**D5 pursuing life and Liberty: equality in the USA 1945-68.**

**KQ1 The social and economic position of black citizens in the USA in the 1940’s and early 1950’s: the nature and extent of discrimination and segregation ; signs of change by 1955.**

|  |
| --- |
| images.jpg |

|  |
| --- |
| The social and economic position of the black American in the 1940s and 50s was a legacy of slavery. The black American was the victim of both racial discrimination and racial segregation. This discrimination and segregation provided the breeding ground for the growth of black opposition groups to a white dominated political, economic and social system. |

· **In a Nutshell:** The social and economic position of black citizens in the USA in the 1940’s and early 1950’s?

· **Key Features and conceptual understanding:** Content and concepts.

· **Spinning conceptual understanding:** How differently are these events and developments interpreted? Concentrating on patterns of tackling essay questions stressing different concepts.

· **Cracking the Puzzle** – Preparing for revision and assessment.

(I)**In a Nutshell:** The social and economic position of black citizens in the USA in the 1940’s and early 1950’s?

**The key features and concepts**

Students should understand the social economic and political position of blacks in different parts of the USA and how if at all this position was changing. They should be aware of the impact of the Second World War, improving employment prospects, internal migration and the beginnings of reform. They should be aware of the NAACP and understand the importance of the constitutional case of Brown versus Board of education (1954-55).

**Activity 1 : Introductory hook to Key features and concepts**

As a class you will explore a set of images which illustrate the position of African American citizens in the USA following World War Two. In addition to studying all the images, in your pair examine one image in detail considering:

* What it tell us
* What can be inferred from the image
* What further questions you have regarding the subject

Feed back your ideas to the rest of the class

**Activity 2 – On your marks…engaging conceptually with the key features through timeline.**

a.) Study the timeline and colour code the events of the period according to the following key (you may not need to use all the colours at this point):

o **Red**- Significant discrimination/ absence of Civil Rights Campaigning.

o **Yellow**- Regional desegregation/coordinated campaign.

o **Green** – Legislation against discrimination and civil equality.

b.) Use your analysis of the timeline to plot changes to the position of African Americans between 1940-1955 onto a living graph. Use three different colours to plot changes to their political, economic and social position.

**The position of African Americans 1943-1955**

1940

* [February 12](http://en.wikipedia.org/wiki/February_12) - In [*Chambers v. Florida*](http://en.wikipedia.org/wiki/Chambers_v._Florida), the Supreme Court frees three Black men who were coerced into confessing to a murder.

1941

* early 1941 - U.S. Army forms [African-American](http://en.wikipedia.org/wiki/African-American) air combat units, the [Tuskegee Airmen](http://en.wikipedia.org/wiki/Tuskegee_Airmen).
* [June 25](http://en.wikipedia.org/wiki/June_25) - President [Franklin Delano Roosevelt](http://en.wikipedia.org/wiki/Franklin_Delano_Roosevelt) issues [Executive Order 8802](http://en.wikipedia.org/wiki/Executive_Order_8802), the "Fair Employment Act", to require equal treatment and training of all employees by defense contractors.

1942

* Six nonviolence activists in the [Fellowship of Reconciliation](http://en.wikipedia.org/wiki/Fellowship_of_Reconciliation) — [Bernice Fisher](http://en.wikipedia.org/wiki/Bernice_Fisher), [James Russell Robinson](http://en.wikipedia.org/w/index.php?title=James_Russell_Robinson&action=edit&redlink=1), [George Houser](http://en.wikipedia.org/wiki/George_Houser), [James Farmer, Jr.](http://en.wikipedia.org/wiki/James_Farmer%2C_Jr.), [Joe Guinn](http://en.wikipedia.org/w/index.php?title=Joe_Guinn&action=edit&redlink=1) and [Homer Jack](http://en.wikipedia.org/w/index.php?title=Homer_Jack&action=edit&redlink=1) — found the Committee on Racial Equality, which becomes [Congress of Racial Equality](http://en.wikipedia.org/wiki/Congress_of_Racial_Equality).

