

## **AS History**

### **Unit 1: Pursuing Life and Liberty: Equality in the USA, 1945-68**

The focus of this topic is on the struggle for civil rights in the USA. The scheme aims to develop students understanding of the political, social and economic position of black citizens, the nature and extent of discrimination and the extent to which equality was achieved in the changing social and economic environment of the 1960s.

The Scheme can be split into 4 main sections:

- The start of the civil rights movement and the Truman and Eisenhower Presidency
- The Civil Rights Movement and its successes
- Changes made by the executive, legislature and judiciary
- The Radicalisation of the Civil Rights Movement

Students will be encouraged to develop historical skills of analysis and interpretation, source handling and evaluation and explanations of causation. These skills will be developed through an Assessment for Learning approach that will run throughout the course.

Personal Learning Targets and Skills:

- Independent Enquirers
- Creative Thinkers
- Reflective Learners
- Team Workers
- Self-managers
- Effective Participators

The Scheme of Learning aims to develop all 6 of the targets through the style of learning activities, the topics discussed and the general approach of the teacher. The style of learning and presentation should be based very much within the Learning Strategy in order to ensure that all these areas are effectively covered.

Again, Assessment for Learning approach is vital in order to develop skills and to prepare students effectively for the exam. Strong Reflective Learners should be able to evaluate their strengths and limitations, set themselves realistic goals with criteria for success and be able to monitor their own performance and progress. Teachers should set clear opportunities for these skills to develop and are highlighted in the Scheme of Learning.

## **Bibliography**

These books are written specifically for A-level students and will give you the right amount of knowledge at the right level.

V. Sanders, *Race Relations in the USA 1863-1980*, (Hodder Education, 2006)

D. Patterson and S. Willoughby, *Civil Rights in the USA, 1863-1980*, (Heinemann, 2001)

If you want to look at more in-depth writing by historians try:

William T. Martin Riches, *The Civil Rights Movement: Struggle and Resistance*, (Macmillan, 2004)

You may also find the following Websites helpful:

[www.edexcel.org.uk](http://www.edexcel.org.uk)

This is the examination board website. It will offer guidance and samples of examination questions.

[www.spartacus.schoolnet.co.uk](http://www.spartacus.schoolnet.co.uk)

This website will provide you with some good basic knowledge of civil rights and the key characters and events.

<http://www.blackpanther.org/>

<http://www.cmgww.com/historic/malcolm/>

<http://www.naacp.org/home/index.htm>

The websites above are very good on each individual / organisation

[http://www.historylearningsite.co.uk/martin\\_luther\\_king.htm](http://www.historylearningsite.co.uk/martin_luther_king.htm)

<b>Topic</b>	<b>Learning Objectives/ Key Questions</b>	<b>Teaching and Learning: Tasks and Activities</b>	<b>Assessment for Learning / Independent Learning</b>	<b>PLTS</b>
<b>Lesson 1 and 2</b>  <b>Introduction to USA</b> <ul style="list-style-type: none"> <li>• Constitution and Bill of Rights</li> <li>• Civil War and Reconstruction</li> <li>• The Government of the USA – Supreme Court, Executive, Congress.</li> </ul>	<p>Why were there different attitude concerning slavery in USA?</p> <p>Why did 13<sup>th</sup>, 14<sup>th</sup> and 15<sup>th</sup> Amendments not get enforced?</p> <p>Why are the positives and negatives of the USA government structure?</p>	<p>Assess knowledge on USA.</p> <p>Look at current issues around Civil Rights – Discussion.</p> <p>Teacher led explanation of Government structure.</p> <p>Create your own campaign activity.</p>	<p>Target setting activity.</p> <p>Students aware of the key areas to develop in this subject area and the methods they may use to do this.</p>	<p><b>Reflective Learners</b> (Assess themselves identify opportunities and achievements)</p> <p><b>Creative Thinkers</b> (Generate ideas and explore possibilities)</p>
<b>Lesson 3 and 4</b>  The background to the Civil Rights Campaign <ul style="list-style-type: none"> <li>• Jim Crow laws and Plessy v Ferguson</li> <li>• NAACP and Booker T.</li> <li>• Republican / Democrat shift</li> <li>• Great Migration</li> </ul>	<p>How did the southern states use Jim Crow?</p> <p>What were the different aims and methods of the new civil rights movement?</p>	<p>Teacher led input of Jim Crow laws.</p> <p>Discussion why did the federal government not oppose these measures?</p> <p>Pick your leader. Research the methods of a civil rights leader.</p>	<p>Research and present findings on either Marcus Garvey, Booker T. Washington or W.E.B Dubois.</p> <p>Debate their importance in relation to rest of group.</p>	<p><b>Effective Participants</b> (Present a persuasive case for action, act as an advocate for views and beliefs that may differ from your own)</p>
<b>Lesson 5</b> Impact of war and the role of FDR <ul style="list-style-type: none"> <li>• WW2 and Double V</li> </ul>	<p>Why did the voting pattern shift?</p> <p>FDR and the FEPC</p>	<p>Speech activity based on irony of African Americans fighting in segregated units in WW2.</p>	<p>.</p>	<p><i>Independent Enquirers</i> (Consider the influence of circumstances, beliefs and feelings on decisions and events)</p>

