

# History A-Level: Paper 1, Option 1F: In search of the American Dream: the USA, c1917–96



## Teaching Staff:

Mr Scott –

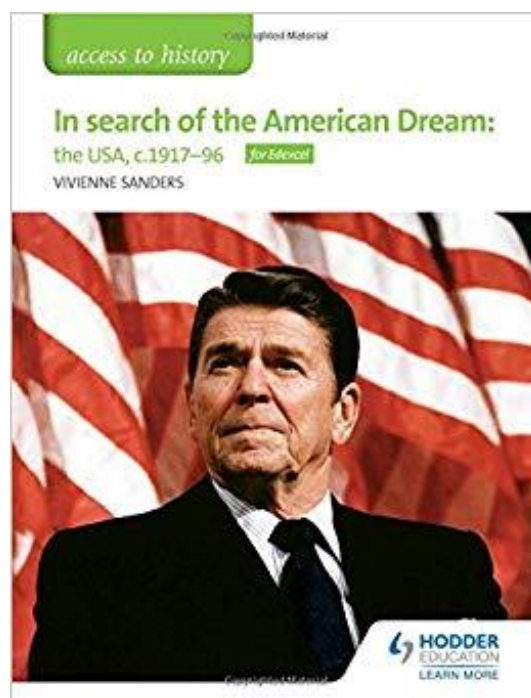
[scottj@kls.herts.sch.uk](mailto:scottj@kls.herts.sch.uk)

[Or contact Miss Hardingham  
[hardinghamc@kls.herts.sch.uk](mailto:hardinghamc@kls.herts.sch.uk)]

## Textbook to buy →

<https://www.amazon.co.uk/Access-History-American-c1917-96-Edexcel/dp/1510423451>

Resources and revision  
materials: [www.klshistory.co.uk](http://www.klshistory.co.uk)



## Contents

What is this course about? .....	3
What is expected of me in Year 12? .....	7
What support will I receive from my teachers?.....	9
How does Paper 1 fit into my A Level?.....	10
How will I be assessed and how can I meet the criteria? (includes structure guidance, mark schemes and exemplars .....	11
What will these questions look like? (Question banks) .....	25
What additional reading and watching will I have to do?.....	32
What key dates will I need to know?.....	40
Learning trackers.....	45
Assessment tracker.....	50
Folder check log.....	51
Reading Log .....	53
Glossary .....	54

## What is this course about?

The twentieth century saw the expectations and aspirations of ordinary people increase tremendously. In particular, the experience of two world wars led people to question the political, social and economic environment around them. Alongside this, technological advancements and the development of mass communication provided the means to experience a better quality of life and to the rapid spread of political, social and cultural ideas. In some countries this would lead to communist-inspired revolution from below — as in Russia and China — although not necessarily ending in the equality and security originally envisaged. In others, existing political and social structures attempted to adapt to these desires. In the USA, and indeed in Britain, the quest for political, social and economic advancement saw reforms to existing structures. In those countries which had become subject to the rule of nineteenth-century European empires, people sought to overthrow political domination and discrimination, bringing an end to apartheid in South Africa. Route F focuses on the experiences of people fighting for rights and freedoms in the USA and South Africa.

The options in Route F are linked by the common theme of a search for rights, freedoms and greater equality during the twentieth century. In the USA, the quest for political, social and economic advancement mainly looked to reform existing structures. In South Africa, this quest led to more radical outcomes, bringing an end to the apartheid regime in South Africa.

Studying two different countries allows you to develop a greater understanding of both similarities and differences in the search for greater rights, freedoms and equality in the twentieth-century world:

In this route, you will; study:

**Paper 1: In search of the American Dream: the USA, c1917–96**

**Paper 2: South Africa, 1948–94: from apartheid state to ‘rainbow nation’.**

### **Paper 1, Option 1F: In search of the American Dream: the USA, c1917–96**

---

This option comprises a study of the dramatic political, economic and social transformation of the USA in the twentieth century, an era which saw the USA challenged by the consequences of political, economic and social inequalities at home while maintaining its position as a world superpower.

