

Scheme of work

The American Dream: Reality and Illusion, 1945–1980, 2Q

Introduction

To help teachers in planning a course of study for the A-level History qualification, a possible scheme of work is provided below. This is purely illustrative of one way in which this course might be delivered and it is not intended to be in any way prescriptive. Teachers will need to develop schemes which suit the arrangements and time allocations of their own schools and colleges. Teaching arrangements and approaches are likely to differ between institutions. Provided the content as given in the Specification is covered, any sensible approach is legitimate.

Assumed coverage

The scheme of work which follows is based on two teaching years of 30 weeks per year. It assumes students will receive 2–2.5 hours per week for each of their A-level components and that 6 weeks in each year will be devoted to the NEA.

The American Dream: Reality and Illusion, 1945–1980

Component 2 Depth Study (Teacher 2)

Teach alongside: Component 1 Breadth Study (Teacher 1) and Component 3 NEA (Teacher 1 and/or 2) Note that whole course may be delivered by a single teacher

General Introduction

(Component 2) Learning

Objectives AO1 and AO2

Week	Component-specific skills	Specific guidance	Learning activities	Differentiation and extension	Resources
30 weeks for Part One. The remaining 6 weeks of the school /college year to be spent on NEA Component 3.	<p>1. Students are expected to develop an understanding of the process of change and continuity through the study of the interrelationship of a variety of perspectives.</p> <p>2. Students will need to be able to evaluate, with reference</p>	Students should be aware that each depth study has an introductory commentary setting out the focus of the study and the key concepts that apply to it. There is a close interrelationship between the commentary and the content that follows.	<p>Students will need to appreciate the complexity of the historical process through a detailed focus on the period of this depth study.</p> <p>To demonstrate depth of historical knowledge and understanding, students should be able to make links and comparisons between the aspects of the period studied. It is therefore important that the content should be studied both in its own right and holistically so that links and contrasts are rooted in secure</p>	Students should be encouraged to study the course content in relation to the key concepts and issues, as set out in the introductory commentary, using, as appropriate, a variety of primary source material as well as academic reference books. Students' understanding of concepts and	Students should have the opportunity to consult primary sources and academic books whenever possible. Class textbooks, guided reading and worksheets, access to suitable internet sites, on-line journals, podcasts, stimulating lectures, power point presentations and other sources of information will all be

A-LEVEL HISTORY – 7041/7042 – 2Q THE AMERICAN DREAM REALITY AND ILLUSION – SCHEME OF WORK

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	<p>to provenance and content, how primary sources contribute to historical understanding.</p> <p>3. Students will be required to write analytical essays showing judgement about the issues and developments they have studied.</p>	<p>Part One of this SOW is suitable for both AS and A-level students. Please refer to the Specification for the different types of AS and A-level questions.</p>	<p>knowledge and understanding.</p> <p>The suggested learning activities below are intended to develop the required skills but are neither exhaustive nor exclusive. They are intended as <i>suggestions only</i> from which teachers might select. It is not expected that teachers would have time to cover <i>all</i> of these activities.</p>	<p>perspectives should be regularly assessed.</p>	<p>valuable.</p> <p>Note that students will need to practise exam-style questions throughout the course.</p> <p>Both AS and A-level practice questions can be found on the AQA website and it is recommended that either a source evaluation or essay question is set every 2 weeks throughout the 30 weeks of each part of the course.</p>

Part One: Prosperity, Inequality and Superpower Status, 1945 – 1963

Section One: Truman and Post-war America, 1945 – 1952

Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 1	The United States in 1945 and the legacies of the world war.	The powers of the presidency and the main political parties.	<p>PowerPoint introduction and overview of period.</p> <p>Profile Roosevelt and Truman: Background; ideology; Roosevelt’s achievements; key characters, using written and visual material.</p> <p>Use PowerPoint, DVD or YouTube clips to illustrate the status and position of the President relative to Congress.</p> <p>Create large diagram to illustrate the political system:</p> <ul style="list-style-type: none"> • Executive • Congress • Judiciary • Federal System • Democrats vs Republicans. 	<p>Use key terms to develop conceptual understanding, eg Congress; difference between Senate and House of Representatives; Executive Power; State’s Rights and Separation of Powers.</p> <p>Consider: How powerful was the President?</p> <p>In-depth appreciation of Truman's position and his advantages and disadvantages in succeeding FDR.</p>	<p>Primary and secondary written and visual sources to build picture of US at the end of the war.</p> <p>Truman Presidential archive.</p> <p>Make-up of Congress in 1945.</p> <p>YouTube film/documentary on USA in 1945.</p> <p>Guided worksheets and reference material for reading.</p>

A-LEVEL HISTORY – 7041/7042 – 2Q THE AMERICAN DREAM REALITY AND ILLUSION – SCHEME OF WORK

Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
					<p>Map of USA in 1945 showing population, ethnicity and states' political allegiances.</p> <p>Primary sources for analysis.</p>

A-LEVEL HISTORY – 7041/7042 – 2Q THE AMERICAN DREAM REALITY AND ILLUSION – SCHEME OF WORK

Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 2		Post war prosperity.	<p>Use a spider diagram to reflect the causes of economic growth using headings such as:</p> <ul style="list-style-type: none"> • jobs • population • industry • agriculture • competition • production • technology. <p>Look at factors which might affect the distribution of the fruits of growth. Use at least one primary source to illustrate the lives of several differing demographics, eg north vs. south; rural vs. urban; gender divisions; ethnic divisions; west coast vs east. Where possible consider the provenance of the sources.</p> <p>Consider the social consequences of growth, social mobility and the attitudes held by the various groups/types.</p> <p>Class members could take role of different people and give a summary of their ambitions (if any) and attitudes to the American Dream, their prospects, politics and the rest of society.</p>	<p>Understanding economic terminology (including capitalism, boom, inflation, exports and imports, GDP, debt, New Deal, link between economy and society).</p> <p>Appreciation that economic success does not necessarily equal success for all.</p> <p>Role-play exercise permits differentiation and highlights possible economic divisions.</p>	<p>Compilations of stimulus material relating to economics: graphs of growth relative to competitors pre and post the Second World War and historians' analysis.</p> <p>Ensure a variety of complexity to introduce skills of evaluation relating to provenance as well as content.</p>

A-LEVEL HISTORY – 7041/7042 – 2Q THE AMERICAN DREAM REALITY AND ILLUSION – SCHEME OF WORK

Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 3		Regional, ethnic and social divisions.	<p>Introductory map work on regional and ethnic makeup of the USA.</p> <p>Students to research in pairs or small groups and give presentations on ethnic groups, eg:</p> <ul style="list-style-type: none"> • African-Americans in the North • African-Americans in the South • Asian-Americans • Native Americans • Hispanic Americans. <p>One pair could also look at major industries in the geographical regions.</p>	<p>Understanding of concepts and ideas eg segregation, immigration, the South/Deep South, West Coast, Bible Belt, Mid-West such as the 'general will' and 'separation of powers'.</p> <p>Opportunity for differentiation in research for and delivery of presentations.</p>	<p>Student presentations with:</p> <ul style="list-style-type: none"> • PowerPoint illustrations • handout of key facts • at least one source illustrating their ethnic groups problems.

