

Paper 1 Revision Sections A&B 16th March 2021

All past paper Qs in addition to those already in your course guide (including some from the textbooks):

Exam	Section A		Section B		Section C
2015 SAMs	How far had the standard of living achieved in America before the <u>Wall Street Crash</u> of 1929 been recovered by 1941 ?	How far do you agree that the <u>news media</u> was the most significant influence on the decline in confidence in the American presidency in the years 1968-80?	How significant was the <u>post-Second World War population boom</u> in the creation of a consumer society in the USA during the 1950s and 1960s?	How far do you agree that the <u>aims and methods</u> of black American civil rights activists in the years 1955-68 were radically different from those of activists in the years 1917-55 ?	In light of the differing interpretations how convincing do you find the view that the Reagan presidency was a time of ' deterioration and decline ' (Extract 1, lines 7-8) in the advancement of black Americans in the USA?
2016	Was <u>federal legislation</u> the main reason for improvements in black American civil rights in the years 1955-80 ?	Was <u>government unpopularity</u> the main consequence of US involvement in the Vietnam in the 1960s and 1970s?	How far did the position of American women change in the years 1917-80 ?	How far was the <u>response</u> to fears of communist influence in the Period after the First World War different to the response in the period after the Second World War ?	How far do you agree with the view that Reagan's economic policies damaged the US economy?
2017	How far do you agree that the New Deal brought about a significant <u>improvement</u> in the lives of racial minorities and women ?	How accurate is it to say that it was the <u>actions of civil rights leaders</u> that explain the increased success of the civil rights campaign in the years 1955-68 ?	How far do you agree that the <u>impact</u> the Second World War had on <u>American politics</u> and society was very different from that of the First World War ?	How accurate is it to say that living standards in the USA were transformed for the <u>better</u> in the years 1941-80 ?	In light of the differing interpretations how convincing do you find the view that the Reagan presidency failed to live up to its own claims to reduce ' big government '?
2018	How far do you agree that, in the years 1945-80 , the main reason for changes in the leisure activities of ordinary Americans was their <u>growing affluence</u> ?	How far do you agree that there was a considerable <u>similarity</u> between the <u>campaigns</u> for black civil rights (1955-80) and minority civil rights (1960-80) ?	To what extent did the <u>impact</u> that immigration had on the USA <u>change</u> in the years 1917-80 ?	How accurate is it to say that, in the years 1917-80 , <u>war and the impact of the Cold War</u> led to an increase in conservative influences on domestic politics in the USA?	In the light of differing interpretations, how convincing do you find the view that the Reagan administration's policies were an attack on the disadvantaged which increased social division ?
2019	How accurate is it to say that, in the years 1917-55 , there was very <u>limited improvement</u> in the lives of black Americans ?	How accurate is it to say that, in the years 1941-80 , the <u>impact of war and the Cold War</u> brought about a decline in the confidence the nation had in the presidency?	How far do you agree that developments in popular culture , in the years 1917-45 , had an overwhelmingly <u>positive influence</u> on American society?	How accurate is it to say that the most significant feature improving the quality of life in the USA, in the years 1917-80 , was the development of a <u>car owning culture</u> ?	In the light of differing interpretations, how convincing do you find the view that the Reagan presidency cannot be given credit for revitalising American politics ?
2020	How accurate is it to say that the influence of <u>Roosevelt</u> was the main reason for changes to the presidency in the years 1933-60 ?	To what extent did the living standards of the American people see <u>progress</u> in the years 1917-41 ?	How accurate is it to say that it was <u>federal intervention</u> which brought the most significant improvement to the civil rights of black Americans in the years 1933-68 ?	How accurate is it to say that the position of women saw considerable <u>improvement</u> in the years 1941-80 ?	In the light of differing interpretations, how convincing do you find the view that the Reagan presidency brought real improvements to the USA ?

What are the top tips for SUCCESS in Section A and B (AO1)?

Section A and B (AO1) Level 5 criteria explained

5	17–20	<ul style="list-style-type: none">• Key issues relevant to the question are explored by a <u>sustained analysis of the relationships between key features of the period.</u>• Sufficient knowledge is deployed to demonstrate <u>understanding</u> of the demands and conceptual focus of the question, and to <u>respond fully</u> to its demands.• Valid criteria by which the question can be <u>judged</u> are <u>established and applied</u> and their <u>relative significance evaluated</u> in the process of <u>reaching and substantiating the overall judgement.</u>• The answer is well <u>organised</u>. The argument is <u>logical</u> and <u>coherent throughout</u> and is communicated with <u>clarity and precision.</u>
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1. Exploration and analysis of key issues - Conceptual focus (the shape of your essay)

- Have you analysed the key features of the period (specified or suggested) in relation to the focus of the question consistently throughout the essay?
- Have you addressed a range of relevant factors?
- Are you sticking to the topic focus; i.e. are your points relevant and valid? Are you consistent?
- Is your understanding of the topic holistic; i.e. have you made links?

2. Deployment of accurate and relevant information (knowledge) - Detail

- Have you selected and deployed knowledge with accuracy?
- Have you selected and deployed relevant knowledge?
- Is the knowledge you have selected and deployed in depth?
- Have you selected and deployed a range of points and detail? (i.e. more than one factor/event and selected from across the chronology demanded by the question?)

3. Reaching a judgement overall - Judgement (established and evaluated)

- Have you thoroughly substantiated your evaluation and made a judgement based on consistently and thoroughly applied 'valid criteria', such as:
 - Factors (causes, consequences, etc.) that were superficial vs deep and underlying?
 - Short-term vs long term vs trigger factors?
 - Factors that had wide vs narrow impact / significance/effect?

4. Organisation and Communication - Formed to fit and support an argument

- Is your argument clearly organised addressing one factor / point per paragraph?
- Is your argument logically organised to support your argument?
- Is your argument coherent? (i.e. Have you fully explained your argument in the introduction then consistently applied and referred to in each paragraph?)
- Have you communicated your argument precisely and with clarity using specific language and key words?

What are the top tips for SUCCESS in Section A and B (AO1)?

1. RESPOND TO THE PRECISE WORDING OF THE QUESTION

In order to help you understand what the question is asking you to do, the first thing you should do is read the question and look for these 3 foci:

- **Topic focus** (the topic of the question)
- **Conceptual focus** (the 2nd order historical concept of the question)
- **Chronological focus** (the time period of the question)
- **Adjectival/adverbial qualifier:** these are specific words in the question and they expect you to respond to and challenge. i.e. if they use the word 'transformed' or ask about '**fundamental features**' of an era (rather than 'features'), address the precise meaning of this word in your introduction, challenge it based on what you know and come up with a better word instead that fits your judgement.

2. PLAN YOUR JUDGEMENT CAREFULLY AND STATE THIS IN YOUR INTRODUCTION

Writing an introduction should be the HARDEST part of writing an essay. If it's not, you haven't planned properly or have regurgitated a previous essay. You should always:

1. Address the question, including any specific language used.
2. State the **3-4 factors** you will address
3. State and explain your judgement of most important precisely and explicitly in 1-2 sentences.

3. STATE YOUR 'VALID CRITERIA' EXPLICITLY IN YOUR INTRO, LINKS AND CONCLUSION

- **Valid criteria** = How have you made your decision? Valid criteria consider the relative importance of factors and the weight applied to these in reaching a judgement.
- You must be specific in your language when explaining how you have weighed up the relative importance of factors (e.g. underpinning cause, trigger, fatal combination etc). For example:

'I chose this pair of trousers. It was the best.'

= Level 2 - A judgement given, with justification asserted.

'I chose this pair of trousers because it suited me best.'

= Level 3 - A judgement with some justification, but without the evidence of valid criteria being applied.

'I chose this pair of trousers because, although others were a better fit or better price [+ comparative details], this pair was the best combination of a good fit round the waist and the right length at a price of which I could afford.'

= Level 4 and 5 - Exemplifies the use of criteria for overall judgement and with justification.

- The selection of the criteria used will be dependent upon the nature of the question being asked. For example, a 'main consequence' factor question would probably require criteria that weigh up the relative importance of effects, and a 'significance' question would need a discussion of criteria related to impact.

4. EVIDENCE NEEDS TO BE DETAILED, SPECIFIC AND COVER THE FULL RANGE OF THE QUESTION.

If you asked about 1865-90, for example, you should aim to include examples from across the period, rather than just 1865-75.

5. EXPLAIN THE IMPACT AND RESULTS OF YOUR EXAMPLES – HOW AND WHY?

It is not enough to say 'therefore this led to problems for race relations, if you don't say HOW AND WHY - from whom, for whom, when, how, why, in what form, what was being challenged precisely? A good way to do this is to think about the sequence of events that followed as a result – *This led to..... As a result....*

6. REFER BACK TO YOUR JUDGEMENT AND THE QUESTION AND LINK BETWEEN YOUR FACTORS (PEEL). This is a must for Level 3 (D-C grade). E.g. *However, the factor of....would not have caused a threat had it not been for Without the factor of.... IfHad it not been for....*

7. STRUCTURE YOUR ANSWER ACCORDING TO THE QUESTION TYPE – see below!!

- Cause, Consequence or significance = compare the importance of 4 factors and give a most important that links the other 3 / by weighing up.
- Change and continuity OR similarity and difference = compare *within* 4 factors (=8 mini PEELs) to support your balanced judgement

Papers 1 and 3 – establishing and using criteria

On the mark schemes for all the new Edexcel A-Level papers, there is a requirement to **establish and use criteria** in your judgements. This just means showing the examiner how you can **measure the extent** of something.



But this is not hard to do - it simply means *being clear about the reasons* for the judgements you make!

Here are some thoughts for how you can do this on Papers 1 and 3.....

Change/Continuity, Significance, and Similarity/Difference criteria (to judge the extent)

- * Amount of people affected – consider social class, geographical spread, age and gender
- * Length of change or impact – short or long term?
- * Deep difference or lots of progress compared to previous situation – eg: in attitudes or policies
- * Speed or pace – happened quickly or slowly over time?
- * Effectiveness – accepted or resisted?
- * Level of threat to the status quo

Consequence criteria (to judge the most significant consequence)

- * Speed or pace – effects happened quickly or slowly over time?
- * Effectiveness – accepted or resisted? Achieved aims?
- * Coherence/consistency – stayed the same or adapted?
- * Lead to or connected to other effects



Causation criteria (to judge the most significant cause)

- * Connections to other causes
- * Presence in a range of factors
- * Level of threat to the status quo
- * Trigger – present for a short time, but without it the event or change may not have happened when it did
- * Underlying – present for a long time and created the conditions for an event or change to happen

The criteria you use will *depend on the conceptual focus* of the questions and the topic focus

Don't overdo it – keep to *around 3 criteria* for any one question

For some questions, you *could structure your answer* around the criteria

In reaching a judgement, you should also evaluate the **relative significance** of criteria – for example in judging the extent of change you might conclude that something which affects all social classes is more significant than something that lasts a long time (or vice versa!)



