

Edexcel GCSE History A and B

Controlled Assessment

CA6: Civil rights and protest in the USA 1945-70

What are the changes to content from 2013?

The title of the topic has been changed from 'Government and protest' to 'Civil rights and protest'. The content is now structured into the following three bullet points. The green text indicates content that has been clarified, expanded or moved.

- The development of protest movements: Civil Rights; Anti-Vietnam War; Women's Movement; the key events 1945–70.
- Changes in civil rights and the roles of key individuals: Martin Luther King, Malcolm X and Presidents Eisenhower, Kennedy and Johnson.
- How effective was peaceful protest in securing civil rights in the USA? Peaceful protest and the alternatives.

Has the representation focus changed from 2013?

Previously the representation focus for this option was: What was the impact of mass protest in US society 1955–70? The third bullet point above now forms the representation focus.

Suggested resources to support teachers and candidates

The following is a provisional list of resources, which may be useful for this topic.

The following student book was published in 2010 to support this topic in the 2009 specification. Note that it has not been updated for the 2013 specification, but much of the content will still be of use to students.

- *Edexcel GCSE History: CA6 Government and Protest in the USA 1945–70 Controlled Assessment Student Book*, ISBN 9781846906459.

Teachers may also wish to use the *Edexcel GCSE MW Unit 3C USA 1945–70 Student Book* (ISBN 9781846905520) – or similar MW books by other publishers – which was written for option 3C in the 2009/12 specification but covers aspects of this option such as the Civil Rights movement 1945–62, changes in the Civil Rights movement 1963–70 and other protest movements.

Edexcel produced a detailed scheme of work for the option 3C in the 2009/12 Modern specification, which contains several links to useful websites and references to other useful resources. It can be found on the link below under Editable Schemes of Work:

www.edexcel.com/quals/gcse/gcse09/history/a/Pages/default.aspx

Of particular value to this topic is the Spartacus website:

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

A website which lists many valuable resources is:

www.besthistorysites.net/index.php/american-history/1900/civil-rights

The BBC websites also contains useful summaries about events or people, for example:

www.bbc.co.uk/history/recent/civil_rights_america_03.shtml

The History Learning Site also has good detail: www.historylearningsite.co.uk/civil1.htm

There are many published resources on this period available from major publishers for both GCSE and A level which teachers can use to help plan their teaching and students may find a good source of additional reading.

For example there is a *Edexcel AS student book on Equality in the USA 1945–1968* by Robin Bunce and Laura Gallagher, ISBN 9781846903069, available from

www.pearsonschoolsandcolleges.co.uk.

Topic timeline

We have provided the timeline below as an additional resource for students.

- 1945 Truman becomes President.
- 1947 CORE (Campaign of Racial Equality) organises the Journey of Reconciliation.
- 1948 Truman introduces a civil rights plan.
- 1953 Eisenhower becomes President.
- 1954 *Brown v Topeka*.
- 1955 Montgomery Bus Boycott.
- 1955 The case of Emmett Till.
- 1957 Crisis at Little Rock High School.
- 1960 SNCC (Student Non-violent Co-ordinating Committee) formed.
- 1960 SDS (Students for a Democratic Society) formed.
- 1960 Birth control pill goes on sale.
- 1961 J F Kennedy becomes President.
- 1961 Kennedy introduces his 'New Frontier'.
- 1961 Kennedy appoints Eleanor Roosevelt as the chair of the Presidential Commission on the Status of Women.
- 1961 'Freedom Rides'.
- 1961 Voter Education Project.
- 1962 Public facilities closed in Birmingham Alabama to stop them becoming integrated.
- 1963 MLK organises marches and demonstrations in Birmingham.
- 1963 Washington protest (MLK 'I have a dream').
- 1963 Equal Pay Act passed.
- 1963 'The Feminine Mystique' written by Betty Friedan.
- 1963 President J F Kennedy assassinated.
- 1963 L B Johnson becomes President.
- 1963 Johnson introduces his 'Great Society'.
- 1964 Civil Rights Act passed.
- 1964 Gulf of Tonkin Incident.

