



A-LEVEL HISTORY

A-LEVEL SUMMER ASSIGNMENT

Activity 1:

To prepare you for your first study unit: the USA 1917-1996, we offer you a choice of five topics (below) to research and then write an essay. Choose one and use the suggested resources to help you.

Was the sinking of the Lusitania the reason the USA joined the First World War in 1917?

- <https://www.youtube.com/watch?v=y59wErqg4Xg>
- <https://history.state.gov/milestones/1914-1920/wwi>
- <https://www.historyhit.com/5-reasons-us-entered-ww1/>

How far is it true that Americans were opposed to entry into the First World War in 1917?

- <https://www.youtube.com/watch?v=l6z4vdenXbo>
- <https://zinnedproject.org/materials/protesting-the-first-world-war/>
- <http://www.history.com/topics/world-war-i/world-war-i-history/videos/the-us-in-world-war-i>
- <https://www.iwm.org.uk/history/voices-of-the-first-world-war-arrival-of-the-american-troops>

To what extent did WW1 improve the status of women in the USA?

- <https://www.nwhm.org/online-exhibits/progressiveera/worldwar1.html>
- <https://study.com/academy/lesson/the-role-of-american-women-before-during-after-wwi.html>
- <https://americanhistory.si.edu/collections/object-groups/women-in-wwi>

'The status of African Americans was advanced by their involvement in WW1' How far do you agree with this statement?

- <http://exhibitions.nypl.org/africanaage/essay-world-war-i.html>
- <https://time.com/5450336/african-american-veterans-wwi/>
- <https://armyhistory.org/fighting-for-respect-african-american-soldiers-in-wwi/>

What were the reasons the 'Spanish flu' killed so many Americans in 1918?

- <https://www.militaryhistoryonline.com/WWI/PlagueOfSpanishLady>
- <https://www.smithsonianmag.com/history/why-did-1918-flu-kill-so-many-otherwise-healthy-young-adults-180967178/>
- <https://www.history.com/news/spanish-flu-second-wave-resurgence>

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Activity 2:

This task is designed to give you an excellent introduction to the Paper 1 course: 'In search of the American Dream: the USA c1917 – 96.'

Your task: you are going to complete a 'Presidential fact file' for every American president from Woodrow Wilson to Bill Clinton. For each president, you may want to consider the following key facts:

- Brief background and political experience
- Years in power, party affiliation, electoral campaign(s)
- Key beliefs, policies, speeches, events (give relevant examples)
- Context: what was happening both in the country and in the world during each administration? In what ways did the political landscape impact on the presidency?
- Any additional information you think is important and relevant

Use the following resources to help you.

Websites:

- <https://www.whitehouse.gov/about-the-white-house/presidents/>
- <https://millercenter.org/president>
- <https://www.biography.com/us-president/lyndon-b-johnson>

Documentaries:

- <https://www.thirteen.org/blog-post/presidents-documentaries/>
- <https://www.youtube.com/watch?v=vnVwvPpdFeY>
- <https://www.bbc.co.uk/programmes/p03n2f78>





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Extension task:

Once you've completed your research, use your information to think about, plan and answer the following questions:

1. Who was the most and the least successful president of the era, and why? (Consider criteria for what constitutes 'success' here e.g. successful domestic and/or foreign policy, unity/division within the country, relationship with media, impact and legacy)

2. Identify which presidents are the most and least similar to Donald Trump and then answer this question:

How accurate is it to suggest that Trump represents more continuity than change with former presidents? (As above, consider criteria for what constitutes 'continuity and change' here e.g. beliefs, policies, media representation, level of popularity/extent of opposition, scandals)

These tasks are to be completed to a minimum of 1500 words and are due the first lesson in September 2022. Please bring a hard copy to your teacher.

- The History Department