Theme 1 - How accurate is it to say that, in the years 1917–80, war and the impact of the Cold War led to an increase in conservative influences on domestic politics in the USA? [20]
June 2018

1. Decode the question
2. Mark scheme – magpie examples / content to revise
3. Model answer – magpie the structure
4. Plan using the planning grid.
5. Write your introduction
 - Address the question, including any specific language used.
 - State the 3-4 factors you will address
 - State and explain your judgement of most important precisely and explicitly in 1-2 sentences. Use valid criteria to show relative importance of factors.

OR

- 4** How accurate is it to say that, in the years 1917–80, war and the impact of the Cold War led to an increase in conservative influences on domestic politics in the USA?

(Total for Question 4 = 20 marks)

Ways in which war and the impact of the Cold War led to an increase in conservative influences on domestic politics in the USA in the years 1917 - 80 should be analysed and evaluated. Relevant points may include:

- The end of the First World War saw a Republican campaign based around a return to the 'normalcy' of reduced government and isolationism, which dominated US politics throughout the 1920s
- Post-Second World War and the Cold War concerns over communism gave traction to concerns over the extension of federal and in particular executive authority seen during the New Deal and the Second World War, e.g. the actions of the 80th Congress
- Conservative influences contributing to growing anti-communism may also be seen to have developed as a result of the Cold War
- Whilst the relationship between conservatism and Vietnam was complex, conservatives can be seen to have gained influence, e.g. in attacking Johnson's failed escalation and Nixon's successes in 1968 and 1972
- The growing conservative reaction of the late 1970s emphasised the failures of the Carter administration in relation to the Cold War, culminating in Reagan's election in 1980.

Ways in which war and the impact of the Cold War did not lead to an increase in conservative influences on domestic politics in the USA, or the ways other factors contributed to such an increase in the years 1917-80 should be analysed and evaluated. Relevant points may include:

- Republican policies and dominance in the 1920s was influenced by other factors, e.g. concerns over immigration or the economic success of their policies through the 1920s
- The Second World War and post-war period saw continued support for Democrat politicians and the continuation or even extension of the New Deal approach
- The Vietnam War led to a significant rejection of mainstream political values
- The growth of conservatism in the latter period can be seen to be rooted in broader demographic and economic changes, e.g. the rise of suburban and sun-belt prosperity.

Other relevant material must be credited.

Plan

War & Cold War

Vietnam ↓ (20s-60s)

World War One ↑

World War 2 ↓

Economy

Roaring 20s ↑

Great Depression (20s) ↓

Post War Boom (40s-50s) ↓

Wider International Context

First World War ↑

Second World War ↑

Oil Crises ↑

Essay:

Without a doubt war and the impact of the cold war were important in leading to an increase in conservative influences on domestic policy in the USA within the years 1917-80. However I only agree a little for that it led to an increase, not was the cause because whilst the cold war did lead and other wars did lead to (e.g. World War One) did lead to the steady rise of republicanism in the 1920s, the success of the Second World War also helped in our reliance on Keynesian economic theory that led to the economic stagnation of the 1960s and 70s.

~~One~~ The main war which took America led to increasing conservative

(Section B continued) influence was the impact of the First World War on America. World War One was seen largely as a mistake by the American people and after the post-war years saw an economic depression the political zeitgeist shifted away from Wilson. He was seen as having dominated congress and consequently the post-war world war one years were instrumental in ushering in the rise of Republicanism, which with Harding winning in 1921. Moreover Harding believed in Laissez Faire economics and the imposition of tariffs on foreign goods. Support for such policies came about after people lost faith in Wilson's ability to deal with post-war America and therefore show that war years important in ^{increasing} conservative influence on domestic policy.

However one could argue that decreased conservative influence of domestic policy as well. America's success in World War Two led to high faith in the Democrat president Truman and so Keynesian economic theories that high spending would keep the economy stable and unemployment low. For example spending increased due to Truman's Fair Deal policies such as GI Bills that gave 12 million veterans job training, free health care and unemployment pay for a year. Thus this shows that the impact of war could lessen conservative influence on domestic policy. However Truman's stance on Trade Unions post-war was quite conservative. When the Railway workers went on strike Truman learned 40000 passengers massacred Truman asked Congress to drag the strikers into the army. The fact that he crushed the trade unions ~~through~~ shows

(Section B continued) Conservative influence of the same impact under Reagan when he saved 16000 air traffic control unionised air traffic controllers for striking.

However largely the Cold War caused an increase in conservative influence on US politics to increase. The rise of Communism in the east led to many opposing left wing views. Moreover the Second Red Scare took place within the context of the Cold War and during this time period groups of Red baiters came out in support of McCarthy's witch hunt, supported by the fact that even after the Tydings Committee reported that his claims were half-truths and lies, many conservatives supported him regardless. However the Cold War also led to the rise of liberalist attitudes in the 1950s and 60s. As the impacts of the Vietnam War (a proxy war of the wider Cold War) led to many radical student groups like SDS protesting against the government and eventually facilitated the passing of the 1964 Civil Rights Act and 1965 Voting Rights Act.

Moreover, the wider international context led to a larger increase in conservative influence on US politics. For example during the first Red Scare membership of the KKKK numbered 3-8 million people. Further the Red Scare comprised with the 1917 Russian Revolution and the influence of the Dillingham Commission led to much of the anti-immigration measures of the 1920s like the 1921 Emergency Quota Act, the 1924 Johnson-Reed Act, or

(Section B continued) the 1924 National Origins Formulas which cut right
banned Asian Immigration.

Conservative influence on domestic politics later increased as a
result of the Second Red Scare in the 1950s. During this time
the ~~B~~ many suspected of having leftist views were sacked, whilst
~~down a third of~~ a third of librarians didn't stock the works
of Karl Marx. Moreover the anti-gay Lavender Scare ran
along side the Red Scare because they were both seen as con-
-in visible illness to the point where homosexuality was a spiritual
mental illness. The fact that people felt unable to express themselves
or clear political views during this time shows then the conservative
influence on US domestic politics.

Lastly the Oil Crisis of the 1970s led to conservative
influence also, possibly the most significant of all. The 1973 crisis
(triggered by the Arab Israeli war) and the 1979 crisis (caused by
the Iranian revolution) led to a sharp decline in confidence in
the Carter Presidency. He was seen as weak and unable to cope with
the economic problems. This influenced him to pass cost cutting measures
in 1980 cutting Social welfare, a conservative policy, before he lost
to Ronald Reagan in 1980. The fact that the 1970s Oil Crisis caused
such a decline in confidence that the presidency switched to a
Republican is clear evidence of conservative influence on US
domestic politics.

(Section B continued) Overall economics caused the vast increase in conservatism in US politics within the years 1917 to 80. Initially, however, conservative influence did increase. During the Roaring 20s, conservative influence remained high. This is evident by the fact that from 1921-32 all presidents (Harding, Coolidge & Hoover) were isolationist Republicans who believed in Laissez Faire Economics. This is further evident by the imposition of the Smoot-Hawley Tariff in 1923. This is balance tariffs of foreign goods and a belief in "less government in business" and more business in government are all quintessentially conservative beliefs. Therefore this shows an increase in conservative influence on US politics.

However following the Roaring 20s the economy tended to support Keynesian economic thinking and facilitated liberal attitudes forming. For example during the Great Depression a belief in Republicanism Conservative ideas of "Rugged Individualism" disappeared. It was replaced by high government spending, which increased from 1.9 billion dollars in 1932 to around 9 billion dollars by 1940, and a New Deal for the American people. One aspect of which was the NRA which regulated business, setting a code of practice like a minimum wage and working hours. The fact that Keynesian economics and internationalism once ruled led prevalent during the depression shows the lack of conservative influence. However some liberal influences remained, as in 1930 Congress forced Hoover to pass the Smoot-Hawley tariff act.

(Section B continued) Lastly conservative influence declined further during the ~~1940s war boom~~ and during ~~the~~ the economic recovery years during the Second World War. For example in response to the threat of a 100,000 strong march on Washington by Philip A. Randolph Roosevelt passed Executive Order 9802 which desegregated the defence industry. However the fact that Roosevelt refused to pass anti-lynching legislation shows that conservative influence remained; as he needed the support of Southern Democrats to get New Deal laws through Congress.

In conclusion I only agree a fair bit that war and the Cold War led to an increase in Conservative influence in US politics. Post-war was one issue that led to the decline in Republicanism of the late 1920s and early 1930s. It is only after the war that war led to Conservative influence. Moreover, the main reason is the wider International Context; with Economics having the least influence.



This response demonstrates the qualities of a level 5 essay. The response has a clear understanding of the issues contained within the question, and offers a detailed and thorough analysis of the role played by war and the Cold War. The essay is clearly communicated, with logical argument, and whilst some aspects could be developed further, such as the ultimate conclusion, overall the essay offers clearly substantiated judgement.

1. Now plan the essay on a planning grid.
2. Write your introduction

Factor Qs: Causation

<p>Decode the question: write down the q, underlining the following:</p> <ul style="list-style-type: none"> • Topic focus (the topic of the question) • Conceptual focus (the 2nd order historical concept of the question) • Chronological focus (the time period of the question) • Adjectival/adverbial qualifier: these are specific words in the question and they expect you to respond to and challenge. I.e. If they use the word 'transformed' or ask about 'fundamental features' of an era (rather than 'features'), address the precise meaning of this word in your introduction, challenge it based on what you know and come up with a better word instead that fits your judgement. 			
Intro (this should be the hardest part of the essay)	<p>1. Address the question, including any specific language used.</p> <p>1917-80; increase of conservative attitudes in domestic politics; factor = war & the Cold War</p>	<p>2. State the 3-4 factors you will address</p> <p>War, Fear of Communism, economy</p>	<p>3. State and explain your judgement of most important precisely and explicitly in 1-2 sentences. Use <u>valid criteria</u> to show relative importance of factors.</p> <p>War -> economic problems / protectionism; War -> red scares</p>
<p>Body of the essay – 4 peels</p>			
<ul style="list-style-type: none"> • Evidence needs to be detailed, specific and cover the full range of the question. • Explain the impact and results of your examples – how and why? It is not enough to say 'therefore this led to problems for Henry, if you don't say how and why - from whom, for whom, when, how, why, in what form, what was being challenged precisely? A good way to do this is to think about the sequence of events that followed as a result – <i>this led to..... As a result.....</i> • Link back to your judgement and the question and link between your factors (peel). This is a must for level 3 (d-c grade). E.g. <i>However, the factor of....would not have caused a threat had it not been for .. Without the factor of.... Ifhad it not been for....</i> 			
Factor 1 War	<p>PEEL</p> <p>WWI - 'return to normalcy' after WWI; return to isolationism; tariffs = Republicanism</p> <p>WWII – Freedoms & liberal culture; great migration; fear of federal control = return to traditional lifestyle; suburbia</p> <p>Cold War – Vietnam -> counter culture -> conservative backlash -> Reaganism</p>	Relative importance (use VALID CRITERIA vocab)	
Factor 2	PEEL	Relative importance (use VALID CRITERIA vocab)	
Factor 3	PEEL	Relative importance (use VALID CRITERIA vocab)	
Factor 4 (if time)	PEEL	Relative importance (use VALID CRITERIA vocab)	
Conclusion	<p>1. State and explain your judgement of most important precisely and explicitly in 1-2 sentences.</p> <p>2. Use valid criteria = how have you made your decision? Use valid criteria to show the relative importance of factors. E.g. degree of impact, range of impact across population, tangible change, a product of another cause, exacerbates etc.</p> <p>3. Show links between as many factors as you can.</p> <p>4. Use the language of extent.</p>		

Theme 2 - How far do you agree that there was a considerable similarity between the campaigns for black civil rights (1955–80) and minority civil rights (1960–80)? [20] **June 2018**

1. We have already planned this.
2. Read the model and work out how it is structured. Magpie examples!

2. How Far do you agree that there was a considerable similarity between the campaigns for black civil rights and minority civil rights?

