# Scheme of work

**Introduction**

## 1D America, 1920-1973: Opportunity and inequality

This scheme of work provides guidance for teaching the America, 1920–1973: Opportunity and inequality period studies topic from our GCSE in History. It is intended as a guide only and not as a prescriptive approach.

This scheme of work enables students to understand the development of the USA during the 20th century, focusing on opportunity and inequality – when some Americans lived the ‘American Dream’ whilst others grappled with the nightmare of poverty, discrimination and prejudice.

Assumed coverage

This scheme of work is intended for 30 classroom lessons, each of one hour. It doesn’t include homework learning time, but does include revision and assessment lessons.

**Assessment**

Assessment points in the learning activity column indicate possible assessment opportunities. These could be short tests of about ten minutes (exam-style questions, short factual tests, source evaluation) or longer assessments (exam-style questions).

On the part of Paper 1 covered by this scheme of work, students are required to:

1. understand how evidence is used rigorously to make historical claims, discerning how and why different **interpretations** have been constructed – questions 1,2 and 3.
2. describe, explain and analyse second order concepts - questions 4,5 and 6.

The specification content of each is based on an unfolding narrative of three key developments in a country’s domestic history and allow students to explore the effect these developments had on people.

**Resources**

Research exercises assume students have access to a textbook(s) and/or internet. You can supplement textbook(s) by other sources. When considering primary and secondary evidence, it is worth remembering that the exam tests students’ ability to analyse and evaluate two written interpretations (AO4); however, as part of your teaching you may wish to look at contemporary sources to support your students’ learning.

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**Part one: America People and ‘The Bloom’**

**Lesson 1**

**Topic**

‘The Boom’

**Specification content**

Mass production including Ford and the motor industry

**Learning outcomes**

* The focus should be on the impact of mass production on the economy and the American people.
* Period Studies, by their nature, relate to the lives of people who lived and experienced events during the period in question. Recurring questions will relate to the problems they faced, how far the problems were dealt with and how far their lives were affected. Second order concepts will test an understanding of causes and consequences, while interpretations will offer different views of the events defined in the specification.
* At any early stage, students might consider different groups in society and compare their experiences, so building up a complex view of the past. These groups might include some or all the following – the list is not exhaustive: farmers, workers in industrial settings, professional people such as bankers, teachers etc, the unemployed, immigrants, women representing different socio-economic groups, African Americans. The lives of these groups can be tracked through each part of the specification.
* In order to understand the impact mass production had, you may wish to give your students a brief overview of the reasons why there was a boom, which will be covered further in lesson 2. Bear in mind that explaining why particular economic events (such as the Boom, Wall Street Crash, etc) took place is not central to the specified content – as already mentioned, it is the impact of economic change of Americans’ lives which is the key.

**Possible teaching and learning activities**

* Enquiry question: how did mass production change the economy and people’s lives?
* Study adverts to sell a selection of mass-produced goods (cars, radios, fridges etc.) to the public. Class discussion: what do these adverts suggest about the social changes mass production brought?

**Resources**

* Research material relating to mass production.
* Contemporary adverts from the 1920s.
* The best view of the 1920s and most widely read is Frederick Lewis Allen’s. ‘Only Yesterday’, published in 1931. He was editor of Harper’s magazine and later published as an historian. It provides coverage also for Lessons 1 to 10. Bearing in mind the ‘big picture’ of the 1920s, it is possible to find some views about Ford in Charles E. Sorenson’s, ‘My Forty Years with Ford’, 1956.

**Lesson 2 and 3**

**Topic**

‘The Boom’

**Specification content**

* Benefits of the Boom
* Advertising
* Hire purchase
* The consumer society
* Republican government policies and the stock
* Market boom

**Learning outcomes**

* The focus should be on how the different elements of the cycle of prosperity were linked. Begin to explore the impact of the Boom on different groups of Americans – see Lesson 1.
* To develop your students’ understanding of the Republican government’s policies you can explore ideas and policies of:
* ‘rugged individualism’
* laissez-faire
* the Tariff policy.
* There is an opportunity here to discuss terms such as economic and social factors when considering the Boom – were the opportunities presented in the 1920s more about one or the other? This type of terminology to classify factors should be applied to the 1930s and post-war period.