1944

* [April 3](http://en.wikipedia.org/wiki/April_3) - In *Smith vs. Allwright* the Supreme Court ruled the whites-only Democratic Party primary in Texas was unconstitutional. [4]
* [April 25](http://en.wikipedia.org/wiki/April_25) - [United Negro College Fund](http://en.wikipedia.org/wiki/United_Negro_College_Fund) incorporated.
* [July 17](http://en.wikipedia.org/wiki/July_17) - [Port Chicago disaster](http://en.wikipedia.org/wiki/Port_Chicago_disaster), which led to the [Port Chicago mutiny](http://en.wikipedia.org/wiki/Port_Chicago_mutiny).
* [November 7](http://en.wikipedia.org/wiki/November_7) - [Adam Clayton Powell, Jr.](http://en.wikipedia.org/wiki/Adam_Clayton_Powell%2C_Jr.) was elected to U.S. House of
* Representatives from Harlem, New York.

1945

* [Freeman Field Mutiny](http://en.wikipedia.org/wiki/Freeman_Field_Mutiny), where Black officers attempt to desegregate an all-white officers club.

1946

* Renowned actor/singer [Paul Robeson](http://en.wikipedia.org/wiki/Paul_Robeson) founds the [American Crusade Against Lynching](http://en.wikipedia.org/wiki/American_Crusade_Against_Lynching)

1947

* [April 9](http://en.wikipedia.org/wiki/April_9) - The [Congress of Racial Equality](http://en.wikipedia.org/wiki/Congress_of_Racial_Equality) (CORE) sends 16 men on the [Journey of Reconciliation](http://en.wikipedia.org/wiki/Journey_of_Reconciliation).
* [April 15](http://en.wikipedia.org/wiki/April_15) - [Jackie Robinson](http://en.wikipedia.org/wiki/Jackie_Robinson) plays his first game for the [Brooklyn Dodgers](http://en.wikipedia.org/wiki/Brooklyn_Dodgers), becoming the first black baseball player in professional baseball in 60 years.

1948

* [January 12](http://en.wikipedia.org/wiki/January_12) - In [*Sipuel v. Board of Regents of Univ. of Okla.*](http://en.wikipedia.org/wiki/Sipuel_v._Board_of_Regents_of_Univ._of_Okla.) the Supreme Court rules that the State of Oklahoma and the University of Oklahoma Law School could not deny admission based on race ("color").
* [May 3](http://en.wikipedia.org/wiki/May_3) - In [*Shelley v. Kraemer*](http://en.wikipedia.org/wiki/Shelley_v._Kraemer) the Supreme Court rules that the government could not enforce racial [restrictive covenants](http://en.wikipedia.org/wiki/Restrictive_covenants), and asserts that they were in conflict with the nation's public policy.
* [July 12](http://en.wikipedia.org/wiki/July_12) - [Hubert Humphrey](http://en.wikipedia.org/wiki/Hubert_Humphrey) makes a controversial speech in favor of American Civil rights at the [Democratic National Convention](http://en.wikipedia.org/wiki/Democratic_National_Convention)
* [July 26](http://en.wikipedia.org/wiki/July_26) - President [Harry S. Truman](http://en.wikipedia.org/wiki/Harry_S._Truman) issues [Executive Order 9981](http://en.wikipedia.org/wiki/Executive_Order_9981) ordering the end of segregation in the Armed Forces.

1950

* [June 5](http://en.wikipedia.org/wiki/June_5) - In [*McLaurin v. Oklahoma State Regents*](http://en.wikipedia.org/wiki/McLaurin_v._Oklahoma_State_Regents) the Supreme Court rules that a [public institution of higher learning](http://en.wikipedia.org/wiki/Public_university) could not provide different treatment to a student solely because of his race.
* [June 5](http://en.wikipedia.org/wiki/June_5) - In [*Sweatt v. Painter*](http://en.wikipedia.org/wiki/Sweatt_v._Painter) the Supreme Court rules that a separate-but-equal Texas law school was actually unequal, partly in that it deprived black students from the collegiality of future white lawyers.
* The [Leadership Conference on Civil Rights](http://en.wikipedia.org/wiki/Leadership_Conference_on_Civil_Rights) is created in Washington, DC to promote the enactment and enforcement of effective civil rights legislation and policy.