The differences and similarities between the Minority Rights campaign (Gays, Hispanics and Native American) and the Black Civil Rights movement is often debated; some may argue that the two have clear similarities particularly between the Hispanic/ Native American movements which adopted specific techniques and views from the growing African American rights movement. However it could be argued that there are distinctive differences between the two particularly surrounding the Gay Rights movement and their entirely separate style of campaigning for equality; there could also be arguably a difference between the reasons for campaigning in all Minority movements compared to the Black Civil Rights Movement. I would argue that there is a distinct difference between the two despite clear similarities due to the success of each movement as well as the reasons for their campaigns against discrimination.

It could be argued that there are distinctive similarities between the Black Civil Rights movement and the Hispanic movement particularly surrounding their tactics to fight for equality; both groups particularly in the 50's and 60's were dominated by pressure groups advocating for change (the NAACP for African Americans, LULAC for Hispanics). Both initially began to combat discrimination through the judicial system, with both trying to litigate and provide support for those suffering from education and workplace discrimination, the Black Civil Rights movement included court cases such as Brown Vs Education Board which culminated in the end of legal protection of segregated schooling with the Supreme Court referring to it as "inherently unconstitutional", the effect of this would also reach Hispanic citizens as segregated schooling prevented many citizens from attending White schools. However, it can be argued that there is a distinctive differences between the two, with LULAC litigating primarily workplace discrimination and working rights; this was primarily due to the different stigma which faced Hispanic citizens to African Americans as they were often seen as "illegal immigrants" who had arrived from the "Bracero scheme" which enabled the US to give "partial citizenship" to Mexican workers who were paid in the agricultural sector which was quickly dwindling; as a result of the scheme, many Mexican families moved to areas such as New Mexico and Texas which to some Whites was seen as an "invasion". This is a distinctly different form of discrimination to the one to which the Civil Rights of African Americans was trying to counter, whilst the Hispanic movement and LULAC attempted to improve the existing working right of Hispanics, the Civil Rights movement attempted to counter the De Jure and De Facto racism across America with particular emphasis on the South in the late 50's.

It could also be argued that the Minority Rights campaigns have distinctive similarities to the Black Civil Rights movement in its movement to a more militant ideology of "Black Power", both the Minority groups arguably shifted from the traditional methods of fighting segregation due to failure, the "Red Power" movements attempted "fish-ins" in the state of Washington and Oregon were seen as failures with continued legislation in both areas discriminating and enabling poor treatment of "Native homelands" throughout the late 60's and early 70's, African Americans and the Civil Rights movement began to move away from the tactics of "Non-v, whilst the litigating attempts by the Hispanic movement particularly around the agricultural sector were often failures leading to a rise in a more direct opposition to the government. This led to a shift from "non-violent direct action" to a more violent approach to solve discrimination, this more militant ideology known as Black Power promoted Black identity and embracement of their own "African" culture, this view quickly became popular with the more impatient youth who wished for greater change at a faster rate. Much like the growing Black power movement, the Hispanic and Native American minority movements also adopted this more militant and racial-empowering ideology, with the Hispanics and Native Americans forming the "Chicano" movement and "Red Power" movement separately. The "Chicano" movement

replicated specific tactics used by the Black Panthers (one of the leading "black power groups") particularly surrounding the support of ghettos in the US, both groups set up educational centres in Black and Puerto-Rican ghettos which promoted their own culture and traditions. However, it can be argued that there was a distinct difference between the "Red Power" movement and the Black Civil Rights movement particularly surrounding the reasons of change towards a more radical ideology, whilst both sought to change "traditional" tactics such as "sit-ins" much to disillusionment of older members of both Civil Rights groups, "Red Power" was arguably more of a defiance against government action against Tribal Homelands, as the US government attempted to enforce integration between Native Americans and the "traditional" culture of White America, as a result many of the young sprung to a more radical ideology which advocated direct change.

Fantastic analysis

sp.

It can be argued that there are distinctive differences between the Black Civil Rights movement between the two particularly surrounding the Gay Rights movement particularly surrounding the stigmas they faced and the methods used to try and counter such discrimination. Throughout the late 60's and 70's, Gay people were heavily discriminated against particularly from religion which viewed them as "sinful", eventually this build up of intolerance culminated in the Stonewall Riots where police brutality in a gay bar led to large-scale protest. This could arguably appear similar to the tactics used by "Black Power movements", however the stigma that was faced by the LGBT community was entirely different as it was discrimination of sexuality rather than race, which led to the minority being "invisible" in comparison to other larger minority campaigns such as the Hispanic movement. The LGBT movement's tactics were also entirely different being based primarily around the inciting incident at "Stonewall", in 1970, a year after the Stonewall Riots, a "Pride Parade" was initiated which sought a peaceful celebration of sexuality, a complete contrast to the rising form of violence in all other minority campaigns.

Best range of para similarities & differences

sp.

It could also be argued that the rate of success is entirely different between the Civil Rights groups particularly following Johnson's legislation, whilst the Civil Rights Bill of 1964 and 65 ended de facto segregation and discrimination towards Hispanics and Black Africans, supported later by the Housing Bill Act of 1968 which prohibited discrimination of renting houses based on race, which gradually led to the improvement of their standard of living throughout the late 70's. Native Americans remained some of the poorest Americans contributing only 4% of overall wealth in America by 1970. The effect of their success is also disputable particularly around the Gay Rights movement which subjectively had very little legislation enforced due to the stigma faced on the LGBT community, leading to the continued support for their movement throughout the 70's and 80's, whilst the other groups gradually dropped in popularity with only 50,000 members in SNCC (a leading black group) by the end of the 70's.

What was similar exactly

Well explained
do think - how stigma - how tactics = different longevity?

Overall I would argue that there is a clear difference between the Minority Groups and the Black Civil Movements, whilst there are clear similarities between both Native American and Hispanic movements with the Black Civil Rights movements, their reasons for doing so were entirely different and the stigmas both faced were a contrast to the total de jure and de facto discrimination faced by Black Americans which was countered by the Civil Rights movement.

3. How far do you agree that the news media was the most significant influence in the decline in confidence in the American presidency in the years 1968-80:

Throughout the years 1968-80, the American presidency faced a "Crisis in Confidence" where the American people suffered a complete disillusionment with the office of the President and the actions taken by him; it can be argued that the primary cause of this "decline in confidence" was the media's presentation of the President as this had a direct effect on how the US public viewed him and his actions, the media arguably portrayed actions in events such as the Vietnam War, the Watergate Scandals and the overall Presidency of Carter and Ford in such a way that led to public

Clear argument

3. Now write your introduction:

- Address the question, including any specific language used.
- State the 3-4 factors you will address
- State and explain your judgement of most important precisely and explicitly in 1-2 sentences. Use valid criteria to show relative importance of factors.

Theme 2 - How accurate is it to say that it was federal intervention which brought the most significant improvement to the civil rights of black Americans in the years 1933–68? [20] November 2020

1. Use the timeline below to find at least 3 examples for each factor:

Federal intervention (Presidents / legislation)	Leadership
Non-Violent Direct Action (tactics, grassroots action)	Legal action (Supreme Court rulings)

2. Write your introduction

- Address the question, including any specific language used.
- State the 3-4 factors you will address
- State and explain your judgement of most important precisely and explicitly in 1-2 sentences. Use valid criteria to show relative importance of factors.

1896	Plessy v Ferguson ‘separate but equal’ Supreme Court ruling legalised segregation. This reinforced Jim Crow laws.
1909	‘The National Association for the Advancement of Colored People’ was established in 1909 and is America’s oldest and largest civil rights organization. It was formed in New York City by white and black activists, partially in response to the ongoing violence against African Americans around the country. In the NAACP’s early decades, its anti-lynching campaign was central to its agenda.
1933	Franklin D Roosevelt was elected President and introduces a ‘New Deal’ to bring relief and jobs to the unemployed.
1941-45	The US joined WWII. Troops fought in Europe (against Germany) and in the Pacific (against Japan). Regiments were still segregated.
17th May 1954	Brown v. Topeka Board of Education Supreme Court ruling made segregation in education illegal and set a legal precedent for further progress in gaining civil rights. Oliver Brown, a black American, backed by the NAACP fought for the right to enrol his daughter (Linda Brown) in the local white school instead of sending her many miles to a black school.
August 1955	Lynching of Emmett Till, a 14-year-old boy who accused of offending a white woman in a grocery store in Mississippi.
December 1955 – December 1956	Montgomery Bus Boycott. Rosa Parks was arrested on 1 December 1955 for refusing to give up her seat to a white person. She was subsequently convicted, fined and lost her job. The NAACP organised a boycott of the buses using car shares and by encouraging people to walk. The boycott lasted 381 days. By the end of the boycott, the bus company had lost 65% of its profits and was forced to accept integration on state buses, enforced by the Supreme Court ruling Browder v. Gale.
1957	Nine black students exercised their right to go to a white school in Little Rock, Arkansas. Mobs threatened the students. The Governor of Arkansas tried to stop them. President Eisenhower eventually took charge and used his own soldiers to protect the students.
1960	Sit ins began at a lunch counter in Woolworth’s in Greensboro when four students refused to move from whites-only seats. The movement rapidly spread (70,000 joined) and led to the formation of SNCC.
1961	The ‘Freedom Rides’. Members of CORE rode the Greyhound bus route through the South to see if the bus desegregation ruling was being followed. The bus was firebombed at Freedom Riders were viciously attacked at Birmingham.
April – May 1963	Birmingham, Alabama marches, sometimes called ‘The Children’s Crusade’. King and SCLC led a series of events in this highly-segregated city. Teenagers were used in some marches and were attacked by police using dogs and high-pressure fire hoses. King was arrested and locked up in prison.
August 1963	March on Washington. 250,000 people, about one-fifth of them white, came to listen to speakers, including King’s famous ‘I Have a Dream’ speech. Parts of the event were filmed live on TV.
June 1964	Mississippi Freedom Summer: Civil Rights workers went to help African-Americans to register to vote. Three of them were murdered, leading to an FBI investigation.
July 1964	The Civil Rights Act is passed, which ended segregation in public places and banned employment discrimination on the basis of race, colour, religion, sex or national origin. However, it lacked enforcement.
March 1965	Selma to Montgomery March. King, the SCLC and CORE took part in a series of marches from Selma to Montgomery to raise awareness of voting discrimination in Alabama (only 2% of black Americans had been able to register to vote in Selma). A white minister who joined in the marches was beaten to death. The most famous march occurred on ‘Bloody Sunday’, where marches were attacked on Pettus Bridge by police. Despite the Governor of Alabama (George Wallace) trying to prevent the marches, President Johnson declared his support for the march on TV and sent national troops to protect marchers.
August 1965	The Voting Rights Act aimed to overcome legal barriers that prevented African Americans from being able to vote as guaranteed under the 15th Amendment to the U.S. Constitution.
April 1968	Martin Luther King Jr was assassinated. Riots broke out across the USA, with Washington D.C, Chicago and Baltimore most affected. Riots had already been building throughout 1965-8, in Watts, Chicago, Detroit, Cleveland and Newark.

