

Assignment 1 – NEA writing/planning/research

1) Make sure you have researched and done notes for **all the A3 sheets** of the Indian independence topic 1857 – 1947. Most of you will have done this for DIL before summer already, go over any areas that you feel least confident on or spent less time on during these research sessions. The main textbooks that you should have been referring to are the AQA textbook and the Access to History textbook (both scanned on Teams in Empire NEA section). You need to have read plenty of the relevant sections (not Wikipedia) so that you can give academic references from reputable sources. Make sure your planning sheets contain page numbers for easy referencing.

2) Go back and add to the factors table that you have previously completed, adding in factors of your own and any remaining evidence for and against each factor leading to Indian independence (I have added a blank table to Teams – class materials- SIL if you've not already started this). Try to ensure you don't have any gaps of over 10 years, even if you just mention something very briefly. I have supplied you with a timeline to help fill any time gaps (Teams – class materials – SIL). A list of possible factors is below:

- Nature of British rule in 1857
- Indian Rebellion 1857
- Colonial policy pre 1890
- Colonial policy 1890 – 1914
- Impact of First World War
- Interwar colonial policy
- Indian nationalism
- Gandhi
- Jinnah
- Other individuals (e.g. Nehru, Bose, Ambedkar, Bessant, Tilak, Churchill, Attlee)
- Impact of Second World War
- Labour Government
- Economic exploitation
- Religious grievances
- Government response to political reform
- Your own factors are also welcomed!

3) Complete the essay plan. I have provided you with an essay plan proforma to complete electronically, which I will check after summer (saved in Teams – class materials – SIL). Feel free to create your own version of the essay plan, if you prefer not to use this document. Make sure you have decided on the following:

- The factors you are going to discuss in your essay – AT LEAST 4, but plan for 5 in case your words need it. Use your own judgement here, if you have a lot of info for the 4 you've chosen you won't need a 5th.

- A summary outline of the evidence for/against and the books you will use as references (with page numbers)
- Your judgement on how significant each chosen factor is
- Your overall judgement on this question and your reasons for this
- Where your primary sources will fit (a total of 3 primary sources are needed, integrated into your main essay discussion)

The more planning you do now while it is fresh in your mind the easier it will be to write in the first weeks of September

4) Ensure you have completed an edited version of your first primary source write up, based on the feedback given in class. Then make sure you have done drafts of 2 more primary source write ups. This was due on 6th July. You will get verbal feedback on your drafts in September. This should be uploaded to the 'primary source NEA write ups' assignment on Teams.

Assignment 2. Retrieval/Preview

Consolidate your learning on the Stalin and Lenin topics.

- 1) Go through notes booklets for each topic and fill in any gaps.
- 2) 'Essential readings' booklet. Complete reading 5 on the Lenin topic and reading 8 on the Stalin topic. Fill in the questions in the margin as you read. (on teams – class materials – SIL if you need it but you all have paper copies of this)
- 3) Work through the activities on the separate worksheets. You have also received print outs of these in class but also on Teams in SIL folder if you need
 - a. Lenin knowledge test
 - b. Who should succeed Lenin - Job interviews sheet

Assignment 3. Exam question practice - AO2

Plan out a detailed answer to the question below for all three sources.

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