



Pearson

# **INTERNATIONAL ADVANCED LEVEL HISTORY**

## **TOPIC GUIDE**

### **Unit 3 WHI03**

#### **Thematic Study with Source Evaluation**

##### **Option 1D: Civil Rights and Race Relations in the USA, 1865-2009**

# Introduction

## Option 3D: Civil Rights and Race Relations in the USA, 1865-2009

The option is divided into the following five key topics and one of these will be the subject of the sources question in section A. The five key topics are linked by five themes which will form the basis of the essays in section B, each of which will address at least two of the key topics.

Assessment details such as assessment rationale, Assessment Objectives, question styles and examples and mark schemes are in the **Getting Started** guide available on the IAL History web page [here](#).

**Question papers and mark schemes** with indicative content are also available on-line and are published following each examination session [here](#). This will allow centres to build up a bank of assessment materials.

**Principal Examiner Reports** for each Paper Option are written for each examination session. These Reports give feedback on overall candidate performance and usually include example response with commentaries reflecting the Level of Response achieved. Principal Examiner reports with Exemplification are available [here](#).

The five key topics are: -

1. 'Free at last', 1865-77
2. The Triumph of 'Jim Crow', 1883-c1900
3. Roosevelt and Race Relations, 1933-45
4. 'I have a dream', 1954-68
5. Race relations and Obama's campaign for the presidency, c2000-2009

**The five themes are: -**

1. The role of Congress, the presidency and the Supreme Court in changing race relations
2. The pressure groups and individuals campaigning for enhanced civil rights
3. The forces resisting enhanced civil rights
4. The changing economic and educational opportunities for black Americans
5. The changing pattern of settlement and housing for black Americans

## Content guidance

This section provides additional guidance on the specification content. It should be remembered that the official specification is the only authoritative source of information and should always be referred to for definitive guidance.

### Overview

The focus of this unit is on the ways in which the pattern of race relations between black and white Americans has changed and its implications for the USA. It begins in 1865 with the abolition of slavery and ends with the election of Barack Obama as President. The focus of the unit is essentially on breadth and hence the five itemised themes which run from 1865 to 2009. It is essential that these themes be grasped and addressed in each of the key topics. Students must have a sufficient grasp of content detail within the delimited key topics to be able to answer questions that target knowledge and understanding of the particular period (AO1), requiring comparisons, contrasts and appreciation of significance, causation and change. Knowledge of the intervening periods is not required. The clarification below has indicated some of the opportunities to make thematic links within each key topic. In addition, students must develop a sufficient sense of period to contextualise and analyse and evaluate sources rooted in a particular key topic area (AO2).

In studying this topic, a sound grasp of the basic geography of the USA will help candidates to make sense of complex events and developments, particularly the pattern of settlement which is theme five.

### Key Topic 1. 'Free at last', 1865-77

This begins in 1865 with the reasons for the ratification of the Thirteenth Amendment (T1) abolishing slavery and involuntary servitude throughout the United States. Clearly the impact on the Southern states was significant and candidates should be aware of this as regards both the ex-slaves and the white free population of the South. There were real gains for ex-slaves in terms of freedom of movement and educational opportunities (T4&5) but also heightened social tensions. The development and nature of sharecropping should be appreciated. The tensions within Congress should be addressed, in particular the difficult position of the new President, Andrew Johnson, following the death of Lincoln (T2&T3).

The period of 'Radical Reconstruction' should be studied with attention to the impact of the Fourteenth and Fifteenth amendments and military rule in the South (T1&T2). Candidates should be aware of the very real, if temporary, political gains made by black Americans in these years.

Finally, candidates should understand the infamous backlash throughout the South with a study of the Ku Klux Klan and the White League and the associated pattern of intimidation and lynching and the Federal Government's response (T3 & T1). The Topic ends with the disputed presidential election of 1877 and the restoration of Democrat political dominance throughout the South.

### Key Topic 2 The triumph of 'Jim Crow', 1883-c1900

This covers the rolling back of many of the gains for black Americans. The rulings of the Supreme Court on a range of issues starting in 1883, with a ruling that opened the way to segregation by undermining the 1875 Civil Rights Act, will be central (T1). Candidates

should be aware of the implications and importance of the other three rulings of 1896, 98 and 99 mentioned in the specification (T4).