Theme 3 - To what extent did the impact that immigration had on the USA change in the years 1917–80?
[20] June 2018

1. Decode the question
2. Mark scheme – magpie examples / content to revise
3. Model answer – magpie the structure
4. Plan using the planning grid **and summaries**.
5. Write your introduction
 - Address the question, including any specific language used.
 - State the 3-4 factors you will address
 - State and explain your judgement of most important precisely and explicitly in 1-2 sentences. Use valid criteria to show relative importance of factors.

EITHER

3 To what extent did the impact that immigration had on the USA change in the years 1917–80?

(Total for Question 3 = 20 marks)

- The change to a policy based around national origins (from the 1921 and 1924 Acts through to 1965) had an impact with regards to the proportion of immigration inflows from Asia, Eastern and Southern Europe
- The setting of absolute limits on immigration reduced the impact of immigration numbers, as well as to some extent countering rising nativist and xenophobic hysteria
- The non-inclusion of western hemisphere immigration in legislation prior to 1976 meant Hispanic immigrants made significant contributions to economic and cultural life, particularly in the south and west
- The growth of Hispanic immigration also led to such immigration becoming an issue of public and political debate
- The growing concern for the issue of illegal immigration, particularly from the 1950s into the 1970s and beyond
- After the change in policy from 1965, the impact immigration had changed in a number of ways, e.g. increased contribution to population growth, and changes to the ethnic make-up of the USA.

The extent to which the impact that immigration had on the USA did not change in the years 1917-80 should be analysed and evaluated. Relevant points may include:

- Throughout the period, immigrants continued to make positive contributions to American society, e.g. the development of urban cultural life in Little Italys, Chinatowns, Little Koreas
- Immigration and immigrants continued to generate concerns over social cohesion and order from elements of 'WASP' America
- Immigration made a significant contribution to the American economy throughout the period in both agricultural and urban areas
- Public concerns and government policy can be seen to demonstrate continuity between the 1920s and the end of the period, e.g. nativist concerns and the growth of demands to control immigration
- Continuity may be seen in the contribution the votes of naturalised citizens and their progeny had in elections from the 1920s onwards, e.g. the tendency for urban centres to vote Democrat.

Other relevant material must be credited.

Immigration had a large impact on the USA 1917-80. Some of these impacts can be measured through the impact immigrants had on Communist fears, the impact refugees created and how employment was affected by immigration. Overall, from 1917-80 the impact of immigration varied ~~on~~ between significance ^{but} and ultimately changed.

The impact that immigration had on employment clearly changes over time. In the 1920s there was competition for jobs amongst immigrants and Americans. However, during the depression 400,000 Mexicans were deported and the Johnson-Reid Act of 1924 set a limit to 2% of people from that country in the US in the 1890 census. This shows that immigration had an ^{significant} impact on the employment opportunities, so much so that immigrants were deported to create jobs for Americans. However, immigrants had a positive impact on employment during the recovery as the Bracero Program brought Mexicans over to work as farm labourers and around 4 million contracts were signed. This was a positive impact for the US, not

(Section B continued)

as much the immigrants themselves, as it meant the employers could exploit the immigrants and threatened whites they'd be fired if they didn't leave trade Unions. ^{In place for immigrants} However, the economic impact immigration has as during the challenges of the 1970s, 600,000 jobs were created in UK and 1/3 taken by Mexicans and in the 1970s there were around 7m immigrant illegal immigrants in the US, 60,000 more each year and 600,000 deported each year. This also had an impact on the US as it meant many people changed their attitudes towards immigrants to a negative one again. So, overall 1917-80 on the impact that immigration had on the US employment which did change as it fluctuated between positive and negative.

Refugee immigrants also had an impact on the US 1917-80. For example the Displaced Person's Act of 1958 allowed refugees into the US and 200,000 fled Cubans fled Castro 1959-63. This had an impact on the US as the US was now seen as welcoming those that needed help which shows immigration had a different impact to in the 1920s when immigration sparked resentment from US citizens. The Cuban refugees were

(Section B continued)

The ones that caused the immigration laws to change so had a huge impact on the US. Also, the US's part in the Vietnam war caused immigration to have another impact on the US as the fall of Saigon in 1975 meant ^{around} ~~the~~ 130,000 Vietnamese fled to the US and by 1980 there was 700,000. This had an impact on the US as it was the first time in 7 years that Asian immigrants were allowed into the US so it led to the creation of more Asian-Americans and shared cultures. So overall, refugee immigrants had a large impact on the US as it caused key changes in policy and a changing in attitudes towards immigrants as the US moved even further away from isolationism. However, there was less change than ^{with immigrants} Immigration also impacted the US through the spread of communist fears. For example in 1911 the Dillingham Commission distinguished between 'old' immigrants - English, German - and 'new' immigrants - Eastern Europeans - saying the immigration of new immigrants was dangerous as they weren't adapted to US life. 996 were deported during the first Red Scare including Emma Goldman due to the context of the Russian Revolution creating communist fears. Similarly however, after the

(Section B continued)

Second world war immigration had less of a fearful impact as acts like the 1952 Refugee Escape Act allowed those escaping communism to live in the US. This shows a change in the impact of immigrants as in the 1920s they are the cause of Communist fears but in the 1950s they caused the US to be represented as the saviour of anti-communists.

To conclude, although some people maintained the idea that immigration had a negative impact, mainly due to that immigrants were the first to lose their jobs and need welfare so people complained their taxes were spent on immigrants, the impact of immigration did change 1977-80. This is evidenced by the fact that immigrants created less fear factor as the years went on and depending on the economy immigrants had more or less of an impact on employment depending on the context.



This demonstrates many of the qualities of a level 4 response. The answer has a good grasp of the topic, and the conceptual demands of the question. There is clear analysis of the given issue, offering an exploration of the changing impact of immigration. The response is largely well reasoned, and offers sound support, although it could go further in terms of depth of analysis and evaluation.

HOW MUCH WAS SOCIETY AFFECTED BY IMMIGRATION 1917 – 80

‘Open door policy’ before WW1 with only 3 Acts restricting the types of immigrants: Chinese immigrants in 1882 and those who were disabled

- No restrictions on yearly numbers of immigrants or where they were from
- Around 170,000 immigrants each year for up to 100 years after it broke away from British rule; welcoming land of the free
- Numbers rose to 1.2 million in 1907 – most were coming from southern and eastern Europe rather than northern Europe unlike earlier immigration:
 - 1882 – 13% from southern and eastern Europe – 81% in 1907
 - More from southern and eastern = large group that couldn’t integrate into the established group of US citizens since they had immigrant roots
 - Large group of these new immigrant went to live and work in cities – which were growing quickly from industrialisation

1920s:

Dillingham Commission:

Investigated the impact of immigration on USA from 1907 and reported in 1911:

- Report stated that immigration was beginning to pose as a serious threat to American society and culture
- Distinguished between ‘old’ immigrants from England, Ireland, Germany, who had adapted to life in the USA and the ‘new’ immigrants from southern and eastern Europe who were apparently racially inferior and were not adapting to USA lifestyle
- Findings set the idea that immigrants weren’t fitting in and were then used to identify Immigration Acts in 1920s including...
 - **1917 Immigration Act** – a number of immigrants listed as *undesirable* and excluded such as homosexuals, insane persons and criminals + a literacy qualification for all over 16.
 - **Emergency Quota Act of 1921** – restricted yearly number of immigrants from any country to 3% of the total number of people from that country in the USA.
 - **1924 Johnson-Reed Immigration Act** – changed quota system to 2% of people from the country of origin in the 1980 census (to further favour northern Europe) until 1 July 1927 where immigrants restricted at fixed number of 150,000 based on 1920 census.
 - **1929 National Origins Formula** – confirms 150,000 limit and bans Asian immigrants altogether.