1951

* [April 23](http://en.wikipedia.org/wiki/April_23) - High school students in [Farmville, Virginia](http://en.wikipedia.org/wiki/Farmville%2C_Virginia) go on strike: the case [*Davis v. County School Board of Prince Edward County*](http://en.wikipedia.org/wiki/Davis_v._County_School_Board_of_Prince_Edward_County) is heard by the Supreme Court in 1954 as part of [*Brown v. Board of Education*](http://en.wikipedia.org/wiki/Brown_v._Board_of_Education).
* [July 26](http://en.wikipedia.org/wiki/July_26) - The [United States Army](http://en.wikipedia.org/wiki/United_States_Army) high command announces it will [desegregate](http://en.wikipedia.org/wiki/Desegregation) the Army.
* [December 24](http://en.wikipedia.org/wiki/December_24) - Home of [NAACP](http://en.wikipedia.org/wiki/NAACP) activists [Harry and Harriette Moore](http://en.wikipedia.org/wiki/Harry_T._Moore) in Mims, Florida is bombed by [KKK](http://en.wikipedia.org/wiki/KKK) group; both die of injuries.

1952

* [January 28](http://en.wikipedia.org/wiki/January_28) - [*Briggs v. Elliott*](http://en.wikipedia.org/wiki/Briggs_v._Elliott): after a District Court orders separate but equal school facilities in [South Carolina](http://en.wikipedia.org/wiki/South_Carolina), the Supreme Court agrees to hear the case as part of [Brown v. Board of Education](http://en.wikipedia.org/wiki/Brown_v._Board_of_Education).
* [April 1](http://en.wikipedia.org/wiki/April_1) - Chancellor Collins J. Seitz finds for the black plaintiffs ([*Belton v. Gebhart, Belton v. Bulah*](http://en.wikipedia.org/w/index.php?title=Belton_v._Gebhart%2C_Belton_v._Bulah&action=edit&redlink=1)) and orders the integration of Hockessin elementary and Claymont High School in [Delaware](http://en.wikipedia.org/wiki/Delaware) based on assessment of "separate but equal" public school facilities required by the Delaware constitution.
* [September 4](http://en.wikipedia.org/wiki/September_4) Eleven black students attend the first day of school at Claymont High School, Delaware, becoming the first black students in the 17 segregated states to integrate a white public school. The day occurred without incident or notice by the community.
* [September 5](http://en.wikipedia.org/wiki/September_5) Delaware State Attorney General informs Claymont Superintendent

 Stahl that the black students will have to go home because the case is being appealed. Stahl, the School Board and the faculty refuse and the students remain. The two Delaware cases are argued before the Warren US [Supreme Court](http://en.wikipedia.org/wiki/Supreme_Court) by Redding, Greenberg and Marshall and are used as an example of how integration can be achieved peacefully. It was a primary influence in the [*Brown v. Board*](http://en.wikipedia.org/wiki/Brown_v._Board) case.

1953

* [September 1](http://en.wikipedia.org/wiki/September_1) - In the landmark case [Sarah Keys v. Carolina Coach Company](http://en.wikipedia.org/wiki/Sarah_Keys_v._Carolina_Coach_Company), WAC Sarah Keys, represented by civil rights lawyer Dovey Roundtree, becomes the first black to challenge "[separate but equal](http://en.wikipedia.org/wiki/Separate_but_equal)" in bus segregation before the [Interstate Commerce Commission](http://en.wikipedia.org/wiki/Interstate_Commerce_Commission).