The responses of different Southern States to the opportunities provided by the Supreme Court's rulings should be studied and the pressure groups pushing for segregation (T3). Students should be aware of extent of segregation and the impact of new laws on educational and economic opportunities for black Americans (T4). The response of black Americans, in particular Booker T Washington, should be addressed (T2 & T4). The significance of the increasing marginalisation of black Americans in the political process in the Southern States should be understood and candidates should be aware of the different tactics used to exclude black voters.

Finally, candidates should study the slow but important beginnings of the migration from the South to other areas of the USA by black Americans (T5).

### **Key Topic 3. Roosevelt and race relations, 1933-45**

This requires a focus on the impact on race relations of the important presidency of Franklin Roosevelt (T1). Candidates should be aware of the ways in which the New Deal appeared to neglect or ignore some of the issues dear to black Americans such as the effects of the AAA on black farmers, segregation in the CCC, differential wages in the NRA and the failure to address the evil of lynching throughout the South. Here it is vital to appreciate the influence within FDR's Democrat Party, of Southern segregationists (T3).

However, the impact of Civil Rights pressure groups should be studied (T2) and the very real ways that black Americans benefitted under the New Deal through increased welfare and jobs in the Federal bureaucracy and work directives relating to work and race during the war years (T4). The role of Eleanor Roosevelt as a patron of enhanced Civil Rights should also be addressed.

Finally, the very real revolution in the pattern of settlement of black Americans and the implications for housing and life-style must be appreciated, particularly the massive shift to the war industries in the west and north during the four years of conflict (T5) Students should also understand the significance of changes in black voting patterns.

### **Key Topic 4 'I have a dream', 1954-68**

Here the central issue is the emergence of forceful pressure for change and the resulting legislative reforms (T2). Candidates should understand the work of the NAACP (T2) and the role of the Supreme Court and Chief Justice Earl Warren (T1). The role of Martin Luther King and the range of new campaigning groups during this period will be central (T2) and students should also be aware of the role of the media.

Candidates should be aware of the very real resistance to change in the South and the hostility shown by many segregationists in Congress (T3) but also the important role played by Lyndon Johnson in circumventing resistance to legislation (T1). Candidates should understand the significance of landmark legislation specified and should attempt to form a judgement on the degree of real progress achieved in these years (T4) and the significance of the pattern of settlement and continuation of ghettos (T5).

The fragmentation and divisions within the Civil rights movement in the 1960s, should be understood and the significance of the rise of militant black radicalism, including the

growth of the Black Panthers and the role of Malcolm X (T2). Students should also be aware of the significance of the white backlash (T3).

### **Key Topic 5. Race relations and Obama's campaign for the presidency, c 2000-2009**

This topic rounds of the study with the election of a president of mixed race married to a black American (T1). Candidates must start with an assessment of the situation at the beginning of the twenty-first century - the great areas of progress with the growth of a black middle class and the significant increase in the numbers of black Americans holding positions of political power. The distribution of settlement should be understood, with an appreciation of the drift back to the South (T5). Candidates should also be aware of the continuing areas of real tension, notably policing and educational opportunities (T3&T4).

The political career of Obama is clearly central to this study and the forces helping his advance, first to the Senate and then to the White House, should be understood (T2). Candidates should also be aware of the resistance he faced (T3). With such recent history, and a specification end date of 2009, a balanced judgement on the significance of his triumph may be difficult to make. Material relating to the years after 2009 is not required, instead the significance of his victory in the 2009 context should be understood and viewed in relation to the struggle for rights for black Americans over the period from the mid-nineteenth century.

## Option 3D: Civil Rights and Race Relations in the USA, 1865–2009

### Example scheme of work

Week 1	'Free at last', 1865–77	Reasons for, and impact of, the Thirteenth Amendment 1865–77
<p><b>Aim:</b> Students to understand and explain the passing of the Thirteenth Amendment and to assess its impact to 1877.</p> <p><b>Topics covered:</b> The significance of the changed economic position of ex-slaves and the development of sharecropping; freedom of movement; the significance of the social and educational opportunities of freedom and increased social tensions; the need for a political settlement and President Andrew Johnson's response.</p> <p><b>Suggested activities/resources:</b> Causation activity focusing on the reasons for the passing of the Thirteenth Amendment; David Paterson and Susan and Doug Willoughby, <i>Civil Rights in the USA, 1863–1980</i>, A2 chapter 2. Robin D G Kelley (editor) (Heinemann,2001) <i>To Make Our World Anew</i> (Oxford University Press, 2005); Alan Farmer, <i>The American Civil War Causes, Courses and Consequences 1803–1877</i> Alan Farmer (Access to History, Hodder, 2008); the film <i>Lincoln</i> (2012); <i>Lincoln</i> (History Channel, 2010).</p> <p><b>Teaching points to note:</b> At the beginning of the course it is advisable to establish the key themes to be addressed across the topics. Students also need to use skills of analysis and evaluation in relation to two sources in Section A of the exam paper</p> <p>Opportunities to address themes: 1) the role of the federal Government, Congress, the presidency and the Supreme Court in changing race relations; 4) the changing economic and educational opportunities for black Americans. Students may need a brief introduction to the American system of government and the Constitution. Students often find impact a difficult concept; there is an opportunity here to distinguish between reasons for the passing of the Thirteenth Amendment in 1865 and its impact in the period to 1877.</p>		