REASONS FOR LEGISLATIONS

- Post-war isolationism – government wanted less contact with the rest of the world and immigration would be a controllable point of contact.
 - The Dillingham Report
 - The Red Scare of 1919 – 20 led to fears the many of these immigrants would be communists, anarchists or worse and would spread these ideas to others as there had already been bombings by anarchists and strikes
 - Spike in unemployment – 950,000 in 1919 to over 5 million in 1921, causing social discontent like protests, strikes and riots
 - Led to deportation of thousands of people during Red Scare by the government of anyone they thought posed a threat to the government.
1. Newcomers were creating competition for everything – jobs, housing, facilities. In 1910, 1.2 US urban population was black → 4.1% in 1920 whereas the % of foreign-born/ with foreign-born parents rose from 74% - 85%.
 2. During Great Depression, immigration from Europe slowed down to less than the quota system whereas from South America, where there were no quotas set, increased, especially from Mexico to fill cheap labour in states like California and Texas in sectors like mining and railroad buildings. Some immigrants were ‘official’ and registered with the Bureau of Immigration whereas others crossed the border illegally but high demand for workers meant employers didn’t ask questions and exploited the new workers with threats of deportation and around 400,000 Mexicans were deported during the depression.
 3. 1920s – industry was expanding and needed more workers so immigrants, mostly those who couldn’t speak English, moved to towns and cities that already had immigrants from their place of origin and made connections as they shared the same language connection so **certain cities had large immigrant populations** from one place of origin
 4. USA was called a ‘melting pot’ because of the various immigrant nationalities living there – most urban cities were informally broken down into segregated sections with separate districts for most ethnic groups with grocery shops, churches following the practices of their country as well as newspapers with local and nation news from their country – e.g. ‘some towns and cities were nicknamed ‘little Italy’ with large Italian immigrants and customs and a strong Catholic life, *Chinatowns* even though immigration from China had been banned since 1882 – Chinese community was often self-isolating because of the important and large cultural differences → years passed + foreign-born immigrants had American children and so old traditions were forgotten as the children adopted US lifestyle → 1300 foreign-language newspapers in 1914 and only 75 in 1960 – parents spent all money and time on improving their children’s lives to make sure they were educated and worked hard to become successful in the future as they couldn’t.
 - Irish and Italian politicians, lawyers and policemen in New York setting an example that education and working hard could get you good jobs
 5. Most immigrants landed low wages and bad working conditions as they came after most other immigrants – newest immigrants usually worked for small family businesses so that they could help their children get an education
 - **Ford in Detroit – 70.7%** of the 12,880 workers were foreign born, mostly from south/east Europe and only 29% American. Unlike other businesses, he went to great extent to try and ‘Americanise’ his immigrant labour force to make the working relation easier

- they were taught English so that in 1914, only 59% workers spoke English which was 88% in 1917 – he also encouraged them to adopt American ways and lifestyle, encouraged by having graduating ceremonies from their English classes.
6. They had a large influence on politics locally, state and federal. Their votes could change an election results and so during the depression, many immigrants voted and largely campaigned for FDR since under Hoover’s policies, they worked hard yet got little money since there was free enterprise and businesses could exploit the workers without government interference

1940s:

After the entry to war, Italian (14%), German (10.8%) and Japanese (less than 1%) Americans were classed as enemy aliens rather than Americans:

- Even though Japanese were the fewest, they were treated the worst because of Japanese bombing Pearl Harbor. As a result, 75% of US Japanese Americans – 120,000, were set to internment camps, having their property confiscated and only allowed possessions they could carry.
- Less than 1% of Germans and Italians were interned but all had to obey certain restrictions. As war progressed, attitudes to the ‘enemy’ immigrants worsened even if some had lived for several generations in the USA, some had their shop windows broken and lost customers.
- Hundreds of thousands of young men classed as enemy aliens volunteered for US military but were under suspicion
- Some Japanese men were allowed to join the army to serve – but were sent to fight in Europe and not against their country of origin – Japan. Many Italians and Germans also joined but were asked not to fight their own countrymen.

1950s and 60s:

1. After WW2, government passed 1952 Immigration and Nationality Acts using quotas but most people thought it wasn’t useful and was now out-dated:
 - a. Didn’t take into consideration refugees – during the Cold War, USA wanted to help refugees escaping from communism/communist countries but had to then pass new refugee law each time since they weren’t immigrants.
 - b. Difficult dealing with large numbers of refugees – when Fidel Castro seized power of Cuba in 1959, 200,000 Cubans fled to USA so **Cuban Refugees Program** was set up by government to deal with the large numbers as few politicians wanted to return to the ‘open door’ policy as it was before WW1 but instead wanted a sensible renewed immigration regulation system → attitudes to immigration replaced after 1960s
2. Kennedy opposed the quota system and pressed Congress to make changes even before he became president:
 - a. Wrote a book in 1958 called *Nation of Immigrants* outlining after the first European immigrants in 1607, there had been large waves of immigrants that wouldn’t stop.
 - b. Immigrants were enriching the country yet are being seen as suspicious
 - c. Was working on new immigration law that’d abolish quotas but was assassinated so President Johnson brought bill to Congress after his death and it became a law in 1965.
3. **Asian immigrants** – large numbers applied for entry to USA. In first 5 years of the 1965 Act, immigration from Asia quadrupled – largely because of the Vietnam War since after the fall of Saigon, USA took in over 130,000 Vietnamese refugees and as communism spread, they took in even more so that by 1985, there were over 700,000, changing the ethnic makeUp of the cities.
4. **Central and South American immigrants** – immigration laws initially didn’t apply to South America, especially Mexico:
 - a. **1954 Immigration and Naturalisation Service [INS]** tried to control immigration by deporting illegal immigrants from Southern and Western states in ‘Operation Wetback’
 - b. **Hispanic immigrants** and families working in agriculture started to move to cities – 83% of Hispanic population was in cities by 1980, which became a concern for the government

1970s and 80s:

1. **Illegal immigrants:**
 - a. **20,000 limit** on entry in 1976 added – **didn’t** stop immigration as people there had been so used to no numerical limits that they continued to come to join previous family or to find work so they crossed the border in secret and became **illegals**.
 - b. No exact record after 1975 but around 60,000 a year in 70s from Mexico with most going to California and Texas
 - c. 645,000 jobs created in Los Angeles – 1/3 taken by Mexicans – INS tried to patrol borders and stop illegal immigration but since border was over 3000km, even with guards and electrified fences, it was impossible to stop smugglers sneaking in illegals into the USA
 - d. **1980** – 1 million illegals found, arrested and deported but more came and employers happily hid their identities for cheap labour so tracking down illegals became even more expensive
2. Eventually attitudes shifted back to ‘nativism’ – a form of isolationism in the in the 1920s, where immigration was restricted again and people deported. Many people started to feel that black people were a drain on the economy since during spikes of unemployment when the economy was doing badly, black people would be fired first and so became dependant on welfare from the government. Many people argued that their taxes were being spent on supporting not only black people, but also foreigners who didn’t have jobs.
3. To make things worse, when there were housing and job shortages in Cuba, boats of refugees were sent to Florida in 1980 including government officials. This further irritated American people especially as they were eventually unable to keep the refugees out and had to offer them accommodation in refugee camps but in bad conditions as they also struggled.

HOW MUCH WAS SOCIETY AFFECTED BY IMMIGRATION, 1917–80?

How far did earlier immigration affect reactions to immigrants in the 1920s?

Before the First World War, the USA had operated an 'open door' policy to immigration. There had been only three Acts to restrict the types of immigrants allowed into the country, from the disabled to anyone who was Chinese (1882), and no restrictions were placed on yearly numbers of immigrants or where they came from. Traditionally, the USA welcomed immigrants. The poem on the base of the Statue of Liberty reflects this (see page 74). For roughly 100 years after the nation broke away from British rule, an average of 170,000 immigrants every year entered the USA, which saw itself as the welcoming land of the free. Then the numbers of immigrants rose sharply (in 1882, just under 650,000 immigrants arrived in the USA; in 1907, it was 1.2 million). These immigrants came increasingly from southern and eastern Europe rather than northern Europe, unlike earlier immigration. In 1882, 13 percent of immigrants were from southern and eastern Europe; this rose to 81 percent in 1907. Not only were there more of them, they could not integrate into a group of established US citizens with immigrant roots.

The vast majority of the new immigrants went to live and work in the cities. Cities were growing rapidly, thanks to industrialisation, and the immigrants joined a stream of migrants heading that way – black Americans heading there from the South and people from all over the rural areas of the USA, where many farmers were struggling to adapt to post-war conditions, having spent the war supplying war-torn Europe as well as the USA.

The Dillingham Commission

The Dillingham Commission investigated the impact of immigration on the USA from 1907 and made its report in 1911. The report said immigration was beginning to pose a serious threat to American society and culture. It distinguished between the 'old' immigrants from England, Ireland and Germany (seen as having adapted to life in the USA) and the far greater numbers of 'new' immigrants from southern and eastern Europe (seen as 'racially inferior' and not adapting). The Commission's findings made no concession for the shorter span of time the new immigrants had had to adapt. Despite this, the findings were used to justify Immigration Acts in the 1920s, including the Emergency Quota Act of 1921, which set limits on the number of immigrants.

EXTEND YOUR KNOWLEDGE

The Immigration Restriction League

Anxiety about the rising number of immigrants had been growing since the 1850s. In 1894, the Immigration Restriction League was set up to campaign to restrict immigration. Members wrote books and pamphlets on the dangers of the flood of immigrants from southern and eastern Europe, setting more people against them. League members included politicians in the Senate and the House of Representatives. In 1896, Congress passed an immigration restriction bill that included a literacy test and a list of 'undesirable' immigrants. President Grover rejected the bill as against US traditions and values. Congress passed the bill regularly; presidents kept rejecting it. Finally, in 1917, Congress overrode President Wilson's third veto and the bill became law.

Why legislate?

The immigration legislation of the 1920s was set off by a variety of factors. There was post-war isolationism: the government wanted less contact with the rest of the world; immigration was a controllable point of contact. There was the Dillingham report. There was the Red Scare of 1919–20 (see pages 13–15), which led to fears that many of these same immigrants might be communist, anarchist or worse. There was the spike in unemployment. Public reaction was extreme, but, on the other hand, there were bombings by anarchists; there were strikes where some of the strike leaders had communist sympathies. There were riots in some cities: who, people muttered darkly, were behind those? The years immediately after the war had people in a swirl of hostility to anarchists, black people, Catholics, communists, immigrants – anyone who posed a threat to WASPs and their values. The government tried to control the rising hysteria with immigration laws and **deportation**: thousands of people were deported during the Red Scare.

KEY TERM

Deportation

Making someone leave the country they are living in and banning them from returning.

What was the effect of immigration in the 1920s?

With each new wave of immigration came a wave of hostility from many more established communities. This was especially true in the rapidly expanding urban areas. The newcomers would create competition for everything – jobs, housing, facilities of all kinds – just at a point where rural migrants, black and white, were also moving to the cities. For example, in 1910, 1.2 percent of the US urban population was black; by 1920, this was 4.1 percent. At the same time, the percentage of those who were foreign born or with foreign-born parents went from 74 to 85 percent.

The focus of 1920s legislation was on immigration from Europe and Asia. The quota system didn't apply to South America. In the late 1920s and early 1930s, a combination of the Great Depression and immigration restrictions slowed European immigration to a trickle, far less than the quotas set. Immigration from South America, especially Mexico, increased rapidly in the late 1920s to fill the need for cheap labour in states such as California and Texas, in agriculture, mining and railroad building. Some of these immigrants were 'official' immigrants, registered with the Bureau of Immigration. Others crossed the border illegally. The demand for workers meant that employers didn't ask too many questions. The status of the illegal immigrants meant that employers could exploit their fears of deportation, paying them very little and giving them terrible living and working conditions. Once the Depression hit, and many Americans lost their homes and work and migrated towards California in search of work, officials began to deport Mexican workers. Numbers are hard to estimate because of a combination of poor record-keeping and the number of unregistered Mexicans, but historians think that about 400,000 Mexicans were deported during the Depression.