In 1917, the USA entered the First World War as the fastest growing economy in the world and with the potential to become a leading world power. By the end of 1918, America had ended the war as the world’s ‘top nation’. Until the outbreak of the Second World War in 1941, the USA was reluctant to become the world’s policeman — the policy of isolationism — but was more willing to encourage the spread of its political, economic and cultural values: democracy, capitalism and mass popular entertainment. After 1945, as the USA and the USSR pursued the Cold War, the USA aggressively promoted these values as one of the world’s two superpowers. The USA was, and is, a country of contradictions. Radical revolutionaries had fought for independence from Britain in the 1770s but conservative conformity was the prevailing political attitude. The ‘American Dream’ was of security and prosperity but equality of opportunity often meant ‘rugged individualism’: sorting out one’s own problems. Meanwhile ethnic minorities, women, the poor, social minorities and radicals often struggled to be heard in the ‘land of the free’. The history of the USA in the twentieth century can be seen as the history of ordinary Americans trying to come to terms with these contradictions.

## **Paper 1, Option 1F: In search of the American Dream: the USA, c1917–96**

In the 1920s, America experienced both ‘boom’ and ‘bust’. Non-interventionist Republican presidents allowed the economy to expand with little regulation. Many Americans flourished but few farmers, African Americans and immigrants prospered. After the Wall Street Crash in 1929, most Americans were hit by a decade of the Great Depression and those who were already poor suffered most. The majority of voters put their trust in President Roosevelt, who promised a New Deal to save the country, but it was probably his decision to enter the Second World War that bailed America out.

Post-1945 America experienced an unparalleled prosperity which saw the creation of an affluent white middle-class. In the 1960s, this led to resentment from those who were excluded — the search for civil rights — and, perhaps most surprisingly, backlash from the youth who had benefited most: counter-culture. President Johnson’s ‘Great Society’ programme did try to help the poor but he was undermined by the disaster that was the Vietnam War.

Many Americans hoped that the 1970s would bring greater stability. However, despite continued superpower status and the advance of American popular culture, it only brought further challenges. Conservative America hoped that President Nixon would bring stability but he resigned amid scandal and corruption. Neither Republican nor Democrat presidents were able to deal effectively with either social tensions or economic downturn.

In the next decade the tensions did not go away, but 1980 ushered in 12 years of more confident Republican rule. Ronald Reagan’s presidency (1980–88) was just as controversial as Margaret Thatcher’s in Britain but President Clinton’s first term in office (1992–96) was heavily influenced by its political and economic conservatism. However, social and cultural values continued to polarise even more. Even today, ‘Obama-care’ may have introduced health insurance for more Americans than ever before, but ultra-conservative republicanism is also thriving.

The option is divided into the following four themes; you need to appreciate the linkages between themes, as questions may target the content of more than one. The four themes identified require you to have an overview of political, social and economic change and aspects of cultural change across the time period. You need to have knowledge of the specified themes and be able to analyse and evaluate cause, consequence, key features and change and make comparisons over and within the period studied in dealing with factors which brought about change.

**Theme 1: The changing political environment, 1917–80**

**Theme 2: The quest for civil rights, 1917–80**

**Theme 3: Society and culture in change, 1917–80**

**Theme 4: The changing quality of life, 1917–80**

The historical interpretations focus is: **What impact did the Reagan presidency (1981–89) have on the USA in the years 1981–96?**

**Theme 1: The changing political environment, 1917–80 guidance:**

In studying Theme 1 students will need to understand the changing political climate from US entry into the First World War to Reagan’s election. Detailed knowledge of individual presidential policies is not required but students should have an understanding of general policy initiatives undertaken by presidents and their underlying political influences. Students should be aware of the changing

styles of presidential leadership across the period. They should also understand the effect that American involvement in war had on the general political environment and presidential government.

**Theme 2: The quest for civil rights, 1917–80 guidance:**

In studying Theme 2 students will consider the struggle for minority rights in the years 1917–80, with particular reference to African-American civil rights. Students should understand the political, social and economic situation for African Americans across the period. They should be aware of the changing nature and pattern of campaigning and be able to identify relevant examples. Students should have knowledge of major federal civil rights legislation and an understanding of their impact, but do not need detailed knowledge of their passage or specific clauses. They should be aware of the influence of the African-American struggle on the search for non-African-American minority rights, but also understand the distinct reasons for campaigning by other minorities.