1954

* [May 17](http://en.wikipedia.org/wiki/May_17) - The [Supreme Court](http://en.wikipedia.org/wiki/Supreme_Court_of_the_United_States) rules against the "separate but equal" doctrine in [*Brown v. Board of Education of Topeka, Kans.*](http://en.wikipedia.org/wiki/Brown_v._Board_of_Education) and in [*Bolling v. Sharpe*](http://en.wikipedia.org/wiki/Bolling_v._Sharpe), thus overturning [*Plessy v. Ferguson*](http://en.wikipedia.org/wiki/Plessy_v._Ferguson).
* [July 11](http://en.wikipedia.org/wiki/July_11) - The first [White Citizens' Council](http://en.wikipedia.org/wiki/White_Citizens%27_Council) meeting takes place, in [Mississippi](http://en.wikipedia.org/wiki/Mississippi).
* In [*Hernandez v. Texas*](http://en.wikipedia.org/wiki/Hernandez_v._Texas), the [Supreme Court of the United States](http://en.wikipedia.org/wiki/Supreme_Court_of_the_United_States) ruled that [Mexican Americans](http://en.wikipedia.org/wiki/Mexican_Americans) and all other racial groups in the United States are entitled to equal protection under the [14th Amendment](http://en.wikipedia.org/wiki/Fourteenth_Amendment_to_the_United_States_Constitution) to the [U.S. Constitution](http://en.wikipedia.org/wiki/Constitution_of_the_United_States).
* November - [Charles Diggs](http://en.wikipedia.org/wiki/Charles_Diggs),Jr. of [Detroit](http://en.wikipedia.org/wiki/Detroit%2C_Michigan), [Michigan](http://en.wikipedia.org/wiki/Michigan) is elected to [Congress](http://en.wikipedia.org/wiki/United_States_Congress), the first African American elected from Michigan.
* [Frankie Muse Freeman](http://en.wikipedia.org/wiki/Frankie_Muse_Freeman) was the lead attorney for the landmark NAACP case Davis et al v. the St. Louis Housing Authority, which ended legal racial discrimination in public housing with the city. [Constance Baker Motley](http://en.wikipedia.org/wiki/Constance_Baker_Motley) was also an attorney for NAACP: it was a rarity to have two women attorneys leading such a high profile case.

1955

* [January 15](http://en.wikipedia.org/wiki/January_15) - President [Dwight D. Eisenhower](http://en.wikipedia.org/wiki/Dwight_D._Eisenhower) signs Executive Order 10590, establishing the President's Committee on Government Policy to enforce a nondiscrimination policy in Federal employment.
* [May 7](http://en.wikipedia.org/wiki/May_7) - [NAACP](http://en.wikipedia.org/wiki/NAACP) activist Reverend [George W. Lee](http://en.wikipedia.org/wiki/George_W._Lee) is killed in [Belzoni](http://en.wikipedia.org/wiki/Belzoni%2C_Mississippi), [Mississippi](http://en.wikipedia.org/wiki/Mississippi).
* [May 31](http://en.wikipedia.org/wiki/May_31) - The Supreme Court rules in "Brown II" that desegregation must occur with "all deliberate speed".
* [June 29](http://en.wikipedia.org/wiki/June_29) - The NAACP wins a Supreme Court decision, ordering the [University of Alabama](http://en.wikipedia.org/wiki/University_of_Alabama) to admit [Autherine Lucy](http://en.wikipedia.org/wiki/Autherine_Lucy).
* [August 28](http://en.wikipedia.org/wiki/August_28) - Teenager [Emmett Till](http://en.wikipedia.org/wiki/Emmett_Till) is killed for whistling at a white woman in [Money, Mississippi](http://en.wikipedia.org/wiki/Money%2C_Mississippi).
* [November 7](http://en.wikipedia.org/wiki/November_7) -- Interstate Commerce Commission bans bus segregation in interstate travel in Sarah Keys v. Carolina Coach Company, extending the logic of [Brown v. Board](http://en.wikipedia.org/wiki/Brown_v._Board) to the area of bus travel across state lines.

(II)**Key Features and conceptual understanding:** Depth studies illustrating the nature of the social and economic position of black citizens in the USA in the 1940’s and early 1950’s?

**What do we need to focus in on?**

There are many developments which help to understand changes in race relations in America 1945-54.

**Students should understand**

* The social economic and political position of blacks in different parts of the USA.
* How if at all this position was changing.
* The impact of the Second World War, improving employment prospects, internal migration and the beginnings of reform.
* The work of the NAACP.
* The importance of the constitutional case of Brown versus Board of education (1954-55).