<p><b>Lesson 6 and 7</b> Truman and Civil Rights – The role of the executive</p> <ul style="list-style-type: none"> <li>• Executive Orders</li> <li>• To Secure These Rights</li> </ul>	<p>Why did Truman push for civil rights for African Americans?</p> <p>To what extent was foreign policy responsible?</p>	<p>Creative thinking – what ways can the executive make real changes in government / law?</p> <p>Analyse system - activity</p>	<p>Research and independent thinking for analysis of American system of government.</p>	<p>Self-managers (Organise time and resources, prioritise action).</p>
<p><b>Lesson 7 and 8</b> The role of the Supreme Court and IKE</p> <ul style="list-style-type: none"> <li>• Brown</li> <li>• Little Rock</li> <li>• NAACP</li> <li>• Southern Manifesto</li> </ul>	<p>Why could the Supreme Court not enforce Brown?</p> <p>How significant was Brown to the Civil Right Campaign?</p>	<p>Source analysis activity. Look at Earl Warren's speech and discuss its impact and strength.</p> <p>Why was Brown II not stronger?</p>	<p>Reminder of source analysis skills and personal targets for improvement.</p> <p>Assess progress.</p>	<p>Independent Enquirers (Analyse and evaluate information)</p>
<p><b>Lesson 9, 10, 11</b> Montgomery and Martin Luther King</p> <ul style="list-style-type: none"> <li>• Bus Boycott</li> <li>• Role of King – Saint or Sinner assessment</li> <li>• SCLC in comparison with early SNCC</li> </ul>	<p>Why was Montgomery a turning point for the Civil Rights movement?</p> <p>How important was MLK for the movement?</p> <p>SCLC structure.</p>	<p>Discuss the legend of MLK.</p> <p>Look at Henry David Thoreau speeches and analyse King's. (Detailed Analysis)</p>	<p>Build on source work of last section.</p> <p>Clear progress should be monitored in development.</p>	<p>Creative Thinkers (Generate ideas and explore possibilities, question their own and others' assumptions).</p>
<p><b>Lesson 12, 13, 14</b> The Role of the Federal Government</p> <ul style="list-style-type: none"> <li>• Civil Rights Acts</li> <li>• IKE and JFK</li> <li>• Limitations / Successes</li> </ul>	<p>In what ways did Congress hamper the development of Civil Rights?</p>	<p>Why did Kennedy not achieve his New Frontier in Civil Rights? (Essay Question)</p>	<p>Essay skills looked at again and reminded of.</p> <p>Self-assessment and teacher assessment against criteria.</p>	<p>Reflective Learners (Set goals with success criteria for development)</p>

