

## Y12/Y13 History SIL

### Assignment 1. Coursework

Make sure you have researched and done notes on the bullet points on all the kings (Richard II- Richard III) from your purple what you need to know booklet. Carrel is the core text for each monarch (not Wikipedia) so you need to have read all the relevant chapters, your notes do not have to be excessive as you will not be sitting an exam in this but you do need to cover the main points. If you haven't already make sure you have watched [The Plantagenets – The Death of Kings](#) and have filled in the worksheet at the end of this document. This is an excellent overview of the whole period.

You should do some extra reading I suggest reading parts of Dan Jones's *The Hollow Crown*, it is brilliant and full of death and gore. If you want something a bit shorter D R Cooks *Lancastrians and Yorkists: The Wars of the Roses* (Seminar Studies In History) is a good summary of the main battle period. The Penguin Monarchs series is very good too. There is a reading list in your booklet and Dan Jones' *Wars of the Roses* C5 documentaries so you can probably find them online. Historical fiction is a good way to build up your knowledge and interest (to a degree!) Philippa Gregory's *Cousin's Wars* series is good about the women of the wars of the roses and Conn Iggulden's *Wars of the Roses* series. Here's the RIII carpark doco if you want to watch it <https://www.youtube.com/watch?v=P8QDa1zuUd4>

Then make a fully detailed plan of the essay element of your coursework. Based on all of your research start planning what made an exemplar medieval king. The coursework question is 'An exemplar of medieval Kingship.' How accurate is this statement on King Henry V in relation to the other Plantagenet monarchs in the period, 1377 to 1485?' To plan this think about the things that made the various kings successful/unsuccessful. These headings will form the basis of your paragraphs in your coursework. Then under each heading write down 2/3 examples of kings who were either exemplars in that quality or were not exemplars and give some reasons for your choice. You MUST include examples of all the different kings we did somewhere in your planning. The sheets in the back of your white coursework booklet may help with your planning as there are some suggestions of the themes there, I have also included them at the end of the document, don't worry too much about the source references now. There are also some graphic organisers on teams that might help your planning and you could make more graphic organisers for the other kings. The more planning you do now while it is fresh in your mind the easier it will be to do your plan.

## **Assignment 2. Preview**

Edward VI

Read through the chapters on Edward VI in your textbook as we will start back with him in the first week.

## **Assignment 3. Source planning**

Plan out a detailed plan to the question below for all three sources. This is good re-cap for when we start Russia again and we will later write up a full answer. Remember the differences between Tudor and Russia questions.

### **Source 1 From 'What we are fighting for: news of the Kronstadt Revolutionary Committee', published in the Kronstadt newspaper, March 1921.**

The Communists have instilled constant fear of the Cheka, whose horrors surpass even the tsarist regime. Russia is drenched with the blood of those martyred for the greater glory of Communist dominion. In that sea of blood the Communists are drowning all the bright promises of the workers' revolution. The Communist Party is not the defender of the labouring masses. Workers' strikes have multiplied, but the Bolshevik police regime has taken every precaution against the inevitable Third Revolution, terrorising the rebels with prison, shooting and other barbarities. There is no middle road. To conquer or to die! In Kronstadt is laid the new road to Socialist creativeness. Without shedding any blood, the workers and peasants march on, leaving behind both the bourgeois Constituent Assembly and the Communist dictatorship with its Cheka and state capitalism, which threatens to strangle the workers. Kronstadt has raised the banner of rebellion. It cannot be that the Kronstadt explosion should fail to arouse the whole of Russia and, first of all, Petrograd.

Source 2

### **From a letter written by Trotsky in exile in Mexico, to be read at the Moscow show trials of 1937. Trotsky had been the Red Army commander in 1921 during the Kronstadt uprising.**

The best, most self-sacrificing sailors were completely withdrawn from Kronstadt and played an important role at the fronts and in the local soviets throughout the country. What remained was the grey mass, without political education and unprepared for revolutionary sacrifice. The country was starving. The Kronstadters demanded privileges. The uprising was dictated by a desire to get privileged food rations. All the reactionary elements, both in Russia and abroad, immediately seized upon this uprising. The White émigrés demanded aid for the insurrectionists. The victory of this uprising could bring nothing but the victory of the counter-revolution, entirely independent of the ideas the sailors had in their heads. But the ideas themselves were deeply reactionary. They reflected the hostility of the backward peasantry toward the worker, the self-importance of the soldier or sailor in relation to 'civilian' Petrograd, the hatred of the petty bourgeois for revolutionary discipline.

Source 3

**From Alexander Berkman's personal memoir, 'The Russian Tragedy', published in 1922. Berkman was a leading Russian anarchist who petitioned the Communist Government to adopt a peaceful solution to the Kronstadt crisis.**

The Kronstadt movement was spontaneous and peaceful. It ended in a bloody tragedy entirely due to Communist dictatorship. Kronstadt had faith in the possibility of a friendly solution, crediting the Communist Government with some sense of justice and liberty. Kronstadt proves once more that the State has no soul, no principles. It has one aim: to secure and hold power at any cost. Kronstadt demanded only free elections to the Soviets. Having arrested a few commissars, the sailors prepared themselves against attack. The Bolshevik 'triumph' over Kronstadt held within it the defeat of Bolshevism. It exposed the true character of the Bolshevik dictatorship. Bolshevik economic policy was changed as a result of Kronstadt, giving concessions to capitalists and giving up Communism itself. Kronstadt sounded the death knell of Bolshevik dictatorship, mad centralisation and Cheka terrorism. It proved the Communist dictatorship and the Russian Revolution are contradictory and the Communist State itself is dangerous and counter-revolutionary. Kronstadt was the first popular and independent attempt at liberation from the oppression of state socialism

**With reference to these sources and your understanding of the historical context, assess the value of these three sources to an historian studying the Kronstadt Rising of 1921.**

**Professor Robert Bartlett (The University of St. Andrews)**

**The Plantagenets - Episode 3: The Death of Kings**

**Video Notes**

1. How does Bartlett characterise Richard II's approach to kingship?
2. Why did this approach ultimately lead to his destruction?
3. Why did Henry Bolingbroke gain support from the nobility in 1399?
4. How had Henry IV created problems for himself during his reign?
5. How does Bartlett assess Henry V's reign?
6. Was Henry V's legacy in France sustainable?



Coursework planning - evidence demonstrating/not demonstrating exemplar qualities of kingship. Make sure you use a range of evidence over the 100 year period.

<b>Ability to control rebellion</b>	<b>Evidence which will support or does not support.</b>	<b>Reference for source material (primary or secondary)</b>
<b>A chivalrous warrior: able to fight and win battles in order to annex foreign territory/wealth</b>	<b>Evidence which will support or does not support.</b>	<b>Reference for source material (primary or secondary)</b>

<b>Able to secure the economy and finance</b>	<b>Evidence which will support or does not support.</b>	<b>Reference for source material (primary or secondary)</b>
<b>Success in foreign policy – to establish good diplomatic links with other monarchs</b>	<b>Evidence which will support or does not support.</b>	<b>Reference for source material (primary or secondary)</b>

<p><b>Strong, effective leader, able to control powerful nobles and parliament</b></p>	<p><b>Evidence which will support or does not support.</b></p>	<p><b>Reference for source material (primary or secondary)</b></p>
<p><b>To secure the dynasty by producing an heir</b></p>	<p><b>Evidence which will support or does not support.</b></p>	<p><b>Reference for source material (primary or secondary)</b></p>