**Possible teaching and learning activities**

* Students produce a flow diagram that explains the cycle of prosperity. This could be illustrated with contemporary sources.
* Ask your students to reach a supported judgement about which element of the cycle they think was the most important.
* In groups, ask your students to research and prepare a presentation on the stock market boom, including examples of corporate and individual beneficiaries.

**Resources**

* Textbook / internet access to materials relating to the cycle of prosperity.
* Contemporary sources such as photographs, adverts, newspaper articles etc.
* Textbook / internet resources relating to the stock market boom.
* Interpretations – see Lesson 1.

**Lesson 4**

**Topic**

‘The Boom’

**Specification content**

Inequalities of wealth.

**Learning outcomes**

* This is an opportunity to develop your students’ understanding that the 1920s was decade of contrasts – full of opportunities for some and not for others.
* The focus should be on evaluating the impact the ‘Boom’ had on different groups in American society, particularly those groups who did not benefit from the ‘Boom’.

**Possible teaching and learning activities**

* Enquiry question: how far were the 1920s really ‘roaring’? What was the impact of the Boom on the lives of different groups of Americans?
* Give your students a range of contemporary sources and interpretations. Ask them to study the positive and negative impact of the ‘Boom’ on different groups and to capture their findings and report back to the class.
* Here is an early opportunity to practice writing in response to ‘explain’ style questions – point, evidence, explain.

**Resources**

* Contemporary accounts and photos of life in the 1920s.
* Contemporary sources such as photographs, statistics, political cartoons, newspaper articles. Interpretations such as autobiographies, films etc.

**Lesson 5**

**Topic**

Social and cultural developments

**Specification content**

* Entertainment, including cinema and jazz
* The position of women in society, including flappers

**Learning outcomes**

* This is an opportunity to explore the social and cultural changes that took place during the 1920s, using the entertainment industry and position of women as case studies.
* Opportunities here to start to develop an understanding of interpretations, through routines which include drawing inferences, explaining provenance, and applying contextual knowledge to the view expressed.

**Possible teaching and learning activities**

* Enquiry question: how did the entertainment industry change in the 1920s?
* In groups, ask your students to research and produce a profile of a movie star or jazz musician such as:
* Louis Armstrong
* Clara Bow
* Gloria Swanson
* Rudolph Valentino.
* Students can identify how the entertainment industry changed, using the profiles they have produced.
* Enquiry question: how did life change for women during the 1920s?
* Give your students a range of interpretations which depict what life was like for different groups of women in the 1920s, including flappers. Ask your students to identify and explain what each source suggests life was like for

women from different backgrounds. How did life change for women in the 1920s?

**Resources**

* Textbooks, internet access, contemporary sources and biographies relating to the 1920s jazz musicians and movie stars.
* A range of sources could include: textbooks, photographs, diary extracts etc.
* Interpretations might include the writings of F. Scott Fitzgerald as well as numerous autobiographies written in the 1930s by those who were involved in the booming entertainment industry; plus, on the status and roles of women in the 20s, there is feminist activist Doris Fleischmann who published widely at the time and looked back on the period during the subsequent decade.

**Lesson 6 and 7**

**Topic**

Divided society

**Specification content**

Organised crime, prohibition, and their impact on society.

**Learning outcomes**

* The focus should be on how prohibition encouraged organised crime and the impact prohibition and organised crime had on American society. Develop your students’ understanding of the reasons why prohibition was introduced.
* Students should consider how these elements contributed to the idea that America in the 1920s was a ‘divided society’.

**Possible teaching and learning activities**

* Enquiry question: what impact did prohibition and organised crime have on American society?
* Students complete a table which includes information on the causes, effects, successes and failure of prohibition.
* Ask your students to research the life and ‘work’ of Al Capone and write an obituary that describes the impact he had on American society. What does a study of Al Capone tell your students about organised crime?
* Developing the skill of using interpretations can be done best in stages – taking each exam question at a time; ie Q1 – what’s the big message? Q2 what does the provenance tell a historian? Q3 what knowledge can we apply to test how far the interpretation is convincing?
* Strategies such as card sorts/diamond 9s, and their like, can help students consider what might be the ‘main reason’ in comparison to others – note in reference to the bullet style Q6 on the exam paper. In this case, what was the main reason for the introduction of Prohibition in the 1920s?