**Activity 3- How far is it accurate to describe African Americans as second class citizens in the years 1945-1955?**

In the 40’s and 50’s the position of the black American continued to show some signs of improvement, but this again differed from state to state. For many Afro Americans ‘De Jure’ and ‘De facto’ discrimination and segregation continued to confine them to a socio-economic underclass that was largely unrepresented in the political system despite the 14th and 15th amendments in the aftermath of the American Civil War. Use the evidence contained in the textboxes on the next two pages to complete the following chart.

|  |  |
| --- | --- |
| **Evidence that African Americans were second class citizens** | **Evidence that African Americans were not second class citizens** |
| Political position  Regional differences | Political position  Regional differences |
| Economic position  Regional differences | Economic position  Regional differences |
| Social and cultural position Regional difference  | Social and cultural position Regional differences |

**Activity 4 : Reasons which explain the lack of progress of Afro Americans by the 1950s.**

Complete the table below using the text boxes on the sheet provided.

|  |
| --- |
| Reasons for the lack of progress in the position of Afro Americans by the 1950s |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| The legacy of slavery | The Constitution | Inaction by Federal Government | Resistance by local and state authorities | The actions of white paramilitaries |
| 1234 | 1234 | 1234  | 1234 | 1234  |

**Activity 5 – How far do you agree that the initial progress in the position of African Americans in 1955 was due to World War Two?**

Carry out the mystery game provided by your teacher exploring the reasons for the position of African Americans by 1945.

|  |  |  |
| --- | --- | --- |
| Afro Americans were often discriminated against when applying for jobs. If they were employed they rarely received equal pay. They were often last hired, first fired. Many trade unions operated colour bars. Blacks would be rejected on grounds of lack of qualifications or experience.  | De Jure (legal) discrimination and segregation of blacks in the South, and De facto (actual) discrimination and segregation of blacks across the states contributed to the unequal social position of African Americans.  | Four out of five African Americans workers were in unskilled or semi skilled jobs since they had limited qualifications. |
| In the North African Americans were able to share transport and eating facilities with white people. |  In the South many blacks were trapped in poverty as Sharecroppers (lease hold farmers) who could easily be evicted and their jobs lost if they upset the landowners. | Discrimination in housing led to overcrowding, as blacks could find themselves refused housing in certain areas. This led to the ghettoisation of blacks, where housing conditions were often poor and rents high. There was no legislation to oblige landlords to maintain basic living standards. The Federal Government refused to guarantee mortgages for houses purchased by blacks in white neighbourhoods. |
| Some northern white people who were not prejudice could show their friendship towards African Americans more easily than in the south. Across the states various organisations contributed to a sense of identity for the African American community including churches, some trade unions and civil rights organisations such as NAACP and CORE. | The Fair Employment Board (FEB) established by Truman in 1948 was limited in its impact due to lack of investment or powers to effect change within industries, and could not carry out its responsibilities because it was short staffed and its employees were largely conservative than radical in their approach.  | In the Southern States, many public places, such as restaurants, swimming pools, cinemas, schools, universities and intra- state transport systems were segregated. This was legitimised through the Jim Crow Laws. (De jure discrimination) |
| Migration and mobilisation in World War Two led to an increased black consciousness in terms of political activism and awareness of social issues regarding equality.  | **25 black people were elected to state legislatures across the late 40’s. In New York Adam Clayton Powell went further and was elected to the Federal House of Representatives.**  | **African Americans were not disenfranchised by Federal Legislation from voting.**  |
| There were some developments which increased equality within employment. In 1948 Truman established the Fair Employment Board to promote greater economic equality. By 1952, 11 states and 20 cities in the North had fair employment laws. | Southern whites would not normally be convicted of offences against black people by all white juries. | **There were virtually no black voters in the Deep South. In Texas in 1947, only 12% of the population was registered to vote. In most other deep southern states the percentage was significantly lower.** |