<p><b>Lesson 15, 16, 17</b> The Success of the Civil Rights Movement</p> <ul style="list-style-type: none"> <li>• SNCC and Greensboro</li> <li>• CORE and Freedom Rides</li> <li>• Albany, Birmingham</li> <li>• March on Washington</li> </ul>	<p>What was the most important factor in the success of the Civil Rights Movement in the period 1960-64?</p> <p>Was the March on Washington the high point of the civil rights movement?</p>	<p>Look at themes in development when looking at Civil Rights Movement.</p> <p>Create an argument that effectively argues for a dominant theme throughout this period.</p>	<p>Refocus on the skill of creating strong verbal arguments.</p> <p>Give feedback on presentation skills as well as content.</p>	<p>Effective Participators (Present a persuasive case)</p> <p>Creative Thinkers (Connect their own and others' assumptions)</p>
<p><b>Lesson 18, 19, 20, 21</b> Factors for change in the USA:</p> <ul style="list-style-type: none"> <li>• US Economy: Prosperity and change</li> <li>• Media and Education</li> <li>• Protest Culture</li> <li>• Minority Rights</li> </ul>	<p>How far did the position of Native Americans and Hispanic immigrants improve in the years to 1968?</p> <p>How far did 'wider factors' influence the movement?</p>	<p>Peace, Love and Happiness MAN! Present on a cultural theme of the 1960s and discuss its impact on politics.</p> <p>Research and presentation.</p>	<p>Research and presentation skill.</p> <p>Targets, assessment and improvements.</p> <p>(Written and negotiated)</p>	<p>Team Workers (Collaborate with others to work towards a common goal, reach agreement and manage discussion to achieve results)</p>
<p><b>Lesson 22 and 23</b> Triumph and Turning Point</p> <ul style="list-style-type: none"> <li>• LBJ and Civil Rights Acts</li> <li>• Other Laws from LBJ</li> <li>• Selma</li> </ul>	<p>How was LBJ able to get the Civil Rights and Voting Rights Acts through Congress?</p> <p>Selma – A turning point?</p>	<p>Teacher led activity on LBJ and his role.</p> <p>Was Selma a great achievement? Discussion</p>	<p>Interpretation and evaluation of historians' opinions.</p> <p>Introduction to skills.</p>	<p>Independent enquirers (Support conclusions using reasoned arguments and evidence)</p>
<p><b>Lesson 24 and 25</b></p> <ul style="list-style-type: none"> <li>• Radicalisation</li> <li>• Malcolm X</li> <li>• Watts and Riots</li> <li>• Meredith March</li> </ul>	<p>Why did the Civil Rights Movement Turn violent in 1965?</p> <p>LBJ's hostility</p>	<p>Hot seating – role-play discussion between Stokeley Carmichael, MLK and LBJ to explain the situation.</p>	<p>Independent research for context and characterisation.</p>	<p><i>Self-managers</i> (Organise time and resources, prioritise action)</p>

<p><b>Lesson 26 and 27</b> Radicalisation and Black Power</p> <ul style="list-style-type: none"> <li>• SNCC and CORE</li> <li>• King Goes North</li> <li>• Poverty and Ghettos</li> <li>• Black Panthers</li> </ul>	<p>Why did the Civil Rights movement turn radical despite its lack of political expediency?</p> <p>How significant was Stokeley Carmichael in the Black Power movement?</p>	<p>Teacher led explanation of developments in CORE and SNCC.</p> <p>Source analysis of Stokeley's position paper 1966.</p> <p>Why did MLK fail in the North – Discussion.</p>	<p>Development of analysis and evaluation skills looking at original documents.</p> <p>A final assessment of King. Written assessment with detailed teacher feedback.</p>	<p>Creative Thinkers (Ask questions to extend thinking)</p> <p>Effective Participators (present a persuasive case)</p>
<p><b>Lesson 28</b> Assessment of the Civil Rights Movement</p> <ul style="list-style-type: none"> <li>• Individuals</li> <li>• Governments</li> <li>• Movements</li> </ul>	<p>To what extent had Civil Rights advanced in the period 1945-68?</p> <p>Why was progress so fast and/or so slow?</p>	<p>Students independently research this activity and give presentation on conclusions.</p>	<p>Assessment of evaluation skills.</p> <p>Exam focuses and targets for each individual.</p>	<p>Independent enquirers (Support conclusions, using reasoned arguments and evidence).</p>