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

**KQ3 Black power and the use of violence ; the extent to which equality had been achieved by 1968.**

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

|  |
| --- |
| Malcolm ‘X’Minister for the Nation of Islam movement in New York City in 1954. He went on to set up his own mosque in 1964, shortly before his assassination. |

· **In a Nutshell:** Black power and the use of violence; the extent to which equality had been achieved by 1968?

· **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: Black power and the use of violence ; the extent to which equality had been achieved by 1968?

**The key features and concepts**

Students should have knowledge and understanding of the roots of the black power movement and the divisions which developed in the civil rights movement in the 1960’s and the consequences. Students should be aware of the impact of the Vietnam War on the civil rights movement and the extent to which equality had been achieved by 1968.

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

As a class you will explore a set of images which illustrate the nature of the Black power movement. 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.) The timeline makes many brief references to the events of the period. 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 1965-68 onto a living graph. Use three different colours to plot changes to their political, economic and social position

**Position of Black Americans 1965-68**

**1965**

* [February 21](http://en.wikipedia.org/wiki/February_21) - [Malcolm X](http://en.wikipedia.org/wiki/Malcolm_X) is shot to death in [Manhattan](http://en.wikipedia.org/wiki/Manhattan), [New York](http://en.wikipedia.org/wiki/New_York_City), probably by members of the Black Muslim faith.
* [March 7](http://en.wikipedia.org/wiki/March_7) - [Bloody Sunday](http://en.wikipedia.org/wiki/Bloody_Sunday_%281965%29): Civil rights workers in [Selma](http://en.wikipedia.org/wiki/Selma%2C_Alabama), [Alabama](http://en.wikipedia.org/wiki/Alabama) begin a march to [Montgomery](http://en.wikipedia.org/wiki/Montgomery%2C_Alabama) but are stopped by a massive police blockade as they crossed the [Edmund Pettus Bridge](http://en.wikipedia.org/wiki/Edmund_Pettus_Bridge). Many marchers are severely injured and one killed.
* [March 15](http://en.wikipedia.org/wiki/March_15) - President [Lyndon Johnson](http://en.wikipedia.org/wiki/Lyndon_Johnson) uses the phrase "[We shall overcome](http://en.wikipedia.org/wiki/We_Shall_Overcome)" in a speech before Congress on the voting rights bill.[18]
* [March 25](http://en.wikipedia.org/wiki/March_25) - White volunteer [Viola Liuzzo](http://en.wikipedia.org/wiki/Viola_Liuzzo) is shot and killed by [Ku Klux Klan](http://en.wikipedia.org/wiki/Ku_Klux_Klan) members in Mississippi -- one of whom was an [FBI](http://en.wikipedia.org/wiki/Federal_Bureau_of_Investigation) informant.
* [June 2](http://en.wikipedia.org/wiki/June_2) - Black deputy sheriff [O'Neal Moore](http://www.odmp.org/officer.php?oid=9566) is murdered in [Varnado, Louisiana](http://en.wikipedia.org/wiki/Varnado%2C_Louisiana).
* [July 2](http://en.wikipedia.org/wiki/July_2) - [Equal Employment Opportunity Commission](http://en.wikipedia.org/wiki/Equal_Employment_Opportunity_Commission) opens.
* [August 6](http://en.wikipedia.org/wiki/August_6) - [Voting Rights Act](http://en.wikipedia.org/wiki/Voting_Rights_Act) of 1965 signed by President Johnson.[18]
* [August 11](http://en.wikipedia.org/wiki/August_11) - [Watts riots](http://en.wikipedia.org/wiki/Watts_riots) erupt in south Los Angeles.[18]
* [September](http://en.wikipedia.org/wiki/September) - [Raylawni Young Branch](http://en.wikipedia.org/w/index.php?title=Raylawni_Young_Branch&action=edit&redlink=1) and [Gwendolyn Elaine Armstrong](http://en.wikipedia.org/w/index.php?title=Gwendolyn_Elaine_Armstrong&action=edit&redlink=1) become the first African-American students to attend the University of Southern Mississippi.
* [September 24](http://en.wikipedia.org/wiki/September_24) - President Johnson signs [Executive Order 11246](http://en.wikipedia.org/wiki/Executive_Order_11246) requiring Equal Employment Opportunity by federal contractors.

**1966**

* [January 10](http://en.wikipedia.org/wiki/January_10) - [NAACP](http://en.wikipedia.org/wiki/NAACP) local chapter president [Vernon Dahmer](http://en.wikipedia.org/wiki/Vernon_Dahmer) is injured by a bomb in [Hattiesburg](http://en.wikipedia.org/wiki/Hattiesburg%2C_Mississippi), [Mississippi](http://en.wikipedia.org/wiki/Mississippi). He dies the next day.
* October - [Black Panthers](http://en.wikipedia.org/wiki/Black_Panthers) founded by [Huey P. Newton](http://en.wikipedia.org/wiki/Huey_P._Newton) and [Bobby Seale](http://en.wikipedia.org/wiki/Bobby_Seale) in [Oakland](http://en.wikipedia.org/wiki/Oakland%2C_California), [California](http://en.wikipedia.org/wiki/California).
* November - [Edward Brooke](http://en.wikipedia.org/wiki/Edward_Brooke) is elected to the [U.S. Senate](http://en.wikipedia.org/wiki/United_States_Senate) from [Massachusetts](http://en.wikipedia.org/wiki/Massachusetts). He is the first Black senator since 1881.