**Resources**

* Research materials relating to prohibition.
* A range of sources relating to Al Capone.
* Felix von Luckner, a German visitor to the US during Prohibition has been the subject of a previous interpretations paper. See also historian William E Leuchtenburg – recognised as a Roosevelt specialist but he also observed the Prohibition period. See also Lessons relating to Roosevelt and the New Deal.

**Lesson 8**

**Topic**

Divided society

**Specification content**

* Causes of racial tension
* Experience of immigrants
* Impact of immigration
* Significance of Sacco and Vanzetti case

**Learning outcomes**

* Develop your students’ understanding of how different groups in American society were treated. Explore the causes of racial tension and reasons for prejudice against immigrants and how these prejudices were expressed.
* Explore further how racial tension and the treatment of immigrants contributed to a ‘divided society’ in the 1920s.
* How and why do interpretations of immigration differ?

**Possible teaching and learning activities**

* Students produce a timeline to show the increasing restrictions of immigration laws. Ask students to identify why they think these laws were introduced.
* In groups, ask your students to prepare notes for a TV programme which is looking back at the injustice of the Sacco and Vanzetti trial.
* Model answers to interpretations style questions. See past paper example.

**Resources**

* Research material on immigration in the 1920s USA.
* A range of sources, including textbooks and newspaper reports of the Sacco and Vanzetti trial. Interpretations written later include those of journalist Eugene Lyons, ‘Assignment in Utopia’, 1937 – he worked on the defence case.

**Lesson 9**

**Topic**

Divided society

**Specification content**

* The Ku Klux Klan
* The Red Scare

**Learning outcomes**

* The focus should be on the reasons for the Red Scare and the influence of the Ku Klux Klan. How does the Red Scare and the Ku Klux Klan reflect a ‘divided society’ in the 1920s?
* The class debate at the end of the lesson can be used to summarise what students have learnt in lessons 6, 7, 8 and 9.

**Possible teaching and learning activities**

* Students brainstorm possible reasons why there was a Red Scare.
* Students write a report for the US Attorney General, that justifies the ‘Palmer Raids’.
* Students produce a fact file on the Ku Klux Klan that covers membership profile, structure, growth and decline.
* Class debate: how far was American society divided in the 1920s?

**Resources**

Textbook information relating to the Red Scare.

**Lesson 10**

**Topic**

Divided society

**Specification content**

Review and assessment of Part 1: ‘The Boom’.

**Learning outcomes**

* This is the opportunity to develop your students’ exam technique and to test their learning from lessons 1 to 9.
* You can use exam-style questions based on the content of Part 1.
* You could use this as an opportunity to develop their understanding of how to answer interpretation questions.
* For second order concept questions, analyse students’ effectiveness when writing point, evidence and explanation paragraphs in answer to a Q5 ‘explain’ style or the bullet style referenced in the previous lesson.

**Possible teaching and learning activities**

* Give your students two contrasting interpretations of how divided American society was and ask students to identify the differences between the interpretation, reasons why the authors might have different views and which interpretation they find the most convincing.
* Consider different approaches to the bullet style question 6; which was the more important change/cause/result/achievement? Each can be adapted to different aspects of the history.

**Resources**

Specimen and past papers.

**Part 2: Bust – Americans’ experiences of the Depression and the New Deal**

**Lesson 11**

**Topic**

American society during the Depression

**Specification content**

* Unemployment
* Farmers
* Businessmen

**Learning outcomes**

* The focus should be on how different groups in society were affected by the Depression. You can give your students a brief outline of the reasons for the Wall Street Crash, but the emphasis should be on the effects of the Crash on the lives of the American people.
* Against the background of groups who did not benefit from the Boom of the 20s, students might consider the complexities associated with the onset of Depression - how it affected different groups differently eg how through discrimination African Americans were likely to lose their jobs first.

**Possible teaching and learning activities**

* Enquiry question: What was life in the USA like during the Depression?
* Students complete a table that details different social and industrial groups and record the effects they suffered.
* Give your students a range of contemporary photographs of the Depression era America – what can your students learn about the effects of the Depression on American society?
* Students evaluate two contrasting interpretations of life during the Depression and identify how they differ and reasons why the authors may have different views. As a class, debate which interpretation is more convincing.