A-LEVEL HISTORY – 7041/7042 – 2Q THE AMERICAN DREAM REALITY AND ILLUSION – SCHEME OF WORK

Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 4	The USA as a Superpower.	Truman's character and policies; post war peace making.	<p>Profile of Truman's foreign policy experience using speeches.</p> <p>Student discussion on key events of the last years of the Second World War:</p> <ul style="list-style-type: none"> • Yalta Conference • Potsdam Conference • atomic bombings • Stalin's actions in Eastern Europe. <p>Create a table to compare Truman's response to the USSR with Roosevelt's. Students to find relevant primary source material.</p>	<p>Consideration of the extent/impact of Roosevelt's death.</p> <p>Awareness of a need to avoid generalisation and find precise evidence.</p>	<p>Research materials: Articles on the origins of the Cold War online.</p> <p>Guided reading: Truman's speeches.</p>

A-LEVEL HISTORY – 7041/7042 – 2Q THE AMERICAN DREAM REALITY AND ILLUSION – SCHEME OF WORK

Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 5		The Cold War and 'containment' in Europe and Asia; the response to the rise of Communism in Asia.	<p>Examine US responses with reference to:</p> <ul style="list-style-type: none"> • Kennan's Long Telegram • Truman Doctrine/Marshall Plan • Churchill's 'Iron Curtain Speech' • recognition of Israel • Berlin Blockade • Mao's victory in China • the Korean War. <p>Look at primary sources from the above to debate response.</p>	<p>Encourage students to debate possible solutions to the spread of communism in Europe and Asia.</p> <p>Ability to weigh up a variety of factors, link and prioritise; this could lead into an essay-style question.</p>	<p>Guided reading and worksheets.</p> <p>Source material including speeches, cartoons and images.</p> <p>Consider essay writing skills.</p>
Week 6	Truman and post war reconstruction.	The economy.	<p>Create a chronology of the key economic developments under Truman using statistical information on employment, GDP, federal spending, inflation and taxation with a particular focus on:</p> <ul style="list-style-type: none"> • positive developments under Truman • negative developments (and which sections of society were worst affected). 	<p>Consider debt, spending (especially military spending), employment for returning soldiers, cost of Marshall Aid, incoming money from Lend-lease repayments and government bonds.</p>	<p>Guided reading on financial issues.</p> <p>Economic statistics and relevant primary material.</p>

A-LEVEL HISTORY – 7041/7042 – 2Q THE AMERICAN DREAM REALITY AND ILLUSION – SCHEME OF WORK

Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 7		Political divisions and domestic problems; the rise of McCarthyism.	<p>Look at Truman’s election victory of 1948.</p> <p>Examine the platforms of Truman, Dewey, Thurmond and Wallace for nature of political divisions.</p> <p>Case studies of Hiss and Rosenbergs, discussion of effect on the US and the role of Nixon.</p> <p>Source study on 1950 McCarthy, Wheeling, West Virginia, speech and implications.</p> <p>Students could create a profile of McCarthy.</p>	<p>For class debate: why was McCarthy able to cause such alarm?</p> <p>Draw on student experience of Arthur Miller’s ‘The Crucible’.</p>	<p>Sources linking to Hiss and Rosenberg trials.</p> <p>Use two conflicting sources and consider which provides the more convincing interpretation of impact of McCarthy.</p> <p>Internet for research.</p>

A-LEVEL HISTORY – 7041/7042 – 2Q THE AMERICAN DREAM REALITY AND ILLUSION – SCHEME OF WORK

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Week 8	African-Americans in North and South.	The impact of the Second World War.	<p>Students to research the effect of the war on African-Americans and produce a spider diagram.</p> <p>Compare sources on attitudes of white US soldiers to African-American soldiers and attitudes of white Europeans.</p> <p>Find sources on the experience at home, particularly on the escalation of the Great Migration and the increased availability of jobs in the North.</p> <p>Discuss the significance of the GI Bill of 1944 both in the short and long term.</p>	Consider how genuine Truman's desire to help African-Americans was.	<p>Source material on the black experience in the Second World War from the Pittsburgh Courier's 'Double V Campaign'.</p> <p>Text of executive Order 8802.</p> <p>Guided reading.</p>

A-LEVEL HISTORY – 7041/7042 – 2Q THE AMERICAN DREAM REALITY AND ILLUSION – SCHEME OF WORK

Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 9		Campaigns for Civil Rights.	<p>Make spider diagram to show the key NAACP court cases in the period 1945–1953; which different areas did the group target and why?</p> <p>Make a timeline of the key events in the Civil Rights movement from the Second World War to Eisenhower’s election.</p> <p>Using source material, examine the effect of the events on African-Americans in the North and South and opponents of desegregation.</p>	<p>Understanding of concepts and ideas, eg Jim Crow; Plessy vs Ferguson (‘Separate but Equal’); the Dixiecrats; Double V Campaign; ‘To Secure these Rights’; Executive Order; precedent: 13th/14th/15th amendments.</p>	<p>Guided reading and sources for evaluation.</p> <p>Contemporary images.</p> <p>NAACP.org.</p>

A-LEVEL HISTORY – 7041/7042 – 2Q THE AMERICAN DREAM REALITY AND ILLUSION – SCHEME OF WORK

Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 10		The responses of the federal and state authorities.	<p>Use source material to consider the political implications of different stances on Civil Rights: from Truman; in Congress; from southern Governors; from NAACP lawyers.</p> <p>Consider significance of Truman's efforts in the short and longer term.</p> <p>Examine some of the 'opinion of the Court' statements from NAACP cases in pairs and report on the issues raised by Chief Justice and the effect on different groups.</p> <p>Examine how economic/social conditions in the South had changed by 1953.</p>	<p>Examine developments from different perspectives.</p> <p>Opportunity for differentiation in allocation of 'opinion of the Court' sources for detailed examination.</p>	<p>Source material from 1945–1953.</p> <p>Guided reading.</p>

Part One: Prosperity, Inequality and Superpower Status, 1945 – 1963

Section Two: Eisenhower; Tranquility and Crisis, 1952 – 1960

Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 11	The presidency.	Eisenhower's personality and the policies of 'dynamic conservatism'.	<p>An analysis of election results.</p> <p>Source study on Eisenhower's election campaign.</p> <p>YouTube video: 'I like Ike' campaign advert. Analysis of content and presentation, growth of importance of media in politics.</p> <p>Students to identify the key features of dynamic conservatism.</p>	<p>Discuss: what made Eisenhower such a popular candidate?</p> <p>Some students could be asked to lead discussion on whether the Republicans won or the Democrats lost.</p>	<p>Statistics on elections/results.</p> <p>Source material on Eisenhower's election promises.</p> <p>Internet for research.</p>
Week 12		Nixon as Vice President; the Republican Party.	<p>Introduction to Nixon: background, education and political career to 1953.</p> <p>Discussion on the state of the Republican party: why had they been out of power for twenty years?</p> <p>Analyse who made up the typical Republican voter.</p>	<p>Encourage thinking about political figures in the context of 'The American Dream'.</p> <p>Consider/read further biographies of Nixon.</p> <p>Definition of 'Dynamic conservatism'.</p>	<p>YouTube documentaries on Nixon's early career and source extracts.</p> <p>Guided reading to enhance understanding of Republican party.</p>

A-LEVEL HISTORY – 7041/7042 – 2Q THE AMERICAN DREAM REALITY AND ILLUSION – SCHEME OF WORK

Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 13		The end of McCarthyism.	<p>Create a timeline of McCarthy's rise and fall.</p> <p>Consider/evaluate speeches leading to the end of McCarthyism.</p> <p>Debate Eisenhower's handling of McCarthy; relative merits of proactive vs. reactive positions in politics.</p> <p>Evaluate the threat communism posed to the USA by 1953.</p>	<p>Understanding the link between developments in international relations and rise of McCarthy.</p> <p>Assessing the relative importance of McCarthyism.</p> <p>Students could write possible essay questions on McCarthyism.</p>	<p>Copies of contemporary sources including McCarthy-Welch Exchange, 1954.</p> <p>Guided reading.</p> <p>PowerPoint revision of McCarthyism.</p>

A-LEVEL HISTORY – 7041/7042 – 2Q THE AMERICAN DREAM REALITY AND ILLUSION – SCHEME OF WORK

Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 14	The growth of the American economy in the 1950s.	Causes of growth.	<p>Students might produce case studies of the following key events and how they changed the US:</p> <ul style="list-style-type: none"> • Levittown, New York • Southdale Center, Edina, Minnesota • Ray Kroc • American Express Credit Card • GI Bill 1944. <p>Create a diagram to illustrate why changes in the US society took place during the 1950s.</p> <p>Discuss demographic change as a result of growth in the US economy.</p>	<p>Understanding the importance of economic growth in social change.</p> <p>Concepts of credit, suburbs, homogeneity, mass media, consumerism.</p>	Sources for evaluation and guided reading for additional research.