- 1965 US sends combat troops to Vietnam.
- 1965 Voting Rights Act passed.
- 1965 Students protest in Washington DC.
- 1966 National Organisation for Women (NOW) set up.
- 1966 Minimum Wage Law passed.
- 1966 Black Panther Party For Self-Defence set up.
- 1968 Student protest and demonstrations climax at the Democratic Party National Convention in Chicago.
- 1968 MLK assassinated.
- 1968 Women's Liberation Movement protest at the Miss America pageant.
- 1969 Nixon becomes President.
- 1969 Woodstock Music festival.
- 1970 Four students killed during protest at Kent State University (Ohio).

Exemplar scheme of work

The following scheme of work provides a suggested approach and is not intended to be prescriptive.

Generic scheme of work	Subject content	15-week programme
<p>Context, concepts and application</p> <p>The historical context for Part A.</p> <p>The key features of the period or issue.</p> <p>Reasons for change and developments.</p> <p>Practise analysing causation, change, consequences.</p> <p>Practise writing extended responses with a focus on causation, change, etc.</p> <p>The historical context of the enquiry/ies identified in Part B.</p>	<p>Overview (Parts A and B):</p> <ul style="list-style-type: none"> The development of protest movements: Civil rights; anti-Vietnam War; Women's movement; the key events 1945-70. Changes in civil rights and the roles of key individuals: Martin Luther King, Malcolm X and Presidents Eisenhower, Kennedy and Johnson. <p>Practice Part A Explanation</p> <ul style="list-style-type: none"> Part A will require analysis with a focus on explanation of change, causation or consequence. Typical question stems are: Explain why; Explain the impact; Explain the ways in which XX changed; Explain the role of XX; Explain how. <p>Practice Part B Enquiry</p> <ul style="list-style-type: none"> Part B will always require some sort of judgement. Typical question stems are: How significant; How much impact; How successful; How far; How much change; How different. 	<p>Weeks 1–8 including write-up of Part A, 30 mins</p> <p>Centres may complete tasks in any order but they must teach the whole of the relevant specification bullet point before completing Part A or Part B and they must teach the whole unit before students write up Part C.</p> <p>If the Part A task is set on the first bullet point, centres may decide to write up this task before teaching the second bullet point. If the Part A task is set on the second bullet point, they may wish to teach both bullet points before completing the Part A and B tasks.</p>
<p>Part B Enquiry</p> <p>Developing enquiry skills:</p> <ul style="list-style-type: none"> how to find, select and use sources of information 	<p>Generic</p> <p>Practise identifying and recording relevant information:</p> <ul style="list-style-type: none"> Students to highlight key points of information or identify key views using a source that is not related to the enquiry. 	<p>Weeks 9-10 including write-up of Part B, 1 hour.</p>

Generic scheme of work	Subject content	15-week programme
<ul style="list-style-type: none"> supporting candidates in the process of their research includes write-up. 	<ul style="list-style-type: none"> Students could compare the information on different websites and discuss ways of deciding whether a website would be a good source of information to use. Students to compare different ways of recording it, for example, bullet points, charts, diagrams. <p>Practise write-up skills by preparing notes and sources for a Part B-style paragraph.</p>	Centres may wish to set aside class time for students to complete research or may set research as homework while teaching the content for this bullet point or the bullet point for Part C.
<p>Part C Context</p> <p>The historical context of the representations issue.</p> <p>Coverage of key features of period or issue sufficient to enable candidates to evaluate the accuracy and comprehensiveness of the representations.</p>	<p>How effective was peaceful protest in securing civil rights in the USA?</p> <p>Peaceful protests and the alternatives.</p>	Weeks 11–12
<p>Part C Skills and concepts</p> <p>Understanding and analysing representations.</p> <p>Practise comparing and evaluating representations of the selected issue.</p>	<p>Generic</p> <p>Introduction to the idea of representation through discussion of social media, selection of items for the front page of newspapers etc.</p> <p>Practise evaluation of portrayal using examples such as school prospectus, social media, news reports.</p> <p>Practise evaluation of a representation using a representation from a previous task or the Representations Bank (one that will not be used as the third representation in the task).</p> <p>Students should understand the criteria being used and the necessity to support the evaluation using additional contextual knowledge.</p>	Weeks 13–15 including write-up of Part C, 1 hour.