**Resources**

* Textbook / internet access relating to different social and industrial groups during the Depression.
* Contemporary photographs of the effects of the Depression on people and land such as: Bread lines, Dust Bowl etc.
* Interpretations relating to life during the Depression – see references in Lesson 12.

**Lesson 12**

**Topic**

American society during the Depression

**Specification content**

Hoover’s responses and unpopularity

**Learning outcomes**

The focus should be on developing your students’ understanding of the measures Hoover took and their impact on the American people. Looking ahead, a study point would compare the effectiveness of Hoover’s actions compared to those of Roosevelt. (Q6 bullet style question.)

**Possible teaching and learning activities**

* Students produce a summary of the measures Hoover took and assess their impact / popularity.
* Give your students a range of sources and interpretations relating to Hoover and ask them to identify his successes and failures.
* Students write an obituary for Herbert Hoover that aims to give a balanced view of his time as president.

**Resources**

* Research materials relating to Hoover’s work as President.
* Contemporary sources such as cartoons, newspaper articles and speeches.
* Interpretations from historians and eyewitnesses; people who lived through the Depression and then subsequently wrote about their experiences. Hoover wrote at length about his Presidency, including his ‘Memoirs’ published in 1952. While these are apologetic about his policies and actions during the Depression, there is no shortage of hostile pieces from the 1930s. Better, however, is Studs Terkel, an American writer who became the keeper of oral histories about the Depression. Useful for subsequent lessons too.

**Lesson 13**

**Topic**

American society during the Depression

**Specification content**

Roosevelt’s election as president.

**Learning outcomes**

The focus should be on the strength of Roosevelt’s campaign as well as the reasons for his victory.

**Possible teaching and learning activities**

* Students create a spider diagram of reasons for Roosevelt’s victory and another for the reasons why Hoover lost.
* In groups, students discuss the following statement: ‘This was a worldwide Depression. It wasn’t Hoover’s fault. In 1932, a monkey could have been elected against him, no question about it.’

**Resources**

Research material relating to the campaign. Contemporary sources such as campaign photographs.

**Lesson 14 and 15**

**Topic**

The effectiveness of the New Deal on different groups in society

**Specification content**

Successes and limitations.

**Learning outcomes**

* Develop your students’ understanding of Roosevelt’s policies and their effectiveness. How did life change for the American people?
* Opportunities here to explore interpretations about Roosevelt and the New Deal; what messages do the interpretations convey, how is our understanding of them influenced by their provenance and are they convincing when tested against contextual knowledge?
* You can explore the successes and limitations of the New Deal through:
* the nature and outcomes of the ‘Hundred Days’
* the measures taken by Roosevelt such as his fireside chats, the Emergency Banking Act
* the overall aims of the New Deal Programme (relief, recovery and reform).

**Possible teaching and learning activities**

* Enquiry question: how far did the New Deal achieves its aims?
* Give your students an outline of the overall aims of the New Deal.
* Students produce a spider diagram of Roosevelt’s policies.
* Give your students a card sort exercise matching the effects of the New Deal on different groups in American society – did everyone benefit from the New Deal?
* Using two interpretations of the effectiveness of the Roosevelt’s New Deal, students identify the successes and failures.

**Resources**

* Textbooks relating to the New Deal.
* Overall, interpretations about Roosevelt and the New Deal might include friendly, but critical pieces by Frances Perkins, ‘The Roosevelt I Knew’ (1946). Also, there is Rexford Tugwell who worked closely with the White House and published books in 1947 and 1968 which are relevant. More critical are Raymond Moley’s ‘After Seven Years’ (1939), The ‘Roosevelt Myth’ (1948) by John T Flynn and finally, John Gates’ ‘The Story of an American Communist’ (1959).

**Lesson 16**

**Topic**

The effectiveness of the New Deal on different groups in society

**Specification content**

* Opposition from the Supreme Court
* Republicans and Radical Politicians

**Learning outcomes**

* Develop your students’ understanding of the nature and reasons why people were opposed to the New Deal.
* The focus should be on:
* the Supreme Court ruling against the NRA & AAA
* criticism by the Republican party and business for over involvement in people’s lives
* criticism from left wing individuals for failure to do enough in people’s lives.