A-LEVEL HISTORY – 7041/7042 – 2Q THE AMERICAN DREAM REALITY AND ILLUSION – SCHEME OF WORK

Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 15		The impact of the 'consumer society'.	<p>Create a table showing who benefitted from the 'consumer society' and who was badly affected by it to include:</p> <ul style="list-style-type: none"> • minority groups • teenagers • business owners • rural workers • politicians • the poor. <p>Debate the position of these groups in society and consider extent of change and continuity.</p> <p>Assess and record strengths and weaknesses of Eisenhower's economic policies.</p>	<p>Debate the extent of change from 1945–1960.</p> <p>Ask students to present views on extent of change and continuity.</p> <p>Differentiation by student activities in compiling overview chart of impact and discussion of changes.</p>	Collating evidence from guided reading and sources.

A-LEVEL HISTORY – 7041/7042 – 2Q THE AMERICAN DREAM REALITY AND ILLUSION – SCHEME OF WORK

Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 16	The USA and the Cold War.	Superpower rivalry and conflict with the USSR; responses to developments in Western and Eastern Europe.	<p>Worksheet or guided research to understand the aims of Eisenhower's foreign policy.</p> <p>Consider the rivalry between the USA and the USSR.</p> <p>Students could create a timeline of the development of nuclear weapons with statistics on numbers and power; compare with USSR.</p> <p>Table showing Eisenhower's response to key events:</p> <ul style="list-style-type: none"> • death of Stalin • Warsaw Pact • Hungarian revolts • Suez crisis • launch of Sputnik. <p>Define 'peaceful co-existence'.</p>	<p>Developing an understanding of the evolution of the Cold War and the effect of Stalin's death.</p> <p>Differentiation by task and outcome.</p>	<p>Guided research using primary sources, especially Khrushchev's secret speech.</p> <p>Time-Lapse map of nuclear testing by Isao Hashimoto on YouTube.</p>

A-LEVEL HISTORY – 7041/7042 – 2Q THE AMERICAN DREAM REALITY AND ILLUSION – SCHEME OF WORK

Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 17		Reactions to the rise of Communism in Asia.	<p>Share ideas of reasons why Asia was important to the US. Create a spider diagram using economic, military and ideological reasons.</p> <p>Create a timeline of Eisenhower’s actions in Korea. Discuss long-term implications of division.</p> <p>Consider contemporary sources and annotate cartoons of Eisenhower’s actions in Asia.</p> <p>Analyse events in Taiwan and Vietnam:</p> <ul style="list-style-type: none"> • How far was Eisenhower fulfilling the Truman Doctrine? • Was Eisenhower’s foreign policy hypocritical in Asia? 	<p>Understanding different forms of Asian communism compared to Soviet communism.</p> <p>Understanding of the role of Dulles and intentions for SEATO; influence of advisers on foreign policy.</p> <p>Concepts of nuclear threat.</p>	<p>Map to illustrate relative locations of China, Taiwan, Vietnam, Laos, Cambodia, etc.</p> <p>Cartoons and guided reading.</p> <p>Texts on foreign policy.</p> <p>SEATO treaty.</p>

A-LEVEL HISTORY – 7041/7042 – 2Q THE AMERICAN DREAM REALITY AND ILLUSION – SCHEME OF WORK

Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 18		Responses to crises in the Middle East.	<p>Introduction to issues in the Middle East: Truman’s decision to recognise Israel; British and French presence.</p> <p>Consider problems facing Eisenhower:</p> <ul style="list-style-type: none"> • support for Israel • decolonisation and Arab nationalism growing US dependence on oil. <p>Debate: Morality of CIA actions in Iran in 1953.</p> <p>Practice question on US decisions in Suez Crisis.</p>	<p>Students to explain the link between domestic and foreign policy.</p> <p>Use sources of varying complexity for evaluation.</p> <p>What effect did Suez have on Anglo-US relations?</p>	<p>Map(s) to illustrate the state of Middle East in 1956.</p> <p>Guided reading on the Middle East and US foreign policy.</p> <p>Sources including Eisenhower’s letter to Eden.</p>

A-LEVEL HISTORY – 7041/7042 – 2Q THE AMERICAN DREAM REALITY AND ILLUSION – SCHEME OF WORK

Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 19	African-Americans in North and South.	The emergence of the Civil Rights Movement.	<p>Students might create a timeline of key events in Eisenhower’s Presidency; colour-coded for NAACP, SNCC and SCLC involvement.</p> <p>Look at quotes on Eisenhower’s public and private attitude to Civil Rights. Students to consider whether Eisenhower should have done more.</p> <p>Case studies of key events for student presentations:</p> <ul style="list-style-type: none"> • Brown Decision • Montgomery bus boycott • murder of Emmett Till • Little Rock Crisis. <p>Ranking of key events in order of short term/long term significance.</p>	<p>Some students could be challenged to undertake further research into Eisenhower’s Civil Rights legislation.</p> <p>Consider the importance of international perceptions of segregation in the USA.</p>	<p>Academic reading on Eisenhower and Civil Rights.</p> <p>Written sources with contrasting views could also be analysed and compared.</p> <p>Visual images of Montgomery, Till and Little Rock.</p> <p>YouTube clips from ‘Eyes on the Prize’ PBS TV series.</p>

A-LEVEL HISTORY – 7041/7042 – 2Q THE AMERICAN DREAM REALITY AND ILLUSION – SCHEME OF WORK

Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 20		The policies and attitudes of the main political parties; the responses of the state and federal authorities.	<p>Table of Eisenhower’s responses to the key events from Week 19.</p> <p>Consider the roles of Earl Warren and Thurgood Marshall.</p> <p>Discuss the importance of individuals and ‘Great Man’ history.</p> <p>Southern Manifesto: primary source work on full document. Analysis of tone, message and argument.</p> <p>Focus on role of Orval Faubus and connections to Southern Manifesto.</p> <p>Student work on profiles of Strom Thurmond, James Eastland, Richard Russell and Harry Byrd.</p> <p>Compare and contrast state and federal responses.</p>	<p>Debate: comparison of Truman and Eisenhower in terms of contribution to Civil Rights.</p> <p>Student-led assessment of the language of Southern Manifesto.</p> <p>Understanding of the differing importance of African-American voting to Democrats and Republicans.</p>	<p>Sources including Southern Manifesto and text of Brown decision.</p> <p>Statistics on integration of schools in the south following Brown.</p> <p>Herblock cartoons on Civil Rights movement in the 1950s.</p>

Part One: Prosperity, Inequality and Superpower Status, 1945 – 1963

Section Three: John F Kennedy and the ‘New Frontier’, 1960 – 1963

Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 21	The presidential election of 1960.	Reasons for Kennedy’s victory; the policies and personalities of the Kennedy administration.	<p>Table of advantages and disadvantages of Nixon and Kennedy ahead of the 1960 Presidential election.</p> <p>Look at a YouTube clip of ‘Kennedy for me’ campaign and students could analyse its messages.</p> <p>Profiles of key personalities, including why they were hired, to include:</p> <ul style="list-style-type: none"> • Lyndon Johnson • Bobby Kennedy • Dean Rusk • Robert McNamara. <p>Students could create a spider diagram of the problems facing Kennedy when he became President.</p>	<p>Student led debate: ‘did Kennedy win or did Nixon lose?’</p> <p>Analysis of Kennedy campaign messages and the reasons behind them categorised as anti-republican or pro-democrat.</p>	<p>Andrew Marr BBC documentary ‘JFK: The Making of Modern Politics’.</p> <p>Sources relating to campaign speeches.</p> <p>Guided reading.</p>