IMMIGRATION LEGISLATION OF THE 1920S

-
- 1917 Immigration Act**
Lists a number of 'undesirable' immigrants to be excluded, including homosexuals, insane persons and criminals; it also imposes a literacy qualification for anyone over 16 years of age
 - 1921 Emergency Quota Act**
Restricts the yearly number of immigrants from any country to three percent of the total number of people from that country living in the USA in 1910
 - 1924 Johnson-Reed Immigration Act**
Changes the quota system to two percent of people from the country of origin in the 1890 census (tipping the balance further in favour of northern Europe) until 1 July 1927; after that, the number of immigrants was to be fixed at 150,000 and the quota was to be based on the 1920 census
 - 1929 National Origins Formula**
Confirms the 150,000 limit and bans Asian immigrants altogether

SOURCE

5

From President Coolidge's first annual message, 6 December 1923.

American institutions rest solely on good citizenship. They were created by people who had a background of self-government. New arrivals should be limited to our capacity to absorb them into the ranks of good citizenship. America must be kept American. For this purpose, it is necessary to continue a policy of restricted immigration. It would be well to make such immigration of a selective nature with some inspection at the source, and based either on a prior census or upon the record of naturalization. Either method would insure the admission of those with the largest capacity and best intention of becoming citizens. I am convinced that our present economic and social conditions warrant a limitation of those to be admitted. We should find additional safety in a law requiring the immediate registration of all aliens. Those who do not want to be partakers of the American spirit ought not to settle in America.

What impact did immigrants have on urban life, 1919–41?

In the 1920s, cities in the USA were growing for a variety of reasons. Industry was expanding and needed workers. Immigrants were a significant factor in their growth – but not in all towns and cities. Immigrants, especially those who could speak little English, had a tendency to gravitate to towns and cities that already had immigrants from their place of origin – sometimes family or friends, but often just people with a language connection. New York, as the city most immigrants reached first, landing at Ellis Island, always had a large immigrant population, but other cities did too. Source 6 shows the percentage of foreign-born people living in seven of the biggest cities in the USA from 1920 to 1940.

SOURCE

6

Percentage of population that was foreign born (Fb) for seven cities, 1920–40. Based on data from the US Bureau of the Census.

City	1920		1930		1940	
	Population	Fb (%)	Population	Fb (%)	Population	Fb (%)
New York	5.6 million	36	6.9 million	34	7.5 million	29
Chicago	2.7 million	30	3.4 million	26	3.4 million	20
Philadelphia	1.8 million	22	2 million	19	1.9 million	15
Detroit	994,000	29	1.6 million	26	1.6 million	20
Cleveland	797,000	30	900,000	26	878,000	21
St Louis	773,000	32	822,000	10	816,000	7.3
Boston	748,000	32	781,000	30	771,000	24

1.3

In search of the American Dream: the USA, c1917–96

A melting pot?

The USA is often called a 'melting pot' because of the various immigrant nationalities living there. But the Reverend Jesse Jackson put it more accurately in *Ebony* magazine in 1970, when he described it as a soup with the chopped ingredients visible as separate bits: all in the same soup, but not all the same. US towns and cities were rather like that soup. Most urban areas broke down into informally segregated sections, not just ghettos for black people but separate districts for most ethnic groups of any significant size. These areas had shops selling groceries, and churches following the religious practices of 'the old country', as well as newspapers reporting the local news and news from back home. For example, many towns and cities had areas nicknamed 'little Italy', constantly topping up with incomers. These areas kept the Italian language, many Italian customs and a strongly Catholic religious life. There were also many 'Chinatowns', although immigration from China had been banned since 1882. The Chinese community was one of the most rigidly self-isolating because of its significant cultural differences. However, as the years passed and foreign-born immigrants had American children, 'the old country' and the old traditions did become less important. In 1914, there were about 1,300 foreign-language newspapers published in the USA; by the 1960s, there were just 75.

Source 6 shows how the foreign-born population rose. It doesn't show where the immigrants came from, so it isn't possible to tell what cultures were having an effect on the cities. Detroit, the site of the Ford Motor works, had a large immigrant labour force in 1920. Ford's breakthrough use of mass production techniques led to a rapid growth of car ownership, creating a higher demand

EXTEND YOUR KNOWLEDGE

Integrating Ford's workers

Detroit's population grew from 465,766 in 1910 to 993,678 in 1920.

In 1914, Henry Ford told the *New York Times* newspaper that 70.7 percent of his 12,880 workers were foreign born and most of them came from south or east Europe; only 29 percent were American. Ford, unlike some employers, went out of his way to 'Americanise' his immigrant labour force, in order to make working relations easier. They were taught English; in 1914, only 59 percent of Ford's workers could speak English; in 1917, it was 88 percent. They were also encouraged to adopt American ways and be patriotic about their new home country, not the old one (e.g. flying the American flag from their windows on celebration days). English classes even had graduation ceremonies.

SOURCE

7

Part of *The New Colossus*, written by Emma Lazarus in 1883 and inscribed on the base of the Statue of Liberty in 1903.

Not like the brazen giant of Greek fame,
With conquering limbs astride from land to land;
Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch, whose flame
Is the imprisoned lightning, and her name
Mother of Exiles. From her beacon-hand
Glows world-wide welcome; her mild eyes command
The air-bridged harbor that twin cities frame.

and a need for greater production. Most of the workers in Ford's factory came from eastern Europe. The three largest groups in Boston's 1920 foreign population were 24 percent Irish, 17 percent Canadian and 16 percent Italian, whereas in New York the three largest groups were 24 percent Russian, 19 percent Italian and 10 percent Irish.

The impact of immigration on the cities acted on more than one level. The percentage of foreign-born immigrants entering the USA was controlled by the legislation, but the children of immigrants, born in the USA, were also adding to the population, without entering the records as 'foreign-born'. Most of these children were more integrated than their parents, depending on the encouragement they had been given to be so. Many immigrant parents encouraged their children to get an education, work hard and improve their lives – after all, every immigrant had come to the USA hoping to improve their own lives. They may have hoped for more on arrival than they found, but their children knew the situation and could set the right targets.

The bottom of the heap?

Many immigrants arrived in the USA expecting to be welcomed; they expected less hostility and more chances to rise. The newest arrivals mostly tended to end up at the bottom of the heap in the cities they settled in, with the worst jobs, lowest wages and worst living conditions. Those 'fresh off the boat' worked for those who had managed to set up a small family business; in turn, their children got an education and moved further up the social tree if they could.

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What impact did the Second World War have on immigrants?

Once the USA entered the war, Americans of Italian (14.2 percent of foreign-born immigrants), German (10.8 percent), and Japanese (fewer than one percent) nationality were classed as enemy aliens. Although there were far fewer Japanese, they were treated most harshly, because the Japanese had bombed the US fleet at Pearl Harbor. About 120,000 Japanese (about 75 percent of them US citizens) were shut up in internment camps. Their property was confiscated and they could only take what they could carry with them. Fewer than one percent of Germans and Italians were interned. However, they had to obey many restrictions – no matter who they were. As the war progressed, attitudes to the 'enemy' immigrant population worsened, even if families had lived for several generations in the USA and saw themselves as American. Some businesses owned by people with Italian- or German-sounding names (no matter what their country of origin) had their windows broken, or found that customers decided to shop somewhere else.

At the same time as they came under suspicion, hundreds of thousands of young men who were technically enemy aliens volunteered for the US military. Some second-generation Japanese men and women were allowed to join the army and served in segregated units. The men were sent to fight in Europe, not against Japan. Young men from all other immigrant groups fought in the war, including Italians and Germans. They were not asked to fight fellow countrymen, although some did. Germans serving in the US military included Admiral Chester Nimitz, who commanded the US Pacific fleet.

Government policy and its consequences

Removing the quota system

After the Second World War, the government passed the 1952 Immigration and Nationality Act, which still used quotas. Many people thought that the quota system had outlived its usefulness. One of the problems was that it did not allow for refugees. So, as the Cold War set in, and the USA wanted to help refugees from communism, it had to pass a new refugee law each time. From 1953 onwards, a variety of 'refugee Acts' allowed a set number of refugees into the USA outside of the quota. The government also had difficulty in coping with large numbers of refugees, as when Fidel Castro seized power in Cuba in 1959. The USA opposed Castro and, over the next three years, 200,000 Cubans fled to the USA. The government had to set up a Cuban Refugees Program to deal with the numbers. Very few politicians supported a return to the 'open door' policy that had operated before the First World War, but many of them thought the quota system ought to be replaced by a more sensible system of immigration regulation. After the 1960s, European immigration to the USA slowed and many people became more accepting of European immigration.

President Kennedy was a firm opponent of the quota system and pressed Congress to make changes even before he became president. In 1958, he wrote a book called *A Nation of Immigrants*, outlining how – from the first Europeans to land in 1607 – the USA had been a nation of wave after wave of immigrants.

The wretched refuse that lay on the shore,
'Keep, ancient lands, your storied pomp!' cries she
With silent lips. "Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door!"

By 1920, there were examples of Irish politicians, lawyers and policemen in Boston, and Italian ones in New York, to show newer immigrants that getting an education and working hard could get you somewhere. Contacts, too, were important in getting on, and ethnic communities allowed immigrants to develop these more quickly and use them to find work and somewhere to live.

Immigrants, because of their numbers, had an influence in politics, local, state and federal. Their votes could change an election result. During the Depression immigrants voted, and campaigned, for Franklin D. Roosevelt in large numbers. Republican *laissez-faire* policies had hit urban areas hardest, because that was where business and industry were concentrated and so where people, many of them immigrants, were being worked too hard for too little money – under the policy that let free enterprise run business and let businesses exploit the workers. In local government, it was especially important to people campaigning for office to appeal to the voters who came from the largest ethnic groups.

EXTEND YOUR KNOWLEDGE

Absurd restrictions

The Italian scientist Enrico Fermi immigrated to the USA in 1938, because he disapproved of the Italian government. He worked for the US government on the secret atomic bomb project. Even though he had been investigated before he joined the project, it took up to ten days for him to get the paperwork to travel from one research site to another.

He said that immigrants should be seen as enriching the country, rather than being viewed with suspicion. Kennedy pointed out that 1950s attitudes to immigration made a mockery of the poem on the base of the Statue of Liberty (Source 7). He said immigrants were only welcome in 1958 if they met certain criteria and there weren't too many of them. When he was assassinated, he was working on a new immigration law which would abolish quotas and had published a new edition of his book to coincide with this. President Johnson brought the bill to Congress after Kennedy's death and it became law in 1965.