<b>Week 2</b>	<b>'Free at last', 1865–77</b>	Northern radicals and 'Radical Reconstruction' 1867–77
<p><b>Aim:</b> Students to understand and explain the impact of the Reconstruction.</p> <p><b>Topics covered:</b> The impact of military rule in the South; the significance of the Fourteenth and Fifteenth Amendments and the Civil Rights Act 1875; significance of the presence of black representatives in federal and state legislatures.</p> <p><b>Suggested activities/resources:</b> Chart activity mapping the terms of the amendments and the CRA 1875 and their impacts: David Paterson and Susan and Doug Willoughby, <i>Civil Rights in the USA, 1863–1980</i>, AS chapter 3 and A2 chapter 2; Vivian Saunders, <i>Civil Rights in the USA 1945–68</i>, chapter 1 parts 6 and 7; Matthew Lynch (editor), <i>Before Obama: A Reappraisal of Black Reconstruction Era Politicians</i> (Praeger Publishers, 2012), considers the 2000 black people who held political office in the south between 1865 and 1876; Stephen G N Tuck (editor), <i>We Ain't What We Ought To Be</i>, (chapter 2 discusses the limits of reconstruction).</p> <p><b>Teaching points to note:</b> Key themes to address: 1) the role of the federal Government, Congress, the presidency and the Supreme Court in changing race relations. Students may find it useful to begin to construct charts mapping key themes across the period. These can be developed throughout the course.</p>		

<b>Week 3</b>	<b>'Free at last', 1865–77</b>	The backlash
<p><b>Aim:</b> Students to describe the actions of the opponents to black freedoms and explain their impact.</p> <p><b>Topics covered:</b> The impact of the Ku Klux Klan and the White League, including the incidence of lynching; the impact of the restoration of Democrat control in the south and the end of Reconstruction 1877.</p> <p><b>Suggested activities/resources:</b> Source skills activity focusing on the impact of opposition to black rights. Timeline activity tracing changes over the period 1865-77. David Paterson and Susan and Doug Willoughby, <i>Civil Rights in the USA, 1863–1980</i>, AS chapter 3 and A2 chapter 2; Stephen G N Tuck (editor), <i>We Ain't What We Ought To Be</i>, (chapter 3 discusses the reassertion of white supremacy); James Michael Martinez, <i>Carpetbaggers, Cavalry, and the Ku Klux Klan: Exposing the Invisible Empire During Reconstruction</i> (Rowman &amp; Littlefield, 2007), discusses the rise and fall of the Reconstruction era KKK; <i>Ku Klux Klan: A Secret History</i> (History Channel, 2010).</p> <p><b>Teaching points to note:</b> Key themes to address: 3) the forces resisting change. Students need to use skills of analysis in evaluating two sources in Section A of the exam paper.</p>		
<b>Week 4</b>	<b>'The triumph of 'Jim Crow', 1883–c.1900</b>	The role of the Supreme Court:
<p><b>Aim:</b> Students to understand the role of the Supreme Court in enshrining inequalities in the law.</p> <p><b>Topics covered:</b> The impact of the civil rights cases 1883; the impact of Plessy versus Ferguson 1896, Mississippi versus Wilkinson 1898 and Cumming versus the Board of Education 1899.</p> <p><b>Suggested activities/resources:</b> David Paterson and Susan and Doug Willoughby, <i>Civil Rights in the USA, 1863–1980</i>, A2 chapter 2; Leon F Litwack, <i>Trouble in Mind: Black Southerners in the Age of Jim Crow</i> (Knopf, 2010), comprehensive account of the brutalities of Jim Crow; William H Chafe, Raymond Gavins and Robert Korstad (editors) <i>Remembering Jim Crow</i> (The New Press, 2014), an oral history of the experiences of black men and women during who lived in the segregated south; <a href="http://www.ourdocuments.gov/doc.php?flash=true&amp;doc=52">http://www.ourdocuments.gov/doc.php?flash=true&amp;doc=52</a> has details of Plessy v Ferguson including criticism of the ruling.</p> <p><b>Teaching points to note:</b> Key themes to address: 1) the role of the federal government, Congress, the presidency and the Supreme Court in changing race relations. Key themes will be examined in Section B of the exam paper which focuses on history in breadth. Students may take the opportunity to compare the role the federal government in this era with its role in 1865-77.</p>		