A-LEVEL HISTORY – 7041/7042 – 2Q THE AMERICAN DREAM REALITY AND ILLUSION – SCHEME OF WORK

Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 22		The ideas behind the 'New Frontier'.	<p>Create a chart of legislation and areas of involvement for the New Frontier; consider which groups each policy would help.</p> <p>Debate reasons for and impact of the New Frontier.</p> <p>Statistical analysis of economy under Kennedy; annotate graphs with key events of Kennedy presidency.</p>	<p>Students might consider the long term impact of measures such as lunar landing promise; Presidential Commission on the Status of Women; Clean Air Act and Medicare.</p>	<p>JFK presidential library.</p> <p>Sources for evaluation and guided reading.</p>

A-LEVEL HISTORY – 7041/7042 – 2Q THE AMERICAN DREAM REALITY AND ILLUSION – SCHEME OF WORK

Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 23	Challenges to American power.	The legacy of crises over Berlin and relations with Khrushchev.	<p>Analyse Kennedy's experience at the Vienna Summit and the consequences for his foreign policy.</p> <p>Consider the US position in the world in 1961.</p> <p>Students could complete a practice question on the decline of US influence since 1945.</p> <p>Research on Khrushchev – consider his attitude towards the USA and Kennedy.</p>	<p>Opportunity to consider the personal relations between leaders: how did Khrushchev view Kennedy?</p> <p>Create a balance chart of internal/external pressures on Kennedy in 1961.</p>	<p>Sources and speeches to illustrate JFK's responses to Berlin Wall and reflections on Vienna Summit.</p> <p>YouTube videos on Berlin Wall.</p>
Week 24		The challenge of Castro's Cuba.	<p>Create a timeline of US relations with Cuba from the Spanish-American war to the Cuban Missile Crisis, with particular focus on the events from 1959–1963.</p> <p>Students could create a spider diagram on Kennedy's reasons for involvement with Cuba.</p> <p>Research Castro's background, career, character and political leanings to 1962.</p> <p>YouTube videos on the Missile Crisis.</p> <p>Table of positive and negative outcomes of the Missile Crisis.</p>	<p>Opportunities for further differentiated research into ExComm and transcripts.</p> <p>Understand concept of 'brinkmanship' and MAD.</p> <p>Possible debate: who won in the Missile Crisis?</p>	<p>Find cartoon sources on the Cuban Missile Crisis and analyse the messages.</p> <p>Robert McNamara on the Cuban Missile Crisis.</p> <p>Academic opinion on the crisis.</p>

A-LEVEL HISTORY – 7041/7042 – 2Q THE AMERICAN DREAM REALITY AND ILLUSION – SCHEME OF WORK

Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 25		Deepening involvement in Vietnam.	<p>Students might research some background on Vietnam and role of France and Japan.</p> <p>Look at the US role in Laos and the legacy of Eisenhower’s policy towards Vietnam.</p> <p>Consider statistics behind build-up of troops and the dispute over Kennedy’s intentions if he had lived.</p>	<p>Understand concepts of: ‘Military-Industrial complex’; ‘Domino theory’ and ‘Third World (original meaning).</p> <p>Consider the idea of ‘counter factual’ history: what if Kennedy had lived?</p>	<p>YouTube videos on Kennedy and Vietnam.</p> <p>Written sources with contrasting views on Kennedy’s long term aims could also be analysed and compared.</p> <p>Guided reading for research task.</p>

A-LEVEL HISTORY – 7041/7042 – 2Q THE AMERICAN DREAM REALITY AND ILLUSION – SCHEME OF WORK

Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 26	African-Americans in North and South.	The rise of the Civil Rights Movement; Kennedy's policies in response to the pressures for change.	<p>Students might create timelines on (i) the rise of Civil Rights Movements (ii) key events in the Kennedy Presidency, including: events in the 1960 election campaign; colour-coded for CRM; President; opposition.</p> <p>Analysis of Soviet propaganda and its influence on Kennedy's thinking: students to research posters.</p> <p>Look at sources on Kennedy's public and private attitude to Civil Rights. Compare televised speech on 11th June 1963 to private discussions about the Freedom Rides. Students to consider similarities and differences and change over time.</p> <p>Discuss the increasing importance of the media in helping minority groups gain attention.</p> <p>Flowchart of tactics for a successful Civil Rights campaign.</p>	<p>Some students could be challenged to undertake further research into Kennedy's motives for intervening over the issue of Civil Rights.</p> <p>Consider the importance of international perceptions of segregation in the USA.</p>	<p>Academic reading on Kennedy and Civil Rights.</p> <p>Written sources with contrasting views could also be analysed and compared.</p> <p>Visual images of Freedom Rides, Birmingham and the March on Washington.</p> <p>YouTube clips of the March on Washington and King's 'I have a dream' speech.</p>

A-LEVEL HISTORY – 7041/7042 – 2Q THE AMERICAN DREAM REALITY AND ILLUSION – SCHEME OF WORK

Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 27		Opponents of Civil Rights including within the Democratic Party.	<p>Class presentations on opponents of Civil Rights could include:</p> <ul style="list-style-type: none"> • Dixiecrats in Congress • Southern Governors • White Citizen’s Councils • Ku Klux Klan • grass roots opposition. <p>Consider the significance and methods of the different groups and whether they held back the movement or aided it.</p>	<p>Differentiation by research tasks.</p> <p>Opportunities for additional extension reading.</p> <p>Debate on effectiveness of opposition.</p>	<p>Student presentations with:</p> <ul style="list-style-type: none"> • PowerPoint illustrations • handout of key facts • at least one source illustrating their opponent.

A-LEVEL HISTORY – 7041/7042 – 2Q THE AMERICAN DREAM REALITY AND ILLUSION – SCHEME OF WORK

Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 28	The United States by 1963.	Position as a world power.	<p>Using a blank world map highlight countries where the US had been involved and the success and failure of that involvement.</p> <p>Consider the degree to which US power had increased or declined since 1945.</p> <p>Find detail on the growth of the US nuclear capability in comparison to the Soviet arsenal and discuss the arguments for and against the size of the US nuclear deterrent.</p> <p>Consider the effectiveness and US influence over:</p> <ul style="list-style-type: none"> • the UN • NATO • CENTO • SEATO. <p>How powerful was the US in 1963?</p>	<p>Debate: which is more significant economic power or military power?</p> <p>Which President was most successful in international relations?</p> <p>Opportunity for further reading and research on the Middle East and covert operations.</p>	<p>Look at historians' interpretations of Kennedy's foreign policy.</p> <p>Evaluate and debate contemporary accounts and pictures.</p> <p>Map/statistics showing extent of the US interests overseas.</p>

A-LEVEL HISTORY – 7041/7042 – 2Q THE AMERICAN DREAM REALITY AND ILLUSION – SCHEME OF WORK

Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 29		Economic prosperity; growing pressures for social change from women and youth.	<p>Use primary source material to examine Kennedy's relationship with unions and business.</p> <p>Graphs of the economy under Kennedy; GDP: inflation; unemployment; tax could be used to consider policy changes.</p> <p>Consider Kennedy's appeal, looks, youth, policies and early death. Look at his speeches and other contemporary material with appeal to women and youth.</p> <p>Students create a table of different groups and their concerns, eg women, young people, Native Americans, Hispanic Americans, etc.</p> <p>Introduce counter-culture through music, film, fashion developments; link to technological developments such as TV, the pill, record players, etc.</p>	<p>Debate whether Kennedy brought a genuinely new kind of appeal to voters.</p> <p>Can Kennedy's economic policy be judged a success in such a short timeframe?</p> <p>Revision activities can be organised into differentiated groups.</p>	<p>Information sheets and guided reading.</p> <p>Primary sources, eg Galbraith's 'The Affluent Society', Betty Friedan's 'Feminine Mystique'.</p>