**Theme 3: Society and culture in change, 1917–80 guidance:**

In studying Theme 3 students will study selected aspects of society and culture which were both transformed and transforming in the years 1917–80. Students should also be aware that experiences of women and migrants were part of the quest for rights and freedoms studied in Theme 2. Students should understand the patterns of change across the period and that women had differing experiences. They should be aware of both the extent to which the USA was a migrant nation and the diversity of the immigrant experience. Students should have an understanding of the extent to which popular culture and broadcast news both reflected and influenced society, and be able to identify relevant examples.

**Theme 4: The changing quality of life, 1917–80 guidance:**

In studying Theme 4 students will consider the extent to which the quality of life in the USA in the years 1917–80 was affected by the economic environment and increasing aspiration. Detailed knowledge of economic policies and measures are not required but students should be aware of the patterns of economic change and their effects on living standards. They should also be aware of the benefits and gains across the period and that different social groups had differing experiences. Students should have an understanding of the extent to which developments in leisure and travel affected the quality of life, and identify relevant examples.

**Historical interpretations: What impact did the Reagan presidency (1981–89) have on the USA in the years 1981–96?**

This topic focuses on the debate concerning the nature and effect of Ronald Reagan's presidency from 1980 to 1988, and the consequences of his two terms in office to the presidential election of 1992. Students will need to know the main features of Reaganomics and his aims to reduce the role of federal government. They will need to be aware of his conservative social values and the influence of the Religious Right in the 1980s. Students will need to consider the extent to which Reagan's economic policies were successfully implemented and the extent to which economic problems were overcome. They should also be aware of Reagan's economic legacy in the years to 1996. Students will need to consider the extent and impact of cutbacks in federal government and the extent and effectiveness of deregulation policies. Students should also consider the extent to which Reagan's social values influenced social change and affected the advancement of women and of African Americans and other minority groups. They should understand the extent to which Reagan's policies affected the both the nature of US electoral politics and the public perception of the role of the President up to 1996. Students should understand the nature of the debate on the extent to which Reagan's presidency changed US politics. They should be aware of the impact of the 'Iran-Contra affair' on attitudes towards the Reagan presidency. Students should be aware of the impact of the Reagan legacy on the period 1989–96 with regard to continuity and change in policies and general trends.

Paper 1, Option 1F: In search of the American Dream: the USA, c1917–96

Themes	Content
<b>Theme 1: The changing political environment, 1917–80</b>	<ul style="list-style-type: none"> <li>☐ A changing presidency: the rise and decline of Republicanism to 1933; the influence of Roosevelt; changing styles of presidential leadership, 1945–72; a decline in confidence, 1968–80.</li> <li>☐ Influences on the political landscape: from rugged individualism to New Deal ideas in the 1920s and 30s; the Red Scares and anti-communism, 1917–80; liberalism, counter-culture and the conservative reaction, c1960–80.</li> <li>☐ The impact of war on domestic politics: the reasons for a return to ‘normalcy’ and a commitment to isolationism, 1917–41; US emergence as a Cold War superpower from 1941; the impact of involvement in Korea and Vietnam.</li> </ul>
<b>Theme 2: The quest for civil rights, 1917–80</b>	<ul style="list-style-type: none"> <li>☐ Black American civil rights, c1917–55: life in the South and the impact of northern migration, 1917–32; the impact of the New Deal, the Second World War and the Truman presidency; from legal challenge to direct action, 1917–55.</li> <li>☐ Black American civil rights, c1955–80: changing patterns and approaches, 1955–68, including southern-based campaigning, the emergence of Black Power and King’s northern strategy; the impact of civil rights legislation: achievements and limits to success, 1955–80.</li> <li>☐ The search for minority rights, 1960–80: the reasons for, and nature of, Native American and Hispanic American campaigns; the emergence of the gay rights movement; achievements, and limits to success, of minority campaigns.</li> </ul>
<b>Theme 3: Society and culture in change, 1917–80</b>	<ul style="list-style-type: none"> <li>☐ The changing position of women, 1917–80: impact of the Roaring Twenties, Great Depression and New Deal on women; impact of the Second World War and suburban life, 1941–60; emergence of the women’s liberation movement, its achievements and limits to advancement, 1961–80.</li> <li>☐ The impact of immigration, 1917–80: the nature of, and response to, immigration in the 1920s; the impact on urban life, 1919–41; the impact of the Second World War, government policy and its consequences, 1941–80.</li> <li>☐ The influence of popular culture and news media: the social impact of cinema, popular music and radio, 1917–45; the social impact of television from the 1950s; the influence of broadcast news, 1920–80.</li> </ul>
<b>Theme 4: The changing quality of life, 1917–80</b>	<ul style="list-style-type: none"> <li>☐ The economic environment: boom, bust and recovery, 1917–41; the impact of the Second World War, post-war affluence and growth, 1941–69; the challenges of the 1970s.</li> <li>☐ Changing living standards: fluctuations in the standard of living, 1917–41; the impact of the Second World War and the growth of a consumer society, 1941–60; the impact of antipoverty policies and economic divisions, 1961–80.</li> <li>☐ Leisure and travel: the reasons for, and the impact of, increased leisure time, 1917–80; the growth of spectator sports; the development, and influence, of a car-owning culture and improved air travel.</li> </ul>
<b>Historical Interpretations</b>	<p><b>What impact did the Reagan presidency (1981–89) have on the USA in the years 1981–96?</b></p> <ul style="list-style-type: none"> <li>☐ The effect of Reagan’s economic policies.</li> <li>☐ The extent to which ‘big government’ was reduced.</li> <li>☐ The nature and extent of social change.</li> <li>☐ The extent to which the presidency and US politics were revitalised.</li> </ul>