<b>Week 5</b>	<b>'The triumph of 'Jim Crow', 1883–c.1900</b>	The spread of Jim Crow Laws and the impact of pressure groups in the south:
<p><b>Aim:</b> Students to understand and explain the impact of the Jim Crow Laws and the response of black Americans to their imposition.</p> <p><b>Topics covered:</b> Changes to rail travel in Florida 1887; extension of segregation to other social areas and other states; the impact of new laws on educational and economic opportunities for black Americans, including the drift to the North and West. Booker T Washington and the black response to segregation.</p> <p><b>Suggested activities/resources:</b> Source skills activity focusing on the role of Booker T Washington; David Paterson and Susan and Doug Willoughby, <i>Civil Rights in the USA, 1863–1980</i>, A2 chapter 2; Ron Field, <i>Civil Rights in America 1865-1980</i>, (CUP 2002) discusses Jim Crow and its impact in chapter 4; <a href="http://www.pbs.org/wnet/jimcrow/stories_people_booker.html">http://www.pbs.org/wnet/jimcrow/stories_people_booker.html</a> has links to Booker T Washington's speeches.</p> <p><b>Teaching points to note:</b> Key themes to address: 2) the pressure groups and individuals campaigning for change; 4) the changing economic and educational opportunities for black Americans; 5) the changing pattern of settlement and housing for black Americans. Students may take the opportunity to focus on the relative weights that can be attached to two contemporary sources contrasting interpretations relating to the role of Booker T Washington, to develop the skills needed to tackle the source question in Section A of the exam paper.</p>		
<b>Week 6</b>	<b>The triumph of 'Jim Crow', 1883–c.1900</b>	Excluding black voters
<p><b>Aim:</b> Students to understand the impact of the Jim Crow Laws on the political rights of black Americans.</p> <p><b>Topics covered:</b> The impact of discrimination in Mississippi from 1890; the impact of Louisiana's Grandfather Clause 1898; the general impact on voting opportunities in the south of similar discriminations by the early 20<sup>th</sup> century.</p> <p><b>Suggested activities/resources:</b> Chart activity mapping the range of restrictions imposed by the Jim Crow Laws; David Paterson and Susan and Doug Willoughby, <i>Civil Rights in the USA, 1863–1980</i>, A2 chapter 2; Vivienne Sanders, <i>Race Relations in the USA 1863-1980</i>, chapters 2 and 3; Stephen G N Tuck (editor); <i>We Ain't What We Ought To Be: The Black Freedom Struggle from Emancipation to Obama</i>, (chapter 4 discusses the response to segregation amongst leading black thinkers and organisers); Robin D G Kelley (editor), <i>To Make Our World Anew</i> (Oxford University Press, 2005), chapter 6.</p> <p><b>Teaching points to note:</b> Key themes to address: 3) the forces resisting change; Some students may extend their learning at this point by contrasting the restrictions imposed by the Jim Crow Laws with the rights enshrined in the Constitution.</p> <p>Students may take the opportunity to focus on the relative weights that can be attached to two pieces of contemporary source material relating to the impact of discrimination.</p>		