A-LEVEL HISTORY – 7041/7042 – 2Q THE AMERICAN DREAM REALITY AND ILLUSION – SCHEME OF WORK

Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 30	Overview/ Revision	Holistic appraisal of content.	<p>Look back at material in this Part and create:</p> <ul style="list-style-type: none"> • a timeline and glossary for each of the three sections of content. • some could create a summative wall poster. <p>Consider the influence of key figures across the period, eg Truman, Eisenhower, Nixon, King and Kennedy. (Could hold balloon debate to determine the most influential).</p> <p>Consider how far the idea of the 'American Dream' influenced developments and thinking.</p> <p>Consider developments from different perspectives; political; economic and social; military; technological. Collect several sources to show how each area developed and changed during the course of the period (also note what stayed the same).</p> <p>As a class, reflect, 'What have we learnt?'</p> <p>Consider events and development from different perspectives, eg political or social and economic. Look at the introductory paragraph for this option and reflect on the key issues and concepts of this study.</p>	<p>Debate: what were the key turning points in the development of the post-war USA?</p> <p>Opportunities for differentiation by task and in students' reflection and selection of information.</p> <p>Further opportunities for evaluation of primary source material.</p>	<p>Notes and materials from Part One of this course.</p> <p>Further source material which could be assembled by students.</p> <p>Practice exam-style questions.</p>

Part Two: Challenges to the American Dream, 1963 – 1980

Section One: The Johnson Presidency, 1963 – 1968 (A-level only)

Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 1	Johnson as President.	Personality and policies; Johnson's pursuit of the 'Great Society'.	<p>PowerPoint introduction and overview of period.</p> <p>Profile Johnson: background; politics; congressional career; influences and aims using written and visual material.</p> <p>Use PowerPoint, DVD or YouTube clips to illustrate Johnson, focus on political acumen; 'the Johnson technique'.</p> <p>Create large diagram to illustrate the problems Johnson was faced with and the legacy of Kennedy:</p> <ul style="list-style-type: none"> • Civil Rights movement • problems of unelected President • confusion over death of Kennedy • Vietnam • Cold War. <p>Students might identify the key features of the 'Great Society'.</p>	<p>Use key terms to develop conceptual understanding, eg legitimacy; social equality and the 'Great Society'; pluralist society, etc.</p> <p>Consider: what was the most significant problem facing Johnson?</p> <p>In-depth appreciation of Johnson's inheritance and his suitability for the role of President.</p>	<p>Primary and secondary written and visual sources to build picture of Johnson the man and what drove him.</p> <p>Diagram of key personnel in Johnson government.</p> <p>YouTube film/ documentary on Johnson from History Channel.</p> <p>Guided worksheets and reference material for reading.</p> <p>Primary sources for analysis.</p>

A-LEVEL HISTORY – 7041/7042 – 2Q THE AMERICAN DREAM REALITY AND ILLUSION – SCHEME OF WORK

Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 2		The impact of the Kennedy legacy and economic developments.	<p>Use some contemporary newspaper reports and video to stimulate thinking about the effect of Kennedy's death; national reaction from key figures (eg contrast King and X) and international reaction, especially from key world leaders.</p> <p>Assess the effect on the 'American Dream' in the short term.</p> <p>Brief look at assassination, Warren Commission and conspiracy theories.</p> <p>Analysis of key economic information in the Johnson period: inflation rate; unemployment; national debt; growth rate; tax rates etc.</p> <p>Make links to the cost of the Vietnam war during 1965–1968.</p>	<p>Understanding the impact of Kennedy's death, potential for differentiation in discussion of reactions.</p> <p>Appreciation of intangible factors in national psyche in relation to 'American Dream'; contrast Kennedy death with 'feel good factors'.</p>	<p>Compilations of stimulus material relating to Kennedy's death; YouTube clips on international reaction.</p> <p>Material on 50th anniversary of Kennedy's death in US and UK press.</p> <p>Ensure a variety of provenance to introduce skills of evaluation. Sources on Khrushchev, Castro, Douglas-Home relating to provenance as well as content.</p>

A-LEVEL HISTORY – 7041/7042 – 2Q THE AMERICAN DREAM REALITY AND ILLUSION – SCHEME OF WORK

Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 3	Maintaining American world power.	Escalation of the war in Vietnam.	<p>Students could explore the chronology of escalation with focus on deployment, troop numbers and relations with the government in Saigon.</p> <p>Students to research in pairs or small groups and give presentations on key philosophes, eg:</p> <ul style="list-style-type: none"> • Tonkin Resolution • Operation Rolling Thunder • Tet Offensive • My Lai massacre. <p>One pair could present on the growing opposition to the war.</p>	<p>Understanding of concepts and events eg Tonkin Resolution; Operation Rolling Thunder; Vietcong; Ho Chi Minh trail; Tet Offensive; Napalm and Agent Orange; My Lai and concepts such as the 'the first media war' and 'guerrilla warfare'.</p> <p>Opportunity for differentiation in research on events and concepts.</p>	<p>Compilations of stimulus material relating to Vietnam and the escalation of the war.</p> <p>Images from Life magazine and memoirs of soldier.</p> <p>Films: Platoon and Born on the 4th July.</p>

A-LEVEL HISTORY – 7041/7042 – 2Q THE AMERICAN DREAM REALITY AND ILLUSION – SCHEME OF WORK

Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 4		Relations between the USA and its Western allies.	<p>Student presentation on the allies in the Vietnam war focusing on degree of involvement and reasons for involvement.</p> <p>Consider whether the USA needed these allies and if so, for what reasons. Look at the role of SEATO and NATO.</p>	<p>Consideration of extent allied influence on US foreign policy and change over time.</p> <p>Awareness of need to avoid generalisation and find precise evidence.</p>	<p>Source material from allied leaders and press.</p> <p>Images and reports from Johnson's visits to Australia in 1966.</p>

A-LEVEL HISTORY – 7041/7042 – 2Q THE AMERICAN DREAM REALITY AND ILLUSION – SCHEME OF WORK

Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 5	African-Americans in North and South.	Developments in the Civil Rights Movement.	<p>Examine key developments under Johnson:</p> <ul style="list-style-type: none"> • Malcolm X and the split from Nation of Islam • actions of SCLC, NAACP and SNCC • role of opposition including increased aggression of the KKK • radicalisation of groups and formation of Black Panthers • King's focus on the North at Chicago and Washington • assassinations of King and X. <p>Look at images, statistics, maps etc. to illustrate spread of events and impact on Johnson.</p>	<p>Encourage students to debate effectiveness and tactics of the movement in this period.</p> <p>Ability to weigh up a variety of factors, link and prioritise; this could lead into an essay-style question.</p>	<p>Source material including speeches, photos, FBI reports, cartoons, court decisions.</p> <p>Consider essay writing skills.</p>

A-LEVEL HISTORY – 7041/7042 – 2Q THE AMERICAN DREAM REALITY AND ILLUSION – SCHEME OF WORK

Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 6		Johnson's role in passing Civil Rights legislation.	<p>Create a table of the key legislation under Johnson:</p> <ul style="list-style-type: none"> • 1964 Civil Rights Act • 1965 Voting Rights Act • 1968 Civil Rights Act • Great Society legislation and effect on African-Americans. <p>Include details of provisions and effects in the short and long term.</p>	Consider Johnson's role in passing the acts: level of commitment; political manoeuvring; speeches in support of legislation and potential political risks.	<p>Guided reading on Civil Rights acts under Johnson from academic History books.</p> <p>Cartoons on Johnson, Vietnam and the Great Society.</p>