Asian immigrants

Immigrants from Asia applied in large numbers for entry to the USA. In the first five years after the 1965 Act, immigration from Asia (especially Vietnam and Cambodia) quadrupled. The Vietnam War was responsible for much of this immigration. After the fall of Saigon in 1975, the USA took in 130,000 Vietnamese refugees. As communism spread, the USA passed additional refugee legislation to take more refugees in – by 1985, there were over 700,000 of them. This changed the ethnic make-up of many US cities.

Immigrants from Central and Southern America

Immigration laws didn't apply to people from the western hemisphere, especially Mexico, although in 1954 the Immigration and Naturalisation Service began to try to control immigration by deporting illegal immigrants from Southern and Western states in what became known as 'Operation Wetback' (see page 56). The number of Hispanic immigrants and their families in the country, both working in agriculture in the South and West of the country and also moving to the cities (83 percent of the Hispanic population was in cities by 1980), became a matter of serious concern for the government. The introduction of a 20,000 limit on entry into the USA in 1976 put measures in place to slow immigration. However, that didn't stop people from coming. People who had long been used to no numerical limits still wanted to join their families and to find work, so they crossed the border secretly and became 'illegals'.

KEY TERM

'Illegal'

An illegal immigrant who entered the country without passing through the immigration process; such people had no visas and the immigration services had no record of them.

Illegal immigrants

Because they entered the country illegally, there is no exact record of the number of illegal immigrants after the 1976 restrictions. The largest number of illegals came from Mexico, averaging over 60,000 a year in the 1970s. Most went to California and Texas, working in agriculture or in factories. In the 1970s, there were 645,000 jobs created in Los Angeles County; about one-third of those jobs were taken by Mexicans. The Immigration and Naturalization Service (INS) along the border did its best to stop illegal immigration, but the border measures 3,169 km and, even with guards and electrified fences, it was impossible to stop smugglers sneaking illegals into the USA. In 1980, about one million illegal aliens were found, arrested and deported.

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SOURCE

8

A photo, taken on 29 April 1975, of South Vietnamese people climbing the walls of the US embassy in Saigon, desperate to get onto the last helicopter flight out of the city as the North Vietnamese advanced upon it. Some of the South Vietnamese who made it out found they were the object of suspicion when they arrived in the USA. People would say things along the lines of 'All gooks look the same, how do I know you aren't the enemy?'



However, many more had arrived, helped out by employers happy to have cheap, exploitable labour with no questions asked. Policing the border and tracking down illegals was expensive and the issue became more public in political debates over the cost. This, in turn, meant people were more likely to feel that illegal immigrants were a significant problem. Once in the USA, they were open to exploitation by unscrupulous employers and could not claim any help – healthcare, education for their children, unemployment benefit. Illegal immigrants came from other places too, such as the Philippines. The INS in the mid-1970s estimated there were about seven million illegal immigrants in the USA; they were finding and deporting about 600,000 a year.

IMMIGRATION LEGISLATION 1940-80

1940 Alien Registration Act

Requires non-citizens to register with the federal government; it is a wartime measure, but after the war it is normalised as the 'green card' system; if a non-citizen has a green card, it entitles them to live and work in the USA indefinitely; in 1950, a vetting procedure makes sure that green cards only go to 'legal' immigrants - those processed and registered by the Immigration service

1952 Immigration and Nationality Act (also called the McCarran-Walter Act)

Revises the terms of immigration; retains both a limit to the number of immigrants to be admitted (150,000) and the quota system, although many argue against quotas; the balance, based on the 1920 census, means that about 85 percent of immigrants come from northern and western Europe; the Act allows for 100,000 Asian immigrants and introduces a preference system for skilled workers; it still doesn't apply to the western hemisphere

1965 Immigration and Nationality Act (also called the Hart-Celler Act)

Abolishes quotas; sets a limit of 170,000 immigrants a year and allows for more Asian immigration; immediate family members of US

citizens are allowed in outside this limit; the law still does not apply to the western hemisphere

1968 Armed Forces Naturalisation Act

Amends the 1965 Act to make anyone a US citizen who has fought for the USA in the First World War, the Second World War, Korea or Vietnam (or any other war)

1948 Displaced Persons Act (extended 1950)

Allows for the immigration of 415,000 people displaced by the war over four years, but within the quota limit (President Truman had argued for the admissions to be separate from the numbers administered by the quota, but failed to convince Congress)

1953 Refugee Relief Act

Extends the 1948 Displaced Persons Act, allowing for 214,000 refugees from Europe; this time, they are dealt with outside the set numerical limit

1954

'Operation Wetback' begins deporting 'illegal' immigrants (those who entered the country without being registered); these are mostly Mexican

1957 Refugee-Escapee Act

Refugee legislation is expanded to cover people escaping from communist countries

1966 Cuban Adjustment Act

Gives citizenship to Cubans entering the country after 1959

1976 Immigration and Nationality Act expanded

Expands to include the western hemisphere for the first time; the number of immigrants allowed in is 20,000

SOURCE

9

Percentages of foreign-born immigrants by country of origin, 1960-80; 1930 given as a comparison. Based on data from the US Bureau of the Census.

Year	Europe	Asia	Africa	Oceania	Latin America	Canada
1930	83	1.9	0.1	0.1	5.6	9.2
1960	75	5.1	0.4	0.4	9.4	9.8
1970	61.7	8.9	0.9	0.4	19.4	8.7
1980	39	19.3	1.5	0.6	33.1	6.5

Shifting attitudes to immigrants

Both the government and public attitudes to immigration shifted during 1941–80. Attitudes tended to shift with government policy. Republican, conservative governments were more likely to want to restrict immigration and control immigrants. Liberal politicians, such as Kennedy, were keener to accept and adapt to immigrants and their varying cultures. People had different attitudes in different parts of the country, depending on levels of immigration. However, as many people became more conservative, they began to think, not in terms of immigrants enriching the culture (as Kennedy suggested), but in terms of them destroying it. When the economy was doing badly, as in the 1970s, people were most likely to react against both blacks and immigrants who were at the bottom of the heap, because they were seen as a drain on the economy. They were almost always among the first to lose their jobs and become dependent on welfare, so people complained that their taxes were being spent on welfare payments to immigrants. By 1980, attitudes had shifted towards a desire to control immigration, both legal and illegal. It was a swing back towards what some analysts called 'nativism': a form of the isolationism of the 1920s. In 1980, in response to housing and job shortages in Cuba, the Cuban government gave people permission to leave from the port of Mariel (leaving and entering Cuba was usually restricted). The government sent a boatful of refugees to nearby Florida and many others left on hired ships. The ships were packed full by government officials; 14 people died on one boat that capsized. The arrival of these refugees was, for many Americans, the last straw. The Carter administration handled things badly. Officials could not keep the refugees out; they kept those whom they rounded up in awful conditions in refugee camps and prisons.

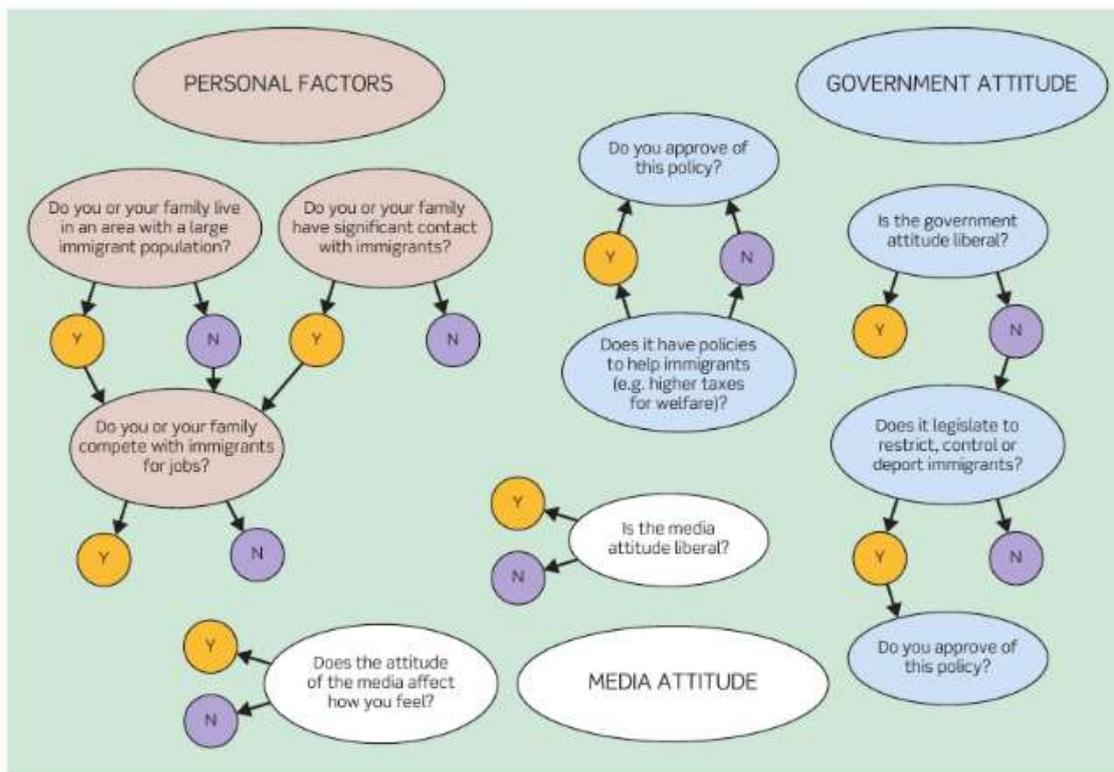


Figure 3.1 Factors in shifting attitudes to immigrants, 1941–80.

A level Exam-Style Question Section B

How far do you agree that the number of immigrants entering the country was the most significant factor in public reactions to immigration between 1917 and 1980? (20 marks)

Tip
Consider other possible factors, such as public spending on immigrants.

ACTIVITY KNOWLEDGE CHECK

- 1 Consider the government legislation of 1940–80. Explain which you think had the greatest impact.
- 2 Explain how each of the following might affect attitudes to immigration:
 - a) the politics of the federal administration
 - b) where a person lives
 - c) the ethnic roots of a person.