<b>Week 7</b>	<b>Roosevelt and race relations, 1933–45</b>	The pattern of black settlement
<p><b>Aim:</b> Students to understand and assess changes in blacks the social, economic and political positions of black Americans.</p> <p><b>Topics covered:</b> The changed pattern of black settlement in the USA by 1933 and the reasons for further changes: 1933–45 and their social impact; the significance of changes in black voting patterns; the impact of pressure groups, including the NAACP.</p> <p><b>Suggested activities/resources:</b> Flow diagram mapping the changes in black settlement; David Paterson and Susan and Doug Willoughby, <i>Civil Rights in the USA, 1863–1980</i>, AS chapter 4.; William T Martin Riches, <i>The Civil Rights Movement: Struggle and Resistance</i> (Palgrave, 2010), chapter 1, pages 18–24; Peter Clements, <i>Prosperity Depression and the New Deal</i> (Access to History, Hodder, fourth edition, 2008), chapters 3 and 9; Vivienne Sanders, <i>Race Relations in the USA 1863-1980</i>, chapter 4; .</p> <p><b>Teaching points to note:</b> Key themes to address: 2) the pressure groups and individuals campaigning for change; 4) the changing economic and educational opportunities for black Americans; 5) the changing pattern of settlement and housing for black Americans. Students have the opportunity to develop skills in discussing continuity and change in preparation for essay. Questions focusing on themes in breadth.</p>		
<b>Week 8</b>	<b>Roosevelt and race relations, 1933–45</b>	The significance of the influence of southern whites in the Democrat Party and the failure of Congress to address black grievances
<p><b>Aim:</b> Students to understand and assess the significance of southern white influence and the failures of Congress.</p> <p><b>Topics covered:</b> The significance of the influence of southern whites in the Democrat Party and the failure of Congress to address black grievances, including the continuation of Jim Crow Laws, exclusion of black voters and the defeat of federal attempts at introducing anti-lynching legislation; the effects of the AAA on black farmers; the impact of segregation in the CCC and differential wages in the NRA; the position of black combatants during the war.</p> <p><b>Suggested activities/resources:</b> Comparison activity mapping the attitudes and action of those who sought extensions to black rights with the forces that opposed change; David Paterson and Susan and Doug Willoughby, <i>Civil Rights in the USA, 1863–1980</i>, AS chapter 4. William T Martin Riches, <i>The Civil Rights Movement: Struggle and Resistance</i> (Palgrave, 2010), chapter 1, Peter Clements, <i>Prosperity Depression and the New Deal</i> (Access to History, Hodder, fourth edition, 2008), chapters 3 and 9.</p> <p><b>Teaching points to note:</b> Key themes to address: 1) the role of the federal Government, Congress, the presidency and the supreme court in changing race relations, 3) the forces resisting change. These topics could be examined in breadth in a thematic question. A range of contemporary source material is available which relates to the impact of the New Deal. Students should gain experience in analysing sources of different types.</p>		

<b>Week 9</b>	<b>Roosevelt and race relations, 1933–45</b>	The positive impact of the New Deal
<p><b>Aim:</b> Students to identify and assess the positive aspects of the New Deal for Black Americans.</p> <p><b>Topics covered:</b> The importance of increased welfare benefits to black workers and their families; the significance of the work of Eleanor Roosevelt and the increase in jobs in the federal bureaucracy for black Americans; the significance of federal government policies on race during the war years.</p> <p><b>Suggested activities/resources:</b> Source skills activity focusing on the significance of government policies in improving rights for blacks in the New Deal era; David Paterson and Susan and Doug Willoughby, <i>Civil Rights in the USA, 1863–1980</i>, AS chapter 4; Peter Clements, <i>Prosperity Depression and the New Deal</i> (Access to History, Hodder, fourth edition, 2008); chapters 3 and 9; Vivienne Sanders, <i>Race Relations in the USA 1863-1980</i>, chapter 4; Lauren R Sklaroff, <i>Black Culture and the New Deal</i> (The University of North Carolina Press, 2014), examines the extent to which the Roosevelt administration celebrated black Americans by offering government support to notable black intellectuals, artists, and celebrities.</p> <p><b>Teaching points to note:</b> Key themes to address: 1) the role of the federal Government, congress, the presidency and the supreme court in changing race relations; 4) the changing economic and educational opportunities for black Americans; 5) the changing pattern of settlement and housing for black Americans. Students may take the opportunity to update their theme charts mapping continuity and change across the period from 1865.</p> <p>A range of contemporary source material is available relating to these topics. Students could explore the relative usefulness of sources of different types, for example a speech and a personal account.</p>		