A-LEVEL HISTORY – 7041/7042 – 2Q THE AMERICAN DREAM REALITY AND ILLUSION – SCHEME OF WORK

Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 7		The impact of change including urban riots.	<p>Students could create a spider diagram on reasons for riots to include: police brutality; ghetto conditions; economic disadvantage; growth of consumption and media; sparking event, etc.</p> <p>Look at contemporary sources and images relating to riots especially Watts in 1965, Detroit in 1967 and riots following King's death.</p> <p>Examine the impact on the Civil Rights movement, on Johnson, on King and on white opinion.</p>	<p>For class debate: did the riots all happen for the same combination of reasons?</p> <p>Consider long term impact on Detroit.</p>	<p>Sources linking to McCone Report and Kerner Commission.</p> <p>Use two conflicting sources and consider which provides the more convincing interpretation of the causes of the riots.</p>

A-LEVEL HISTORY – 7041/7042 – 2Q THE AMERICAN DREAM REALITY AND ILLUSION – SCHEME OF WORK

Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 8	Social divisions and protest movements.	Education and youth; anti-war movements.	<p>Examine the growth in higher education through statistics and changing nature of university campuses (link to Civil Rights cases).</p> <p>Students might create a spider diagram of sources of youth protest: campus issues; environmentalism; rejection of parents' ideals; escalation in Vietnam, etc.</p> <p>Student presentations on aspects of the counter- culture to include: music, films, art, drugs, etc.</p> <p>Create a timeline of anti-war protests with figures on attendees and pro-war protests.</p>	Consider links to other global protests in France, Hungary, UK, and China: what does the nature of US student protest say about US as a whole?	<p>Source material from Students for a Democratic Society, counterculture works.</p> <p>Copy of May edicts.</p> <p>Guided reading for 'stretch' activity.</p> <p>People's Century Documentary.</p>

A-LEVEL HISTORY – 7041/7042 – 2Q THE AMERICAN DREAM REALITY AND ILLUSION – SCHEME OF WORK

Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 9		Feminism.	<p>List of key developments and figures including:</p> <ul style="list-style-type: none"> • books and magazines • organisations (NOW and radical orgs) • protest events • political response. <p>Draw up a table comparing Civil Rights Movement with Women’s Rights Movement in terms of tactics, aims, organisation and the role of the media.</p> <p>Consider arguments of those in the movement and those, especially women, who opposed it.</p>	<p>Debate issues of authority and paternalism; links to Civil Rights Movement and counterculture; changing nature of American Dream; effect of war on women and reasons why feminism emerged in 1960’s rather than after the Second World War.</p>	<p>Guided reading and sources for evaluation particularly from Gloria Steinem, Betty Friedan and Shirley Chisholm.</p> <p>Use of imagery by the movement balanced against sexism in advertising.</p> <p>People’s Century: ‘Half the People’.</p>

A-LEVEL HISTORY – 7041/7042 – 2Q THE AMERICAN DREAM REALITY AND ILLUSION – SCHEME OF WORK

Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 10		Radicalisation of African-Americans; the role of the media.	<p>Analyse the role of and effect upon different groups:</p> <ul style="list-style-type: none"> • CORE • SNCC • Black Panthers • COINTELPRO. <p>Use source material to consider role of each of the above in radicalisation.</p> <p>Create a spider diagram to cover cause and effect of radicalisation and its connections to riots.</p> <p>Examine the role of the media in reporting on groups, especially the Black Panthers.</p> <p>Attempt definition of 'Black Power': differing perspectives.</p>	<p>Examine developments from different perspectives eg King; Johnson; Soviet press; domestic press; Hoover; middle class whites; dixiecrats, etc.</p> <p>Opportunity for differentiation in discussion or perspectives.</p>	<p>Source material from speeches of Carmichael and McKissick, Panthers '10 Point Program', COINTELPRO reports and press.</p> <p>YouTube video on Black Power salute at 1968 Olympics.</p> <p>Guided reading.</p> <p>Eyes on the Prize episode 'Power!'.</p>

Part Two: Challenges to the American Dream, 1963 – 1980

Section Two: Republican Reaction; The Nixon Presidency, 1968 – 1974 (A-level only)

Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 11	The Presidential election of 1968 and the reasons for Nixon's victory.	Divisions within the Democratic Party.	<p>Source study on the 1968 Democratic Party Convention.</p> <p>Case study on Nixon's return from the political wilderness: tactics; rivals; use of the media, etc.</p> <p>Examine the role of Mayor Daley and the Mississippi Freedom Democratic Party.</p> <p>An analysis of election results with focus on states and change over time.</p>	<p>Discuss: Did Nixon win or did the Democrats lose?</p> <p>Some students could be asked to lead the discussion making either case.</p>	<p>Statistics on elections/results.</p> <p>Source material on Nixon and Humphrey campaigns.</p> <p>Source material on 1968 Democratic Party Convention.</p> <p>YouTube videos on 1968 Democratic Convention.</p>

A-LEVEL HISTORY – 7041/7042 – 2Q THE AMERICAN DREAM REALITY AND ILLUSION – SCHEME OF WORK

Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 12		The personalities and policies of the Nixon administration.	<p>Students could draw a table of policies of new Nixon administration with details on continuity and change with previous administrations.</p> <p>Use PowerPoint/clips and source extracts to examine the personalities in the new Nixon administration including: Agnew, Kissinger, Haldeman and Ehrlichman. Note also the turnover of personalities in certain departments.</p> <p>Analyse differences in the nature of Nixon's Executive.</p>	<p>Encourage thinking about the importance of the wider Executive.</p> <p>Consider/read further to enhance knowledge of historiographical debate on key figures.</p> <p>Consider why choices of Executive team are key to a successful presidency.</p>	<p>Copies of contemporary sources including speeches/diaries of key personalities.</p> <p>www.nixonlibrary.gov for resources on policies.</p> <p>Guided reading to enhance understanding of historiographical debate on key figures.</p>

A-LEVEL HISTORY – 7041/7042 – 2Q THE AMERICAN DREAM REALITY AND ILLUSION – SCHEME OF WORK

Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 13	The restoration of conservative social policies.	The reaction to protest movements and forces of social change.	<p>Students might look at source material relating to Nixon’s ‘Silent Majority’.</p> <p>Reuse table from previous week to establish which of Nixon’s policies are ‘conservative social policies’.</p> <p>Consider/evaluate speeches on ‘Silent majority’ and political cartoons in response.</p> <p>Case study on Roe vs Wade: focus on short term/long term consequences and the place of the case in key Supreme Court decisions in the period.</p> <p>Analysis of Nixon’s handling of African-American Civil Rights: priorities and engagements.</p> <p>Debate the clash between ‘Silent majority’ vs Civil Rights groups under Nixon.</p> <p>Create a graph of protest movements over time plotting success and failures, label with the groups you have studied.</p>	<p>Understanding the effectiveness of Nixon’s focus on core voters after Civil Rights period.</p> <p>Assessing the relative importance of Civil Rights protests under Nixon.</p> <p>Students could also look at Native American rights, Hispanic rights through Cesar Chavez and the Stonewall riots of 1969.</p>	<p>Copies of contemporary sources including responses to Roe vs Wade; busing; ‘Silent majority’.</p> <p>Guided reading.</p> <p>YouTube videos on Roe vs Wade and Stonewall riots.</p> <p>People’s Century Documentary: Half the People.</p>

A-LEVEL HISTORY – 7041/7042 – 2Q THE AMERICAN DREAM REALITY AND ILLUSION – SCHEME OF WORK

Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 14		The reaction to protest movements.	<p>Create a chronological table to record detail of anti-Vietnam protests.</p> <p>Use visual imagery (Kent State, Hanoi Jane, 1969 Moratorium to End the War in Vietnam) to analyse impact on national attitudes. Focus on perspectives of different Americans on the anti-war movement.</p> <p>Consider the role of celebrities and media in drawing attention to opposition to the war; potential practice exam question.</p>	Understanding the importance of polarised perspectives on the war amongst US citizens.	<p>Sources for evaluation and guided reading for additional research.</p> <p>YouTube videos on anti-war protests.</p> <p>Anti-war protest material.</p>