Change and continuity

<p>Decode the question: write down the q, underlining the following:</p> <ul style="list-style-type: none"> • Topic focus (the topic of the question) • Conceptual focus (the 2nd order historical concept of the question) • Chronological focus (the time period of the question) • Adjectival/adverbial qualifier: these are specific words in the question and they expect you to respond to and challenge. I.e. If they use the word 'transformed' or ask about 'fundamental features' of an era (rather than 'features'), address the precise meaning of this word in your introduction, challenge it based on what you know and come up with a better word instead that fits your judgement. 			
Intro (this should be the hardest part of the essay)	1. Address the question, including any specific language used. How far did attitudes towards immigration change (impact)?	2. State the 3-4 factors you will address Employment, Refugee status/policy, Fear of Communism	3. State and explain your judgement of most important precisely and explicitly in 1-2 sentences. Use <u>valid criteria</u> to show relative importance of factors. Minimal change overall because more positive attitudes led to fears and more restrictive policies
Body of the essay – 8 peels			
<ul style="list-style-type: none"> • Evidence needs to be detailed, specific and cover the full range of the question. • Explain the impact and results of your examples – how and why? It is not enough to say 'therefore this led to problems for Henry, if you don't say how and why - from whom, for whom, when, how, why, in what form, what was being challenged precisely? A good way to do this is to think about the sequence of events that followed as a result – <i>this led to..... As a result....</i> • Link back to your judgement and the question and link between your factors (peel). This is a must for level 3 (d-c grade). E.g. <i>However, the factor of....would not have caused a threat had it not been for .. Without the factor of.... Ifhad it not been for....</i> 			
Factor 1 Employment	Change peel Geographical changes e.g. in the North – increased opportunities	Continuity peel Cheap labour	Vocabulary to show extent of change In terms of attitudes, little change, even if more opportunities / better legislation
Factor 2 Legality / status	Change peel	Continuity peel Dillingham Report - Seen as 'undesirable' 1917	Vocabulary to show extent of change
Factor 3 Fear of Communism	Change peel	Continuity peel	Vocabulary to show extent of change

Factor 4 (if time)	Change peel	Continuity peel	Vocabulary to show extent of change
Conclusion	<ol style="list-style-type: none"> 1. State and explain your judgement of most important precisely and explicitly in 1-2 sentences. 2. Use valid criteria = how have you made your decision? Use valid criteria to show the relative importance of factors. E.g. pace of change, range of change in affecting the population, degree of impact etc. 3. Show links between as many factors as you can. 4. Use the language of extent. 		

Theme 4 - How accurate is to say that living standards in the USA were transformed for the better in the years 1941-80? [20]

1. Decode the question
2. Mark scheme – magpie examples / content to revise
3. Model answer – magpie the structure
4. Plan using the planning grid.
5. Write your introduction
 - Address the question, including any specific language used.
 - State the 3-4 factors you will address
 - State and explain your judgement of most important precisely and explicitly in 1-2 sentences. Use valid criteria to show relative importance of factors.

OR

- 4** How accurate is it to say that living standards in the USA were transformed for the better in the years 1941–80?

(Total for Question 4 = 20 marks)

content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.

Candidates are expected to reach a judgement on the extent to which living standards in the USA were transformed for the better in the years 1941-80.

Ways in which living standards in the USA were transformed for the better in the years 1941-80 should be analysed and evaluated. Relevant points may include:

- Average family incomes more than doubled in the period from 1945 to the 1970s
- The continued growth of car ownership and commercial air travel, with airline passenger numbers approaching 300 million by 1980
- Changes in housing, such as the growth of the suburbs, with developments such as Levittowns from the 1950s and home ownership reaching 62% by 1960
- The expansion of the consumer society, including mass television ownership, and the increased consumer spending of the 'baby boomers' and growing teenage market.

Ways in which living standards in the USA were not transformed for the better in the years 1941-80 should be analysed and evaluated. Relevant points may include:

- Over 10% of Americans and 40% of black Americans continued to live below the poverty line in the late 1960s, with increasing polarisation of life in some inner cities and the more prosperous suburbs
- Whilst well intentioned, the federal anti-poverty programmes from the 1960s did not overcome the problems of the poorest in society
- Whilst America generally saw significant growth from the 1940s through to the early 1970s, living standards in areas such as the rural south were not transformed
- Whilst black Americans saw some reduction in poverty and the like, largely from the 1960s, significant gaps (when compared to all Americans) remained in employment, income and wealth throughout the period.

Other relevant material must be credited.

How accurate is to say that living standards in the USA were transformed for the better in the years 1941-80:

The idea that of living standards changing between the time of 1941-80 has often been debated, some would argue that living standards did change as indicated by the rise in consumerism, economic prowess of America and welfare for minorities during this period. Whilst others may argue that these factors are limited as the oil crises of the 70's under the Carter administration ultimately limited this transformation of Living Standards as stagflation led to a decrease in consumerism as well as the economy and government cuts that severely impacted welfare policies. I would argue that there was a change in Living Standards, but this was ultimately limited by the Oil Crisis and was not available to minorities but rather just the white majority.

It could be argued that Living Standards did change as shown by the economic prowess of America following the WW2, by the end of the war, America had become the economic powerhouse of the world with many European countries being in debt to America such as Britain and France, furthermore this was exacerbated by the fact that the arms industry was also largely stationed in America throughout and following the war; as a direct result of the America's actions in the war, only 1 million remained unemployed following by 1945, a complete contrast to prior to the war with over 9 million unemployed; through these jobs the economy thrived and standards of living dramatically increased as a result of economic prowess. This suggests that during this period that living standards did change significantly as more people were employed as a direct result of economic growth in industries such as defence during the war. This economic prowess continued into the 50's and 60's with the "Boom Economy", throughout this period suburbs grew along (with infrastructure to support them in the Highways Act of 1956), the role of the economic prowess in the US allowed for the construction of new homes and facilities for citizens to use, this allowed for an increased standard of living as 82,000 residents moved into 17,000 new homes indicating the modern lifestyle that many Americans citizens were able to access; this is further emphasised by the actions of the government to control inflation to enable citizens to be able to access this form of lifestyle, Truman passed the 1946 Employment Act which led to greater federal knowledge and control of the economy, allowing for inflation to be kept relatively low and for citizens to have an average yearly wage of \$4000 dollars allowing for the 50's lifestyle to be attained by many as a direct result of economic prowess and control by the American government. However, it could be argued that this was ultimately limited to the white Americans, many of minorities during this time were actively prohibited from attaining such a lifestyle, with African Americans often being barred from buying houses in white suburban America, this suggests that standards of living were ultimately not entirely transformed as these changes did not impact or change living for all Americans but rather merely the white majority.

Additionally, it could be argued that the role of economic prowess in America and control by the American government was ultimately limited as a direct result of actions taken by the government. For instance, in the 70's, the government's actions greatly affected the economy leading to mass stagflation in American society; this severely decreased the standards of living within America, two fuel crises which the Carter Administration had a limited involvement in preventing led to mass inflation of oil with prices quadrupling during the shortage, as a direct result of government action (or lack thereof), the economy was severely damaged and standards of living massively dropped as cheap oil was increasingly sparse which led to greater discontent and economic involvement by the public as many began to purchase cars with a lower oil rate from Japan and Germany rather than America, as a direct result economically America became weaker and standards of living were not transformed but rather regressed.

It could also be argued that the role of welfare was vital in transforming the standards of living for minorities in America, for instance under the Johnson Administration; the policies involved in the "War on Poverty" in an attempt to form what Johnson referred to as "the Great Society" could be seen as having a positive influence, acts like the Food Stamp Act of 1964 allowed for minority and poor citizens of America to have greater access to food despite mildly inflated prices, this increased their standards of living as many had greater access to food than previously; furthermore the role of Medicaid (a program enacted by Johnson) sought to give those on welfare, a greater access to healthcare which otherwise would be unavailable to the poor and minorities thereby increasing life expectancy of urban and impoverished communities. Furthermore, the Johnson administration also attempted to radically improve the quality of ghetto housing in areas such as Harlem, New York with the Housing Act of 1961 which allowed for an increased 3 billion in funding for the construction of new affordable housing with heating which was missing from

the worst housing within the ghettos, this allowed for a transformation of standards of living for those in the worst of conditions in urban ghettos. The idea that Welfare contributed to the transformation of standards of living could also be arguably be seen by the Nixon administration continuing and developing support of the welfare programme despite widely being viewed as a more conservative force who was initially seen to cut them, enlarging the food stamp programmes as well as linking social security payments to inflation, allowing for a greater sum of benefits for those on welfare rather than being reduced as inflation increased under his administration.

On the other hand, it could be argued that Welfare did not entirely transform the standards of living within society particularly under the Nixon and Carter administrations due to pressures from the “silent majority” or economy respectively. Nixon, being a conservative force did not favour the “Great Society” policies but rather sought to create a “workfare” policy where those who wished to gain welfare benefits would also have to be employed. This is largely seen as a result of “silent majority” pressure by those in the white, middle class who wished to reduce taxes and expenditure by the federal government, as a result of this pressure, Nixon eventually combined welfare benefits in the Family Assistance Plan of 1970, this reduced the advantages of welfare not being relative to inflation thereby decreasing the standards of living for those on welfare. Furthermore, the Carter Administration was forced to massively cut on welfare due to large federal expenditure as a result of the oil crises; many programmes such as the Stamp Act were reduced to compensate for Stagflation thereby leading to the standards of living not being transformed during this period for minorities and the poor.

It could be argued that consumerism played a major factor in increased living standards particularly in the 50's with the rise of suburban living, for instance, new technology were able to be bought by the majority of Americans, for instance the Television was within 85% of homes by 1960, this trend can be seen as popularised by the rise of TV dinners in the family, consumerism lead to the direct change in American lifestyle habits and the increased consumption of media (shown through the rise to 354 channels existing by 54, a contrast to 16 in 48). Additionally, the rise of consumerism also allowed for the purchase of labour saving devices such as the Washing Machine and Refrigerator in the “Boom Economy”, this allowed for an increase in Leisure Activities such as Spectator Sports which saw a colossal rise in advertising promotion during this period. As a direct result of consumerism, industries such as spectator sport, aided by the television, saw a rise in attendance to 460 million by the 1970's.

On the other hand, it could be argued that the Consumerist culture did not in fact transform the Standards of Living but was limited to the white population of America, many minorities did not experience the same levels of consumerism due to the low levels of employment that they experienced during the “boom economy”. This is shown by the quality of life of those during the 50's where many received limited support by the Truman and Eisenhower administration as much of the government budget was spent on the Korean War and Arms respectively. Furthermore, consumerism could be seen as actively decreasing the standards of living in the 70's as the demand for cheap oil was so high, that many felt a deep hatred and discontent for the Carter Administration due to the limited supply of low prices fuel, in the age of stagflation, consumerism massively decreased which by this point had become part of the core American economy, when cheaper good were offered in areas such as Japan and Germany, American citizens actively damaged the American economy by purchasing cheaper goods from other nations.

Overall, I would argue that the Standards of Living were transformed to an extent within the period of 1941 – 80 as there was a clear transformation through the rise of consumerism in leisure activities, economic prowess as shown through the rise of employment and wages during the 40's and 50's as well as the welfare legislation enacted under the Johnson and Nixon administration to attempt to alleviate pressure form minorities and the poor. However, I would argue that they are ultimately limited as the rise of employment and wages from the economy and consumerism were generally exclusive to the white majority rather than minorities. Furthermore, the rise of stagflation in the Carter administration and the Oil crises lead to a devolution of standards of living which reduced the extent of transformation during this period.

Change and continuity

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