**1967**

* [June 12](http://en.wikipedia.org/wiki/June_12) - In [*Loving v. Virginia*](http://en.wikipedia.org/wiki/Loving_v._Virginia), the Supreme Court rules that prohibiting [interracial marriage](http://en.wikipedia.org/wiki/Interracial_marriage) is unconstitutional.
* [June 13](http://en.wikipedia.org/wiki/June_13) - [Thurgood Marshall](http://en.wikipedia.org/wiki/Thurgood_Marshall) is the first African American appointed to the [U.S. Supreme Court](http://en.wikipedia.org/wiki/Supreme_Court_of_the_United_States).
* unknown - In the trial of accused killers in the [Mississippi civil rights worker murders](http://en.wikipedia.org/wiki/Mississippi_civil_rights_worker_murders), the jury convicts 7 of 18 accused men. Conspirator [Edgar Ray Killen](http://en.wikipedia.org/wiki/Edgar_Ray_Killen) is later convicted in 2005.

**1968**

* [February 8](http://en.wikipedia.org/wiki/February_8) - The [Orangeburg Massacre](http://en.wikipedia.org/wiki/Orangeburg_Massacre) occurs during university protest in South Carolina.
* [April 2](http://en.wikipedia.org/wiki/April_2) - On a primetime television special, [Petula Clark](http://en.wikipedia.org/wiki/Petula_Clark) touches [Harry Belafonte](http://en.wikipedia.org/wiki/Harry_Belafonte)'s arm during a duet. [Chrysler Corporation](http://en.wikipedia.org/wiki/Chrysler_Corporation), the show's sponsor, had insisted the moment be deleted, but Clark stood firm, destroyed all other takes of the song, and delivered the completed program to [NBC](http://en.wikipedia.org/wiki/NBC) with the touch intact.
* [April 4](http://en.wikipedia.org/wiki/April_4) - Dr. [Martin Luther King](http://en.wikipedia.org/wiki/Martin_Luther_King) is shot and killed in [Memphis, Tennessee](http://en.wikipedia.org/wiki/Memphis%2C_Tennessee) by [James Earl Ray](http://en.wikipedia.org/wiki/James_Earl_Ray).
* [April 11](http://en.wikipedia.org/wiki/April_11) - [Civil Rights Act of 1968](http://en.wikipedia.org/wiki/Civil_Rights_Act_of_1968) is signed. The [Fair Housing Act](http://en.wikipedia.org/wiki/Fair_housing) is Title VIII of this Civil Rights Act - it bans discrimination in the sale, rental, and financing of housing.
* October - [Tommie Smith](http://en.wikipedia.org/wiki/Tommie_Smith) and [John Carlos](http://en.wikipedia.org/wiki/John_Carlos) raise their fists to symbolize black power and unity after winning the gold and bronze medals, respectively, at the [1968 Summer Olympic Games](http://en.wikipedia.org/w/index.php?title=1968_Summer_Olympic_Games&action=edit&redlink=1).
* [November 22](http://en.wikipedia.org/wiki/November_22) - First [interracial](http://en.wikipedia.org/wiki/Interracial) kiss on American television, between [Nichelle Nichols](http://en.wikipedia.org/wiki/Nichelle_Nichols) and [William Shatner](http://en.wikipedia.org/wiki/William_Shatner) on [*Star Trek*](http://en.wikipedia.org/wiki/Star_Trek%3A_The_Original_Series)

(II) Key features and conceptual understanding: Depth studies illustrating the nature of

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

 Students should have knowledge and understanding

* The roots of the black power movement.
* The divisions which developed in the civil rights movement in the 1960’s
* The consequences of the divisions.
* The impact of the Vietnam War on the civil rights movement.
* The extent to which equality had been achieved by 1968

**Activity 3 - The roots of the black power movement.**

Complete your copy of the following table using Sanders which are the page numbers in bold and Paterson in italics. The class will be divided into 4 groups each group will look at a different contributing factor to the emergence of the black power.

|  |  |  |  |
| --- | --- | --- | --- |
| **Role of Individuals** | **Frustration with limitations to progress of the Civil Rights campaign** | **Reaction to experience of violence at the hands of Whites** | **Continued economic and social discrimination** |
| Du Bois **P53**Marcus Garvey**P67-68,** *P85*Elijah Muhammed **P151-154** Stokley Carmichael**P144, 160.** *P161-162, 263, 284.*Malcolm X**P151-155,** *P164, 283.*Henry ‘Rap’ Brown**P160.** | Blocking by Congress and States- **P176, 187-188.**Johnson’s limitations**P187-189,** *P158.*Limitations to Freedom Rides- *P259*Failure of the Mississippi Freedom Democratic Party- *P153-4, 261.*Kings weaknesses- **P159-160,** *P262-3, 282.* | Detroit and Harlem 1943. **P80-1,** *P102* Emmet Till *P110*Birmingham 1963- *P133, 140-1, 260.*New York 1964. **P137**Selma- Montgomery March- *P261-2*Meredith March- *P109/ 263.* **P144-145** | **P158-160***, P279-283*Economic Employment Housing Education |

**Activity 4-** **Why did divisions develop in the Civil Rights Movement in the mid 1960’s?**

Using your notes from activity 3 and Paterson pages 262-265 design a mind map depicting why divisions developed in the Civil Rights Movement in the mid 1960’s.