|  |  |  |
| --- | --- | --- |
| As a result of war there was further migration to the industrialised North were there were employment opportunities within the factory system. 500 000 African Americans migrated North in the 3 ½ years up to 1945. There was some impact felt from the general post war prosperity. | **In the 1940’s and 1950’s, virtually none of the important Federal Government positions were held by African Americans. This limited the extent to which African American interests were considered by the administration in power.** | In the South, customs emphasized the position of white superiority. Regardless of age, whites called black men ‘boys’ and women ‘auntie’ or girl. Furthermore, blacks would have to enter white houses by the back door and could even be expected to step off the pavement to let whites pass on the road. |
| There was only a very slow growth of the black middle classes and professionals, This stemmed from the largely segregated (dejure in the south defacto in the north) education system in the south which restricted blacks access to a quality education. | The black community was subject to the violence of white racist behaviour at the hands of the KKK. The murder of Emmett Till in August 1955 and the continual bombing, arson and violence against black schools, churches and communities in general served to reinforce their social exclusion. | **Voting qualifications based on literacy, payment of poll tax or ‘grandfather clause’ were used to by may Southern States to ensure that many African Americans were disenfranchised.** |
| **Blacks were able to cast their vote fairly freely in Northern States. This meant that to a certain degree that their interests were considered by political parties. In Chicago in the late 40’s the Democratic party wooed the black vote with supposedly equal employment policies. The black vote was also crucial to Truman’s election to presidency in 1948.**   | Increasingly a few large firms dominated the US economy. They rarely employed African Americans. The colour bar was not total, but an example of this exclusion can be seen with ford motorcars. They were not subject to Federal legislation on equality in employment.  | In 1949, in Clarendon County South Carolina, an average of $179 was spent on each white child for schooling, but only $43 was spent on each African child. The pupil to teacher ratio was also 20% better in white schools. |

**Activity 6 - The impact of the Second World War on the position of African Americans by 1955**

Complete the following table to illustrate factors which helped progress, using the relevant pages from Sanders. If you have 2nd edition Sanders use normal font page references, if you have the 3rd edition use the italic references.

|  |  |  |
| --- | --- | --- |
|  | **Evidence of Progress** | **Evidence of limitations to Progress** |
| **The impact of WWII****P49-52 P*80-84*** |  |  |

**Activity 7**- **Reasons for some progress: The impact of Organisations on the position of Afro Americans especially NAACP**

Complete the following table to illustrate factors which helped progress, using the relevant pages from Sanders. If you have 2nd edition Sanders use normal font page references, if you have the 3rd edition use the italic references.

|  |  |  |
| --- | --- | --- |
| **Organisation** | **Evidence of Progress** | **Evidence of limitations to Progress** |
| **Trade Unions and Left Wing Activists****P46-47** |  |  |
| **National Association for the Advancement of Coloured People (NAACP) P34-5, 41-43, 49-51, 54.** **P*48-54, 66-70,77-84, 85.*** |  |  |
| **Congress of Racial Equality****(CORE) P51/68** |  |  |
| **The Baptist and Methodist Churches P40-2/46-7/50** |  |  |

**Activity 8** **Reasons for some progress: The impact of Government Action on the position of Afro Americans**

Complete the following table to illustrate factors which helped progress, using the relevant pages from Sanders. If you have 2nd edition Sanders use normal font page references, if you have the 3rd edition use the italic references.

|  |  |  |
| --- | --- | --- |
| **Gov Action** | **Evidence of Progress** | **Evidence of limitations to Progress** |
| **Roosevelt’s actions: The New Deal and FEPC****P43-4, 54*****P71-73, 80-83.*** |  |  |
| **Trumans Actions: Civil Rights Committee and Executive Orders****P61-69*****P90-99*** |  |  |
| **Eisenhowers Actions: Civil Rights Committee and Executive Orders****P69-71*****P100-103*** |  |  |
| **Supreme Court Rulings****P68, 71-3*****P98-99, 101-103.***  |  |  |
| **Local State action****P68, 73,** **p98-99.** |  |  |

**Activity 7 - The importance of the constitutional case of Brown versus Board of education (1954-55).**

|  |  |  |
| --- | --- | --- |
| **Developments in Education** | **Evidence of Progress** | **Evidence of limitations to Progress** |
| **Pre Brown** |  |  |
| **Brown I Decision** |  |  |
| **Brown II Amendment** |  |  |
| **Impact of Brown** |  |  |

How far is it accurate to say that the Brown Rulings were a triumph for the NAACP?

You will be divided into two groups. One group will argue in favour of the viewpoint above the other against it.