<b>Week 10</b>	<b>'I have a dream', 1954–68</b>	Pressure for change in civil rights 1954–65
<p><b>Aim:</b> To understand and assess the impact of civil rights groups on securing rights for black Americans 1957–65.</p> <p><b>Topics covered:</b> The significance of the NAACP and the case of Brown versus the Board of Education, including the role of Earl Warren; the impact of victory in Montgomery; the work and impact of Martin Luther King, SCLC, SNCC and CORE 1957–65; .</p> <p><b>Suggested activities/resources:</b> Source activity focused on the role of the NAACP at Little Rock; Robin Bunce and Laura Gallagher, <i>Pursuing Life and Liberty: Equality in the USA 1945–1968</i>, chapters 4 and 5; David Paterson and Susan and Doug Willoughby, <i>Civil Rights in the USA, 1863–1980</i>, AS chapter 6; Vivian Saunders, <i>Civil Rights in the USA 1945–68</i>; chapter 3 parts 5–7; William T Martin Riches, <i>The Civil Rights Movement: Struggle and Resistance</i>, chapter 1, pages 25–31; Adam Fairclough, <i>To Redeem the Soul of American: The Southern Christian Leadership Conference and Martin Luther King, Jr.</i> (University of Georgia Press, 2001), chapters 10, 11 and 14; Clayborne Carson et al. (Ed), <i>The Eyes on the Prize Civil Rights Reader</i>, 1991 has a wide range of documentary material with commentary; <i>Eyes on the Prize</i> (Season 1 and Season 2).</p> <p><b>Teaching points to note:</b> Key themes to address: 1) the role of the federal government, Congress, the presidency and the Supreme Court in changing race relations; 2) the pressure groups and individuals campaigning for change. Students should be increasingly confident in using two sources in combination with their knowledge to reach a judgement based on the weight attached to the evidence.</p>		
<b>Week 11</b>	<b>'I have a dream', 1954–68</b>	Pressure for change in civil rights 1954–65
<p><b>Aim:</b> To assess the impact of the work of Martin Luther King.</p> <p><b>Topics covered:</b> The work and impact of Martin Luther King, SCLC, SNCC and CORE 1957–65; the impact of the media; the significance of the improving economic and educational opportunities for black Americans; the continuation of ghettos; the white backlash.</p> <p><b>Suggested activities/resources:</b> Mapping activity charting King's campaigns and their impact; Robin Bunce and Laura Gallagher, <i>Pursuing Life and Liberty: Equality in the USA 1945–1968</i>, chapters 6 and 7; David Paterson and Susan and Doug Willoughby, <i>Civil Rights in the USA, 1863–1980</i>, AS chapter 7 and chapter 12; Vivian Saunders, <i>Civil Rights in the USA 1945–68</i>, chapter 3 parts 8–12; chapter 4, 6 and 8. William T Martin Riches, <i>The Civil Rights Movement: Struggle and Resistance</i>, chapters 3 and 4; Stephen G N Tuck (editor), <i>We Ain't What We Ought To Be</i>, chapter 9 discusses the civil rights movement in the early 1960s; Kevern Verney, <i>Black Civil Rights in America</i> (Routledge, 2000), chapters 1 and 2. <i>Eyes on the Prize</i> (Season 1 and Season 2); <i>Martin Luther King and the March on Washington</i> (BBC, 2013); <i>Martin Luther King - American Prophet</i> (BBC, 2009); the film: <i>Selma</i>, (2015).</p> <p><b>Teaching points to note:</b> Key themes to address: 1) the role of the federal Government, congress, the presidency and the Supreme Court in changing race relations; 2) the pressure groups and individuals campaigning for change; 3) the forces resisting change; 5) the changing pattern of settlement and housing for black Americans. Students find it easier to describe and explain King's successes than they do to assess his impact. There is an opportunity here to develop and hone skills in judging impact.</p>		