A-LEVEL HISTORY – 7041/7042 – 2Q THE AMERICAN DREAM REALITY AND ILLUSION – SCHEME OF WORK

Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 15		Economic change and the end of the post-war boom.	<p>Create a spider diagram to show the economic problems facing Nixon; their causes and possible solutions.</p> <p>Use graphs on GDP, inflation, unemployment, trade balance, etc to highlight effect of Nixon's policies.</p> <p>Assess and record strengths and weaknesses of reforms.</p> <p>Define 'Nixonomics' and judge success of Nixon's economic policies.</p>	<p>Understanding of key economic concepts and figures: Nixonomics; stagflation; OPEC; peak oil; Milton Friedman, etc.</p> <p>Use Taboo game format to check understanding of definitions.</p> <p>Differentiation by definitions and work on causes/solutions or graphs.</p>	<p>Collating evidence from guided reading and sources.</p> <p>Economic statistics.</p>

A-LEVEL HISTORY – 7041/7042 – 2Q THE AMERICAN DREAM REALITY AND ILLUSION – SCHEME OF WORK

Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 16	The limits of American world power.	Peace negotiations and the continuation of the war in Vietnam and Cambodia.	<p>Worksheet or guided research to understand the peace negotiations and reasons for lengthy timescale.</p> <p>Opportunity for some character profiles and key events, eg (researched in pairs):</p> <ul style="list-style-type: none"> • Kissinger • Giap • Creighton Abrams • William Fulbright • My Lai • Vietnamisation • Paris Peace negotiations • bombing of Cambodia. <p>Consider why Nixon failed to end the war quickly after repeated promises to do so.</p> <p>Look at source material on Nixon’s handling of Vietnam.</p>	<p>Developing an understanding of the views of key figures and events and the difficulty of resolving the Vietnam situation.</p> <p>Differentiation by task and outcome.</p>	<p>Guided research using primary sources where available.</p> <p>Picture stimuli, possibly with a source for research into key individuals.</p> <p>People’s Century Documentary: War of the Flea.</p> <p>Oliver Stone’s: ‘Untold History of the US’ documentary, Johnson, Nixon and Vietnam.</p>

A-LEVEL HISTORY – 7041/7042 – 2Q THE AMERICAN DREAM REALITY AND ILLUSION – SCHEME OF WORK

Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 17		The influence of Kissinger on US policies towards the USSR, Latin America and China.	<p>Share ideas about the aims of US policy in the USSR, China, Latin America and Middle East.</p> <p>Create a table to show policies of Kissinger in each area and judge successes and failures.</p> <p>Source material on Nixon's visit to China and global implications.</p> <p>Consider role of the CIA in Latin America. Definition of realpolitik.</p>	<p>Understanding how Kissinger's foreign policy differed from previous administrations.</p> <p>Discussion of morality in foreign policy and relevance to the 'American Dream'.</p>	<p>Map to illustrate Kissinger's shuttle diplomacy.</p> <p>Sources, cartoons and guided reading.</p> <p>YouTube documentary Niall Ferguson 'The War of the World'.</p>

A-LEVEL HISTORY – 7041/7042 – 2Q THE AMERICAN DREAM REALITY AND ILLUSION – SCHEME OF WORK

Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 18		Policies towards the USSR.	<p>Students could label a map of Cold War alliances and influence with potential flashpoints.</p> <p>Profile of Brezhnev and comparison with Khrushchev and Stalin as a foreign policy Premiere.</p> <p>Consider the effect of Nixon’s visit to China and subsequent events in détente.</p> <p>Wider cultural/technological conflict between US and USSR in sport, chess, space race, Hollywood films and propaganda.</p>	<p>Understanding of key economic concepts and figures: Mad Man theory; détente; realpolitik; SALT.</p> <p>Use sources of varying complexity for evaluation.</p> <p>What role did cultural/technological rivalry play in the Cold War?</p>	<p>Map(s) of Cold War alliances.</p> <p>Guided reading on detente and realpolitik.</p> <p>Sources including 1970s Cold War propaganda from either side.</p>

A-LEVEL HISTORY – 7041/7042 – 2Q THE AMERICAN DREAM REALITY AND ILLUSION – SCHEME OF WORK

Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 19	The Watergate Affair and its aftermath.	The role of Congress and the resignation of the President.	<p>Students could create a timeline of Watergate affair, plotted on graph of Nixon's poll ratings.</p> <p>Complete a detailed analysis of role of Congress and the Supreme Court.</p> <p>Discussion of the role of the media in bringing Nixon down.</p> <p>Produce a newspaper report on the resignation or an obituary of Nixon.</p> <p>Look at press sources on Watergate at the start of the Affair and at the end.</p>	<p>Some students could be challenged to undertake further research into details of Watergate and summarise for the class.</p> <p>Consider the importance of Congress as a way of checking Presidential power.</p> <p>Discuss Nixon's assertion that 'If the President does it, that means it's not illegal'.</p>	<p>Academic reading on Watergate and contemporary cartoons.</p> <p>Written sources from key players to include testimony, congressional record, Nixon's speeches and press reports compared over time.</p> <p>Storyboard outline to complete.</p> <p>Sources including material at each stage of the Watergate Affair.</p> <p>Film: All the President's Men.</p>

A-LEVEL HISTORY – 7041/7042 – 2Q THE AMERICAN DREAM REALITY AND ILLUSION – SCHEME OF WORK

Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 20		Nixon's political legacy.	<p>Read contemporary accounts of Nixon's resignation and the speech itself.</p> <p>Consider Ford's decision to pardon Nixon using a balance chart.</p> <p>Create a spider diagram of Nixon's political legacy in domestic and international affairs.</p> <p>Look at recent historiography and reinterpretation of Nixon, is time healing his legacy? Does Watergate overshadow Vietnam and hence affect interpretations of Johnson?</p> <p>Discuss the importance of morality to the President's role, both publically and privately.</p>	<p>Understanding of key concepts: impeachment; subpoena; pardon.</p> <p>Debate, assessing the significance of Nixon's resignation and Ford's pardon to the 'American Dream'.</p> <p>Student-led assessment of state of USA in 1974.</p>	<p>Sources including newspaper accounts and speeches, especially the Washington Post stories.</p> <p>YouTube videos of Nixon's resignation.</p> <p>Film: Frost vs Nixon.</p>

Part Two: Challenges to the American Dream, 1963 – 1980

Section Three: The USA after Nixon, 1974 – 1980 (A-level only)

Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 21	Ford and Carter as presidents.	Responses to social divisions.	<p>Construct a table comparing Ford and Carter: background; experience domestically and internationally; policies and problems on becoming President.</p> <p>Watch Saturday Night Live sketches on Carter and Ford.</p> <p>Use assessment of USA in 1974 from Nixon period to consider the social divisions in 1974.</p> <p>Essay planning exercise on responses to social divisions, Carter vs Ford.</p>	Discuss progress made since 1960s in healing social divisions, what had been done, what was still to do.	<p>Carter and Ford Presidential libraries:</p> <p>www.jimmycarterlibrary.gov</p> <p>www.fordlibrarymuseum.gov</p>
Week 22		Political corruption and the loss of national self-confidence.	<p>Research 'List of Federal Political Scandals' to establish whether political corruption was increasing in the period.</p> <p>Debate the role of the media in exposing scandals; did Watergate have a negative effect?</p> <p>Look at election materials for both candidates in 1976: how did they approach the issues of corruption and loss of national self-confidence?</p>	<p>Contemporary newspaper articles on 'Watergate Revisited/ Effects/Impact': why has the scandal retained its power?</p> <p>Some students might consider widespread use of the – gate suffix.</p>	Sources for evaluation and guided reading.

