes towards women's rights

Explain your answer with reference to **both** reasons.

[12 marks]