<b>Week 12</b>	<b>'I have a dream', 1954–68</b>	Landmark legislation
<p><b>Aim:</b> Students to develop knowledge of the key legislation and assess its strengths and weaknesses in extending the rights of black Americans.</p> <p><b>Topics covered:</b> The significance of the Civil Rights Acts 1964 and 1968 and the Voting Rights Act 1965; the role of Lyndon Johnson.</p> <p><b>Suggested activities/resources:</b> Flow diagram activity linking key campaigns to legislation. Robin Bunce and Laura Gallagher, <i>Pursuing Life and Liberty: Equality in the USA 1945–1968</i>, chapter 4 and 5; David Paterson and Susan and Doug Willoughby, <i>Civil Rights in the USA, 1863–1980</i>, AS chapter 6; Vivian Saunders, <i>Civil Rights in the USA 1945–68</i>, chapter 3 parts 5–7; Clayborne Carson et al. (Ed), <i>The Eyes on the Prize Civil Rights Reader, 1991</i> has a wide range of documentary material with commentary; <a href="http://www.core-online.org/History/history_links.htm">http://www.core-online.org/History/history_links.htm</a> has links to all the relevant legislation; .</p> <p><b>Teaching points to note:</b> Key Themes to address: 1) the role of the federal government, Congress, the presidency and the Supreme Court in changing race relations. Students may extend their learning by mapping the role of the different presidents in civil rights legislation across the period from 1865.</p> <p>Students should also be becoming more confident in applying contextual knowledge to their analysis of contemporary source material.</p>		
<b>Week 13</b>	<b>'I have a dream', 1954–68</b>	Increasing divisions in the civil rights movement.
<p><b>Aim:</b> Students to understand and explain the reasons for divisions in the civil rights movement and the rise of black power.</p> <p><b>Topics covered:</b> Increasing divisions in the civil rights movement, including the rise of black power; the significance of the expulsion of whites from SNCC and CORE and the growth of the Black Panthers; the role of Malcolm X; the significance of King's stance on the Vietnam War and his assassination.</p> <p><b>Suggested activities/resources:</b> Source skills activity focusing on the rise of black power; Robin Bunce and Laura Gallagher, (Hodder, 2009) <i>Pursuing Life and Liberty: Equality in the USA 1945–1968</i>, section 3; David Paterson and Susan and Doug Willoughby, (Heinemann, 2001) (<i>Civil Rights in the USA, 1863–1980</i>, AS chapter 11 and A2 chapter 4; Vivian Saunders, (Hodder, 2008) <i>Civil Rights in the USA 1945–68</i>, chapter 5; William T Martin Riches, (Palgrave, Mcmillian, 2004) <i>The Civil Rights Movement: Struggle and Resistance</i>, chapter 4, page 84–90; Charles Earl Jones, <i>The Black Panther Party (Reconsidered)</i> (Black Classic Press, 1998), introduction; Stephen G N Tuck (editor), <i>We Ain't What We Ought To Be</i>, chapter 10 examines black power; Manning Marable, <i>Malcolm X: A Life of Reinvention</i> (Allen Lane, 2011); PBS web documentaries: <a href="http://www.pbs.org/black-culture/explore/civil-rights-movement/#.U7aU8k1fdD8">www.pbs.org/black-culture/explore/civil-rights-movement/#.U7aU8k1fdD8</a>; film: Malcolm X 1992; the film: <i>The Black Power Mixtape 1967–1975</i> (PBS, 2011).</p> <p><b>Teaching points to note:</b> Key themes to address: 2) the pressure groups and individuals campaigning for change; 4) the changing economic and educational opportunities for black Americans; 5) the changing pattern of settlement and housing for black Americans. Source skills should be addressed with the focus on comparing the weight attached to the opinions in the sources.</p>		

<b>Week 14</b>	<b>Race relations and Obama's campaign for the presidency, c.2000-09</b>	Black voters and black politicians at the turn of the century:
<p><b>Aim:</b> Students to understand and assess progress in civil rights by 2000.</p> <p><b>Topics covered:</b> The significance of the numbers and geographical distribution of black voters; the significance of the increase in black Americans holding political offices and the growth of a black middle class; continuing areas of racial tension, including policing.</p> <p><b>Suggested activities/resources:</b> Chart activity mapping the social, economic and political rights of blacks at the turn of the century; William T Martin Riches, <i>The Civil Rights Movement: Struggle and Resistance</i>, (chapters 5-9 deal with the period 1968-2009); Stephen G N Tuck (editor), <i>We Ain't What We Ought To Be</i>,(chapter 11 discusses the background to Obama's election); Robin D G Kelley (editor), <i>To Make Our World Anew</i>;chapter 10; Anthony Painter, <i>Barack Obama: The Movement for Change</i> (Arcadia, 2008); The Institute of Politics, John F Kennedy School of Government, Harvard University, <i>Campaign for President: The Managers Look at 2008</i> (Rowman &amp; Littlefield, 2009); <i>By the People</i> (HBO, 2009).</p> <p><b>Teaching points to note:</b> Key themes to address: 4) the changing economic and educational opportunities for black Americans; 5) the changing pattern of settlement and housing for black Americans. Students may need a brief summary of developments in civil rights since 1968, but this is not an area of assessed content. There is an opportunity to develop judgements by looking at progress in political, social and economic rights across the period from 1865.</p> <p>Students should also be becoming more confident in the application of criteria in their evaluation of contemporary source material. The higher levels of the mark schemes indicate the qualities they should seek to develop in their work.</p>		
<b>Week 15</b>	<b>Race relations and Obama's campaign for the presidency, c.2000-09</b>	The political career of Barack Obama
<p><b>Aim:</b> Students to outline and assess the key factors in the rise of Barack Obama.</p> <p><b>Topics covered:</b> The importance of his career to 2006, including his election as Senator for Illinois in 2004; the reasons for his success in gaining the Democratic nomination for the presidency, including his personality, rhetorical abilities, the nature of the opposition, new election strategies and policies.</p> <p><b>Suggested activities/resources:</b> Source activity focusing on Obama's nomination for presidency; Michael Tesler and David O Sears, <i>Obama's Race: The 2008 Election and the Dream of a Post-Racial America</i> (Chicago University Press, 2010), discusses the role that race played in Obama's election; Barack Obama, <i>Dreams from My Father (A Story of Race and Inheritance)</i> (2008).</p> <p><b>Teaching points to note:</b> Key themes to address: 2) the pressure groups and individuals campaigning for change Students should be increasingly confident in using two sources in combination with their knowledge to reach a judgement based on the weight that can be attached to the evidence.</p>		