A-LEVEL HISTORY – 7041/7042 – 2Q THE AMERICAN DREAM REALITY AND ILLUSION – SCHEME OF WORK

Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 23	The position of the USA as a world power.	The final withdrawal from Vietnam.	<p>Consider the events of April 1975 and the fall of Saigon: did this compound the US withdrawal?</p> <p>Create a spider diagram to summarise the consequences of Vietnam war, both domestically and internationally.</p> <p>Case study of Church committee report: one group of students to focus on Congressional power; one group on the actions of the CIA.</p>	<p>Opportunity to consider the significance of Vietnam holistically.</p> <p>Research articles on 'Forty years since the fall of Saigon' for long term effects.</p>	<p>YouTube videos on the fall of Vietnam.</p> <p>Earlier notes to help in summary of consequences.</p>
Week 24		Relations with the USSR and China.	<p>Create a table of successes and failures of the two Presidents in dealing with the major communist powers.</p> <p>Pairs might research further into: SALT II; recognition of China; Carter's focus on Human Rights.</p> <p>This could lead to presentations or posters.</p> <p>Research Brzezinski's background, career, character and beliefs and compare to Kissinger.</p> <p>Profile on Deng Xiaoping and changing relations with China.</p>	<p>Opportunities for further differentiated research into events and key figures.</p> <p>Understand the problems of Carter's attempt to introduce morality into foreign policy.</p> <p>Was Carter naive?</p>	<p>Guidance for reading/research.</p> <p>Materials for illustrated presentations/posters.</p>

A-LEVEL HISTORY – 7041/7042 – 2Q THE AMERICAN DREAM REALITY AND ILLUSION – SCHEME OF WORK

Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 25		The response to crises in the Middle East; Iran and Afghanistan.	<p>Research the 'Carter Doctrine' and consider why Carter felt obliged to declare it.</p> <p>Produce a timeline of progress towards Camp David Accords from 1973 to March 26th 1979. Analyse key events and Carter's contribution.</p> <p>Practice question on whether this was Carter's finest achievement.</p> <p>Source material on the Iran hostage crisis contrast handling of Iran with other foreign policy problems.</p> <p>Case study of Afghanistan invasion and Carter's response.</p>	<p>Debate: did the Iran Hostage crisis destroy the Carter presidency?</p> <p>Consider idealism and pragmatism in foreign policy.</p>	<p>Use of earlier materials on USSR, China and Human Rights.</p> <p>Contemporary sources on Afghanistan invasion.</p> <p>YouTube videos on Hostage crisis, Camp David and Afghanistan.</p> <p>Guided reading.</p>

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Week 26	African-Americans in North and South.	The impact of Civil Rights legislation.	<p>Statistical work on changes to African-Americans lives, research:</p> <ul style="list-style-type: none"> • numbers in federal and state politics North vs South • integration of schools • percentage on Welfare, percentage graduating High School • problems of housing and crime (especially growth in prison population after Nixon). <p>Student presentations on state of key Civil Rights groups by 1980 to include:</p> <ul style="list-style-type: none"> • SCLC • SNCC • CORE • NAACP • Nation of Islam • Urban League • Black Panthers. <p>Practice question on African-American equality by 1980.</p>	<p>Wider reading on William Wilson’s theories.</p> <p>Understanding of the degree of involvement of Ford and Carter; had the Presidency ceased to be important to the campaign for rights?</p>	<p>Guided reading using primary sources and reference books.</p> <p>YouTube videos on growth of black presence in media.</p>

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Week 27		Change and continuity in the 'New South'.	<p>Class presentations on individual states in the South and how they changed in the late 1960s and 1970s:</p> <ul style="list-style-type: none"> • states to cover: Arkansas, Georgia, North Carolina, Texas, Louisiana and Mississippi • governors, Senators and representatives • economic developments, including arrival of major employers and lack of unionisation • population growth • significance of religion; crossover of 'New South', 'Bible belt' and 'Sun Belt'. <p>Consider the social divisions in the country by 1980 by race; gender; beliefs; urban vs rural, North vs South; young vs old: to what extent were these more pronounced than in 1945?</p> <p>Create a chart showing key events in change from 'Solid South' to 'New South'.</p>	<p>Differentiation by research tasks.</p> <p>Opportunities for additional extension reading.</p> <p>Debate on the responsibility for social divisions: role of the media; Presidents as divisive or unifying; role of religion.</p>	<p>Student presentations with:</p> <ul style="list-style-type: none"> • PowerPoint illustrations • handout of key facts • at least one source illustrating their state. <p>Graphs and statistics for economic developments.</p> <p>YouTube videos: Bill Clinton victory speech as Governor of Arkansas in 1978, parallels with JFK style.</p>

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Week 28	The USA by 1980.	The position of the USA as a Superpower.	<p>World map exercise on US involvement and position, labelled by students with events from 1945 to 1980 and current situation.</p> <p>Consider the successes and failures of overt, covert, economic and cultural imperialist policies.</p> <p>Discussion of relevance of ‘cultural imperialism’: role of US media (TV, music industry, advertising industry, brands, sports, Hollywood, etc) and US universities.</p> <p>Economic analysis of position of US economy in global economy; graphs of GDPs or major powers; borrowing; trade balance; significance of the dollar as international currency.</p> <p>Look at key threats to US dominance: OPEC, EU, China and USSR.</p> <p>Consider a variety of source material on Reagan’s criticism of Carter’s foreign policy.</p>	<p>Debate: had the world become a safer place since 1945?</p> <p>Opportunity for further reading and research: has the power of the USSR been exaggerated?</p>	<p>Look at historians' interpretations of Carter’s foreign policy and how it has changed over time.</p> <p>Evaluate and debate contemporary accounts and pictures.</p> <p>Map/statistics showing extent of US presence worldwide.</p> <p>Statistics on nuclear arsenals of US, USSR, China and proliferation.</p> <p>www.reaganfoundation.org</p>

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Week 29		The extent of social and economic change; the reasons for Reagan's victory in the presidential election.	<p>Create 'Diamond Nine' chart of the nine most important events in stimulating social change.</p> <p>Make a flow chart of the methods to effect social change with examples from different protest groups.</p> <p>Consider Reagan's, background, political career, demeanour and policies. Look at his speeches and other contemporary material ahead of the election.</p> <p>Students might create a spider diagram on whether Reagan won or Carter lost the 1980 election.</p> <p>Make an A3 chart to illustrate the state of the USA at the end of 1980.</p> <p>Practice question on the state of the 'American Dream' by 1980.</p>	<p>Debate whether Reagan was the embodiment of the American Dream.</p> <p>Evaluation of the 1970s as the nadir of the dream.</p> <p>Revision activities can be organised into differentiated groups.</p>	<p>Information sheets and guided reading.</p> <p>Primary sources, eg Reagan's speech to the Republican Convention compare with Carter's to Democrats.</p> <p>Map to illustrate voting in 1980 election.</p>

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Week 30	Overview /Revision.	Holistic appraisal of content.	<p>Look back at material in this Part and create:</p> <ul style="list-style-type: none"> • a timeline and glossary for each of the three sections of content • some could create a summative wall poster. <p>Consider the influence and legacy of key figures across the period, eg Nixon, Kissinger, Carter, King, Warren and other figures. (Could hold balloon debate to determine the most influential).</p> <p>Consider how far the concept of the 'American dream' influenced developments.</p> <p>Consider developments from different perspectives: political, economic and social, military, religious and technological. Collect several sources to show how each area developed and changed during the course of the period (also note what stayed the same).</p> <p>As a class, reflect, 'What have we learnt?'</p>	<p>Debate: what were the key turning points in the development of the 'American Dream?'</p> <p>Opportunities for differentiation by task and in students' reflection and selection of information.</p> <p>Further opportunities for evaluation of primary source material.</p>	<p>Notes and materials from Part Two of this course.</p> <p>Further source material which could be assembled by students.</p> <p>Practice exam-style questions.</p> <p>Notes from the full course for revision.</p>

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			Consider events and development from different perspectives, eg political or social and economic. Look at the introductory paragraph for this option and reflect on the key issues and concepts of this study.		