Use your previous notes and the following page references to substantiate your argument:

Sanders 2nd edition P72-73

Sanders 3rd edition P101-103

Paterson and Willoughby P112-114

(III) **Spinning Conceptual understanding:** How differently are these events and developments interpreted?

**Activity 9 Mind mapping of the key features and conceptual understanding**

**i) Analyse key features essay pattern**

How extensive was opposition to...?

How far is it accurate to describe.....as....?

**ii) Analyse causation essay pattern**

Why did...?

How far was...in increasing opposition/support...?

How far was...the main case of...?

How far do you agree that...because of...?

**iii) Analyse consequence/effects essay pattern**

How far was...a success?

How far is it accurate to say achieved/achieved little for....?

**iv) Analyse change/continuity essay pattern**

How far did...improve...?

How far did....change in the years...?

**v) Analyse significance essay pattern**

How important was...in contributing to the development of...?

How important was....in the outcome of...?

How important was....in the beginning of...?

**(iv) Cracking the Puzzle**- Preparing for Revision and Assessment.

**Activity 10 : Complete Trigger Memory Activity 1945-1955** using your background notes. An explanation on how to complete this is in your guidance booklet.

**Activity 11 : There are many excellent Civil Rights websites** which can be used to revisit the material covered so far. These include -

http://en.wikipedia.org/wiki/African-American\_Civil\_Rights\_Movement

http://www.spartacus.schoolnet.co.uk/USAcivilrights.htm

 http://www.historylearningsite.co.uk/

http://americanhistory.about.com/od/civilrights/Civil\_Rights\_Movement.htm

**Activity 12: Consolidating your knowledge of devolpments by 1955 through playing games**

Your teacher will load one of three multiple choice games for your class to play. Enjoy demonstrating your knowledge to answer the quiz questions on either Penalties, Fling or MC generator.

**Activity 13 : Revisit the examination criteria and advice on tackling the examination questions given in the guidance booklet.** Apply these techniques to the specimen examination. You may be asked to work individually, in pairs or in groups.

**Past questions from this syllabus D5 pursuing life and Liberty: equality in the USA 1945-68.**

**Jan 09**

9 How important was the contribution of Martin Luther King to the civil rights

movement in the years 1955–68?

10 How far had the status of Hispanic and Native Americans improved by the late 1960s?

**Jun 09**

9 How far did the position of Black Americans improve in the years 1945–55?

10 How far do you agree that the Black Power movement hindered Black civil rights in

the 1960s?

**Jan 10**

9 To what extent was the Federal Government responsible for improving the status of

black people in the United States in the years 1945–64?

10 How far was the effectiveness of the civil rights movement in the 1960s limited by

internal divisions?

**Jun 10**

9 How accurate is it to say that the status of black people in the United States changed

very little in the years 1945–55?

10 How far was peaceful protest responsible for the successes of the civil rights

movement in the years 1955–64?

**Jan 11**

**9** To what extent was the National Association for the Advancement of Colored People (NAACP) responsible for the successes of the civil rights campaign in the years 1945–57?

**10**  How far were the forces opposed to civil rights responsible for the failures of the civil rights movement in the 1960s?

**June 2011**

**9** How far do you agree that the impact of the Second World War was the main reason why the position of African Americans improved in the years 1945–55?

**10** How accurate is it to say that Martin Luther King’s policy of peaceful protest was the most important reason for the successes of the civil rights movement in the years 1955–68?

**Jan 2012**

**9** How successful was Martin Luther King’s campaign for civil rights in the years 1955–68?

**10** To what extent did the status of ethnic minorities, apart from African Americans,change in the 1960s?

**June 2012**

**9** How far do you agree that the years 1945–55 saw only limited progress in improving the status of African Americans?

**10** How accurate is it to say that the growth of Black Power was the most important

factor in the weakening of the civil rights movement in the 1960s?

**Jan 2013**

**9.** How accurate is it to say that peaceful protests were the most important reason for the improvement in the civil rights of African Americans in the years 1955–68?

10 How far did the status of women and Native American Indians change during the

1960s?

**June 2013**

9 How far were the Federal Government and the Supreme Court responsible for changing the status of African Americans in the years 1945–68?