<b>Week 16</b>	<b>Race relations and Obama’s campaign for the presidency, c.2000–09</b>	The reasons for victory in November 2008
<p><b>Aim:</b> Students to understand and explain the reasons for Obama’s electoral victory with the focus on the relative significance of factors.</p> <p><b>Topics covered:</b> The reasons for victory in November 2008; the significance of his victory and the response to it of black and white Americans.</p> <p><b>Suggested activities/resources:</b> Causation activity focusing on the relative importance of factors in explaining Obama’s victory; William T Martin Riches, <i>The Civil Rights Movement: Struggle and Resistance</i>, (chapter 10 deals with Obama’s election); Jason Porterfield, <i>The Election of Barack Obama: Race and Politics in America</i> (Rosen, 2010), situates Obama’s 2008 victory in the context of the struggle for black rights; Anthony Painter, <i>Barack Obama: The Movement for Change</i> (Arcadia, 2008); Barack Obama; <i>Change We Can Believe In: Barack Obama's Plan to Renew America's Promise</i> (2009).</p> <p><b>Teaching points to note:</b> Key themes to address: 1) the role of the federal government, Congress, the presidency and the Supreme Court in changing race relations. 2) the pressure groups and individuals campaigning for change Students should be increasingly confident in drawing out material to explore the key themes from the topics they have studied.</p>		

<b>Week 17</b>	<b>Revision</b>
<p><b>Topics:</b> Weeks 1-7 of this unit.</p> <p><b>Suggested activities/resources:</b> The programme of revision will depend on the perceived gaps in the student's knowledge and skills.</p> <p><b>Teaching points to note:</b> Students will appreciate the opportunity to re-visit the key themes across the period 1865-2009. Source skills should be addressed with the focus on comparing the weight attached to the opinions and information given in sources.</p>	
<b>Week 18</b>	<b>Revision</b>
<p><b>Topics:</b> Weeks 11-16 of this unit.</p> <p><b>Suggested activities/resources</b> The programme of revision will depend on the perceived gaps in the student's knowledge and skills.</p> <p><b>Teaching points to note:</b> Students have difficulty in grasping the chronology of the period 1865-2009 because it is a long period in which there was much change. Use timelines to ensure that your students are clear about the period as a whole. Students can create a series of timelines to trace the key themes.</p>	



## Resources List

- the 2015 Specification for the IAL in History
- a detailed scheme of work as outlined in the planning and delivery section of this document
- an appropriate text book for students
- appropriate supplementary graded exercises resourced by the teacher
- sample assessment materials for 2015 Specification for the IAL in History

### **Option 3D: Civil Rights and Race Relations in the USA, 1865-20093D**

David Paterson and Susan and Doug Willoughby, *Civil Rights in the USA, 1863–1980* (Heinemann, 2001)

Robin Bunce and Laura Gallagher, *Pursuing Life and Liberty: Equality in the USA 1945–1968*

William T Martin Riches, *The Civil Rights Movement: Struggle and Resista*

[Resource mapping document](#)