**Possible teaching and learning activities**

* Enquiry question: why was there opposition to the New Deal?
* Give your students a range of contemporary political cartoons relating the New Deal
* What can they learn about reasons why people opposed the New Deal?
* Card sort exercise: students match critical statements to the views of opposition groups.
* Class debate which combines the learning from lesson 14, 15 and 16: how successful was the New Deal? Students can consider to what extent it met its aims and how it changed the lives of the American people.

**Resources**

Political cartoons about the New Deal. See also references in Lessons 14 and 15.

**Lesson 17**

**Topic**

The effectiveness of the New Deal on different groups in society

**Specification content**

Roosevelt’s contribution as President.

**Learning outcomes**

* This is an opportunity to bring together lessons 14, 15 and 16 to assess Roosevelt’s contribution. Did Roosevelt save the USA from Depression? Was he a ‘neo’ dictator who made central government too powerful?
* The second focus should be on developments in music, cinema (for example, musicals), literature, comic books and sport during the 1930s. What can they tell us about America in the 1930s?

**Possible teaching and learning activities**

* Students complete an inference exercise using a collection of sources and statements and populate a table with evidence for and against Roosevelt’s contribution as President.
* Quiz your students about what they remember about developments in the entertainment and music industry in the 1920s.
* Give your students an overview of popular culture in 1930s USA. In groups, students research key developments in: music, cinema, literature and sport. Each group reports back to the class.

**Resources**

* Sources on Roosevelt – previously referenced.
* Information on popular music, films, sports and literature.

**Lesson 18**

**Topic**

The impact of the Second World War

**Specification content**

* America’s economic recovery
* Lend Lease
* Exports

**Learning outcomes**

* The focus should be on the impact the Second World War had on the American economy - why the demand for production increased and unemployment reduced.
* Looking back, there is an opportunity here to compare the impact of the Second World War with the New Deal. Which was more important in causing the US economy to improve?

**Possible teaching and learning activities**

* Enquiry question: what impact did the Second World War have on the American economy?
* Students research how the economy recovered during the Second World War.
* Students write an explanation that explores how the Second World War changed the American economy.
* Use card sorts or similar exercises such as Diamond 9s to encourage students to compare the importance of different factors and practice reaching supported judgements.

**Resources**

Research materials relating to the American economy during the Second World War. AQA AS History, USA 1890-1945 by Chris Lowe (pub Nelson Thornes 2008) has a valuable chapter on the Impact of War on American society and lives, plus statistical evidence to support his observations.

**Lesson 19**

**Topic**

The impact of the Second World War

**Specification content**

Social developments, including experiences of African-Americans and women.

**Learning outcomes**

The focus should be on how the war progressed the fight for Civil Rights, the treatment of African Americans in the armed forces and the opening up of areas of employment for women after 1941.

**Possible teaching and learning activities**

* Students research the origins and effects of the Congress of Racial Equality (CORE) and the Fair Employment Practice Committee (FEPC) as evidence of improvements in Civil Rights and contrast this with examples of continuing segregation in the armed forces.
* Quiz your students about what they remember about the status and roles of women in the 1920s and 1930s.
* Using a range of contemporary sources relating to women’s experiences during the world, ask your students to compile a fact file on women’s war work. What do the sources tell us about the experience of women during the war?

**Resources**

* Research materials relating to CORE and FEPC. Accounts of experiences of African American soldiers.
* Contemporary accounts and other sources including photos and propaganda photos, for example Rosie the Riveter). See previous lesson referencing Chris Lowe which paints a critical view of the lack of progress made by women and African-Americans in gaining more rights – hence giving the next lessons on the Civil Rights campaigns a clear context.

**Lesson 20**

**Topic**

Review and assessment of Part 2

**Learning outcomes**

* This is opportunity to develop your students’ exam technique and to test their learning from lessons 11 to 19.
* You can use exam-style questions based on the content of Part 2.
* You could use this as an opportunity to develop their understanding of how to answer AO1/AO2 questions such as ‘describe’, ‘explain’ and the bullet-point 12 mark evaluative question.

**Possible teaching and learning activities**

* Discuss exam technique with your students.
* Give your students some exam- style questions relating to Part 2.
* Students study a range of interpretations and consider the following questions:
* What do the interpretations suggest?
* How and why do they differ?
* How convincing are the interpretations?