10 To what extent did the aims and methods of Martin Luther King differ from those of Black Power activists?

**June 2014**

9 How accurate is it to say that the role of the Supreme Court was the most important factor in improving the status of African Americans 1945-55?

10 How far do you agree that Black Power in the 1960’s did more to hinder than promote the rights of African Americans?

**Unit 1 Markscheme**

|  |  |  |
| --- | --- | --- |
| Level | Mark | Level Descriptor |
| 1 | 1-6 | Candidates will produce mostly simple statements. These will be supported by limited factual material which has some accuracy and relevance, although not directed at the focus of the question. The material will be mostly generalised. There will be few, if any, links between the simple statements. Low Level 1: 1-2 marks The qualities of Level 1 are displayed; material is less convincing in its range and depth.Mid Level 1: 3-4 marks As per descriptor High Level 1: 5-6 marks The qualities of Level 1 are securely displayed; material is convincing in range and depth consistent with Level 1. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.  |
| 2 | 7-12 | Candidates will produce a series of simple statements supported by some accurate and relevant factual material. The analytical focus will be mostly implicit and there are likely to be only limited links between the simple statements. Material is unlikely to be developed very far. Low Level 2: 7-8 marks The qualities of Level 2 are displayed; material is less convincing in its range and depth.Mid Level 2: 9-10 marks As per descriptor High Level 2: 11-12 marks The qualities of Level 2 are securely displayed; material is convincing in range and depth consistent with Level 2. The writing will have some coherence and will be generally comprehensible, but passages will lack both clarity and organisation. Some of the skills needed to produce effective writing will be present. Frequent syntactical and/or spelling errors are likely to be present.  |
| 3 | 13-18 | Candidates' answers will attempt analysis and will show some understanding of the focus of the question. They will, however, include material which is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus. Factual material will be accurate but it may lack depth and/or reference to the given factor. Low Level 3: 13-14 marks The qualities of Level 3 are displayed; material is less convincing in its range and depth.Mid Level 3: 15-16 marks As per descriptor High Level 3: 17-18 marks The qualities of Level 3 are securely displayed; material is convincing in range and depth consistent with Level 3. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present. |
| 4 | 19-24 | Candidates offer an analytical response which relates well to the focus of the question and which shows some understanding of the key issues contained in it. The analysis will be supported by accurate factual material which will be mostly relevant to the question asked. The selection of material may lack balance in places. Low Level 4: 19-20 marks The qualities of Level 4 are displayed; material is less convincing in its range and depth.Mid Level 4: 21-22 marks As per descriptor High Level 4: 23-24 marks The qualities of Level 4 are securely displayed; material is convincing in range and depth consistent with Level 4. The answer will show some degree of direction and control but these attributes may not be sustained throughout the answer. The candidate will demonstrate the skills needed to produce convincing extended writing but there may be passages which lack clarity or coherence. The answer is likely to include some syntactical and/or spelling errors.  |
| 5 | 25-30 | Candidates offer an analytical response which directly addresses the focus of the question and which demonstrates explicit understanding of the key issues contained in it. It will be broadly balanced in its treatment of these key issues. The analysis will be supported by accurate, relevant and appropriately selected which demonstrates some range and depth. Low Level 5: 25-26 marks The qualities of Level 5 are displayed; material is less convincing in its range and depth.Mid Level 5: 27-28 marks As per descriptor High Level 5: 29-30 marks The qualities of Level 5 are securely displayed; material is convincing in range and depth consistent with Level 5. The exposition will be controlled and the deployment logical. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.  |

**KQ1- TMA**

Using your notes for the unit and the textbooks provided complete the keyword revision sheet below, with pictures to help prompt your memory.

|  |  |  |
| --- | --- | --- |
| **Keyword** | **Picture** | **Explanation** |
| **Slavery** |  |  |
| **De facto**  |  |  |
| **De jure**  |  |  |
| **Supreme Court Rulings** |  |  |
| **Executive**  |  |  |
| **White Paramilitaries** |  |  |
| **NAACP** |  |  |
| **World War II** |  |  |
| **State Actions** |  |  |
| **Summery:****Position of Black Americans by 1955**  |  |  |