**Activity 5** - **The rise of Black Power organisations.**

In this Activity you must explore the nature and impact of the different Black Power organisation. Each group will be designated a different organisation to research and will be expected to produce a talk and handout on their organisation.

For each organisation you will expected to explore the following factors

* Ideology, aim, and method
* Leadership
* Actions
* Relations with others
* Evaluation of effectiveness

1 Nation of Islam- Paterson P164-165, and 167. Sanders P151-155

2 Malcolm X – Paterson P163-167. Sanders P155-157

3 Black Panthers – Paterson P169-171. Sanders P161-164

4 Radicalisation of SNCC and CORE – Paterson P161-162, 262-263, 284-285. Sanders P158-166.

**Activity 6- The decline of Black Power organisations**

Black Power peaked in 1970, but this was followed by a swift decline. There are a number of factors that contributed to this. Using Sanders Page 165-167 complete a mind map, which illustrates why Black Power declined. Include the following factors, but also illustrate how these factors are interconnected. If you can identify any other factors you may include these on your mind map.

* Poor definition and organisation
* Unrealistic aims
* Sexism
* Finance
* Government opposition
* Limited support

**Activity 7 – Evaluating achievements and limitations of Black Power.**

In having studied Black Power it is important to evaluate its impact on the Civil Rights Movement. Evidence is provided by Sanders Pages 166-167, and in Paterson page 175-176, 284-286.The class will be divided into two groups, one group should seek to argue that Black Power had achieved much, supporting greater progress in the Civil Rights Movement, whilst the other should seek to argue that Black Power had a negative impact hindering progress. In your groups ensure you present your interpretation in analytical way by breaking your evidence down into various factors.

For example, you may want to consider its cultural impact, its social impact, impact on the organisation if the Civil Rights Movement, its impact on the pace of change, and its impact on political and public perceptions of the Civil Rights Movement.

**Activity 8- The impact of the Vietnam War on the civil rights movement!**

The Vietnam War was a long and brutal war that cost many American lives including those of black Americans. Furthermore it had an impact on the development of the Civil Rights Movement due to the government, media and public preoccupation with it. Using Sanders and Paterson make notes on the impact of the Vietnam War on the Civil Rights Movement.

1. Kings reaction to the Vietnam War- Sanders P125
2. Divisions in the CRM – Sanders P145 and Paterson P294
3. Relationship with government- Sanders P125 and Paterson P160
4. Economic impact- Sanders P159 and P189
5. Public opinion – Sanders P125 and P159

**Activity 9- The extent to which equality had been achieved by 1968**

It is possible to argue that whilst the civil rights legislation, Supreme Court decisions and Presidential Executive Orders had a progressive impact on civil rights politically, economically and socially. However it can also be argued that their effects were limited. Using the copy of the timeline given to you and Paterson pages 180-182 and P185-186 as well as Sanders P189-191 complete the table below.

|  |  |  |
| --- | --- | --- |
| **Criteria** | **Evidence of equality** | **Evidence of lack of equality** |
| **Political developments** | 1 2 3 4  | 1 2 3 4  |
| **Economic developments** | 1 2 3 4  | 1 2 3 4  |
| **Social developments** | 1 2 3 4  | 1 2 3 4  |

**Activity 10- What factors contributed to increased equality by 1968?**

Using mystery game information and your notes from KQ2 and KQ3 design a mind map using the following factors to act as a guide. Public opinion, role of the media, Federal Government action, impact of the civil rights movement and broader historical context.

**Activity 11- What factors limited total equality by 1968?**

Using the mystery game information and notes from Sanders P187-189 complete a mind map or notes to plan the question. Some of the categorises you might want to consider are; broader historical context, public opinion, media and impact of the civil rights movement.

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

**Activity 12 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 13 : Complete Trigger Memory Activity on Black Power**using your background notes. An explanation on how to complete this is in your guidance booklet.

**Activity 14 : 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 15: Consolidating your knowledge of devolpments of Black Power 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 16 : 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 group

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

**Specimen**

**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.  |

**KQ3- Keywords revision sheet**

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 |
| The roots of Black Power |   |   |
| Social and economic problems |   |   |
|  Black Power  |   |   |
|  Nation of Islam  |   |   |
|  Malcolm X  |   |   |
|  Black Panthers  |   |   |
|  SNCC/CORE |   |   |
|  Achievements of Black Power |   |   |
|  Limitations of Black Power |   |   |
|  Vietnam war |     |   |
| Summery:Position of Black Americans by 1968  |   |   |