**Resources**

Specimen and past papers.

**Part 3: Post-war America**

**Lesson 21**

**Topic**

Post-war American society and economy

**Specification content**

* Consumerism and the causes of prosperity
* The American Dream

**Learning outcomes**

* The focus should be on the reasons for post war prosperity and what is meant by the ‘American Dream’.
* How did prosperity change the lives of the American people?
* Opportunities here to retrace the threads for groups of Americans studied in the 20s and 30s – life for which groups changed the most? And the least? This will give context to later lessons of campaigns for Civil Rights and Women’s Equality.

**Possible teaching and learning activities**

* Was the ‘American Dream’ a reality or illusion?
* Students complete a spider diagram that gives details on the causes of prosperity. Areas to include are:
* Second World War
* Post-war Federal government policies on GIs
* Cold War military spending.
* Students complete a second spider diagram which details the effects including wage rises, population growth, house building boom, growth of suburbia, home and car ownership, television advertising and shopping malls.
* Students study a range of sources on the subject of the American Dream and write their own definition.

**Resources**

* Information from textbooks/websites relating to the post-war economy and the effects on the American people.
* A range of sources relating to the American Dream.

**Lesson 20**

**Topic**

Post-war American society and economy

**Specification content**

McCarthyism

**Learning outcomes**

* The focus should be on the causes and effects of McCarthyism including his downfall. Why there was such an extreme fear of communism?
* Students should have an awareness of the broader context of the Cold War in order to understand the roots of McCarthyism.

**Suggested timing**

Lesson 22.

**Possible teaching and learning activities**

* Give your students an overview of the Cold War 1945–1950 that includes worldwide events and key stages of the nuclear arms race.
* Class debate: why was there such a fear of communism?
* Students produce a timeline of key events and developments during the McCarthy era.
* Brainstorm reasons for McCarthy’s downfall.
* Class debate: how did McCarthyism affect American society?

**Resources**

Research materials including contemporary accounts and photographs relating to McCarthyism.

**Lesson 23**

**Topic**

Post-war American society and economy

**Specification content**

Popular culture, including Rock and Roll and television.

**Learning outcomes**

* Explore how popular culture changed and what how it reflects on life in America at that time.
* The focus should be on the key features of pop culture and the contrasting views of the old and young generations.

**Possible teaching and learning activities**

* Quiz students about what they have learnt about American popular culture in the 1920s and 1930s.
* Students study profiles of movie stars, rock stars, films and TV shows. What do these profiles tells us about the changes in popular culture?
* Students compare positive and negative representations of Rock and Roll music and discuss the reasons for the different views. Why do interpretations relating to a time of rapid cultural change differ so much?
* Students write an explanation of the key changes in American popular culture.

**Resources**

* Biographies, photographs, film clips, movie posters etc.
* Primary and secondary accounts of the impact of Rock and Roll.

**Lesson 24 and 25**

**Topic**

Racial tension and developments in the Civil Rights campaigns in 1950s and 1960s

**Specification content**

* Segregation laws
* Martin Luther King and peaceful protest 1950s and 1960s

**Learning outcomes**

* Develop your students understanding of the key events and developments of the Civil Rights campaign.
* The focus should be on the nature of segregation as outlined by the Jim Crow Laws and the key events of the Civil Rights campaign.
* Students to study interpretations of the work of Martin Luther King and the Civil Rights campaigners; what inferences can be drawn from them and how does provenance help historians to understand the period? How can contextual knowledge of Civil Rights campaigns be applied to the interpretations studied? Does our knowledge make the interpretations more or less convincing?

**Possible teaching and learning activities**

* Give your students an overview of the Segregation Laws and how these affected African Americans.
* Students complete a ‘Home and expert’ group exercise to allow to learn and share information on:
* the case of Brown v. Topeka Board of Education
* the Montgomery Bus Boycott
* the crisis at Little Rock High School
* sits-ins and freedom rides
* the influence of Martin Luther King and Civil Rights marches.
* Students use their findings to produce a timeline of the key events and developments.
* Students prioritise reasons for the developments in the Civil Rights campaigns.
* Students produce a profile of Martin Luther King.

**Resources**

* Factual information from textbooks on key events and developments of the Civil Rights.
* Textbooks and biographies of Martin Luther King. Here plus Lesson 26, Spartacus Educational has a wealth of material relating to this topic, including interpretations about the impact of Civil Rights campaigns.

**Lesson 26**

**Topic**

Racial tension and developments in the Civil Rights campaigns in 1950s and 1960s

**Specification content**

* Malcolm X and the Black Power Movement
* Civil Rights Acts 1964 and 1968

**Learning outcomes**

* The focus should be on the difference between Malcolm X, the Black Power movement and Martin Luther King’s principles of non – violence.
* Develop your students understanding of the Civil Rights Acts in 1964 and 1968 – how significant were they for the Civil Rights movement? What was their impact?

**Possible teaching and learning activities**

* Students write a speech for Malcolm X which outlines his philosophy.
* Students complete a table on the contents and impact of Civil Rights legislation during the 1960s.
* Class debate on ‘Which Civil Rights leader/movement would you have supported?’ Students could compare and contrast Martin Luther King and Malcolm X.
* Practice a bullet style question and writing point, evidence and explanation paragraphs to compare the importance of the Civil Rights campaigns and the actions of Presidents in bringing about change.

**Resources**

Textbooks relating to Malcolm X and the Civil Rights Acts.

**Lesson 27**

**Topic**

America and the ‘Great Society’

**Specification content**

The social polices of Presidents Kennedy and Johnson relating to poverty, education and health.

**Learning outcomes**

The focus should be on the aims of the ‘Great Society’ policy and the legislation involved.

**Possible teaching and learning activities**

* Enquiry question; How far was a ‘Great Society’ created?
* Give your students an outline of the aims and key features of the ‘Great Society’.
* Students study critical evaluations of Kennedy’s and Johnson’s social welfare policies.
* Students make notes on the Great Society Programme and evaluate its impact.
* Class debate: did life get better for the poor?

**Resources**

Interpretations of President Johnson’s and Kennedy’s accomplishments. Richard N Goodwin was Johnson’s speechwriter and the man who coined the term ‘Great Society’ His book ‘Remembering America – a voice from the 60s’ covers the narrative.

**Lesson 28 and 29**

**Topic**

America and the ‘Great Society’

**Specification content**

* The development and impact of feminist movements in the 1960s and early 1970s, including the fight for equal pay
* The National Organisation for Women, Roe v Wade (1973), The Supreme Court ruling on equal rights (1972) and opposition to Equal Rights Amendment

**Learning outcomes**

* The focus should be on the principles and achievements of the feminist movement.
* Opportunities here to practice ‘explanation’ as well as an understanding of how to draw historical conclusions from interpretations.

**Possible teaching and learning activities**

* Quiz students about what they remember about the position of women in 1920s, 1930s, 1940s and 1950s.
* As a class, brainstorm reasons for the feminist movement in the 1960s and 1970s.
* Give your students a list of topics to research in order to complete a timeline of the US feminist movement in the 1960s and early 1970s. In different groups students should produce summaries of the key of events and individuals. Each group feeds back to the whole class.
* Students compare the National Organisation for Women Bill of rights from 1967/1968 to the present day. Although outside the requirements of the specification, the 2022 ruling by the US Supreme Court overturning Roe could be referenced to provide the present day context.
* Students write an explanation of the reasons for opposition to the Equal Rights Amendment.
* Class discussion: compare and contrast the campaigns of the feminist movement to the Civil Rights movement. What are the similarities? How do they differ?
* Practice a bullet style question and writing point, evidence and explanation paragraphs to compare the importance of the campaigns of the 1960s and 1970s – which group benefited more – women or African Americans?
* Study interpretations of the topic, identifying message, explaining the impact of provenance and analysing how convincing they are.

**Resources**

* Extracts from the ‘The Feminine Mystique’ by Betty Friedan.
* Interpretations could also include opinions from different perspectives – Phyllis Schlafly’s material was and is widely read, but less well known is Norma McCorvey’s ‘I am Roe’ published in 1994.

**Lesson 30**

**Topic**

Review and assessment

**Learning outcomes**

This is an opportunity to review and assess Parts one, two and three and to develop your students’ exam techniques.

**Possible teaching and learning activities**

Give your students Section A from the specimen paper or another mock paper.

**Resources**

Specimen and past papers. Helpful for students to understand question styles.