## What is expected of me in Year 12?

### 1) An organised folder with clearly marked sections.

We recommend organising your folder chronologically, lesson-by-lesson, using your **learning tracker** (see below). Your folder will be routinely checked for the following:

- Course booklet
- Folder is well organised with unit dividers
- Clear section marked for essays and improvements.
- Class notes are up to date
- Homework is up to date
- Learning tracker (knowledge checklist) is up to date.
- Assessment Tracker (in this booklet) is up to date
- Evidence of a minimum of 4 hours of independent study per week, including an up-to-date reading record (in this booklet)
- Glossary is up to date, either in this booklet or as a separate marked section in folder)

### 2) READ, READ and then READ some more.

- You **MUST** read and watch the titles specified by Edexcel!
- You should spend a minimum of 4 hours independent work per week for this unit - This is the minimum amount of time you should spend on the work and reading set by your teacher every week OR additional wider reading / research.
- You must record your findings and notes in your reading record or make notes, according to the task instructions; your teacher may set you specific questions with the reading they set you, or they may simply ask you to record notes under key headings. You should bring this to lesson to refer to. Your teacher will regularly check or ask you to share your reading with your class.
- If you fail to show **evidence** that you have completed your 4 hours work you will be required to complete 4 hours of work after school at a time organised by your teacher.

#### Top Tip

Your core textbook is a great place to start for essential reading **but this alone is not enough**. You should look to read as widely as possible as this will allow you to develop your understanding further.

The best **textbooks** to buy / access are:

#### 1. Edexcel AS/A Level History, Paper 1&2: Searching for rights and freedoms in the 20th century Student Book + ActiveBook (Edexcel GCE History 2015)

The exam board's textbook is a great place to start for essential reading. It is planned thematically, so will be great for your revision, given that this is a thematic unit.

#### 2. Access to History: In search of the American Dream: the USA, c1917–96 for Edexcel, Vieviene Sanders

This is so up-to-date, it was only released last year! This book is endorsed by the exam board for this specification and covers our entire course. Although the factual detail in this series is not as thorough as in your main core textbook (above), it is chronological and arguably a better-written, **more accessible** textbook; the content is **better** explained and we will often use this in our lessons.





**3. My Revision Notes: Edexcel AS/A-level History: In search of the American Dream: the USA, c1917–96**

Warning: This will not get you an A\*-B as it is not detailed enough. However, as a *start* to your revision, or for those of you aiming for a C/D, this is a great revision guide with condensed content to revise.

4. **Use the reading list included in this course guide** for topic specific reading. Many of these readings will be set for homework (accessible as scans).

**3) A proactive attitude to independent study.**

Remember the course is completed 1/3<sup>rd</sup> in class and 2/3<sup>rd</sup>s outside of class. This means YOU HAVE to work and read at home or in study periods. If you do not work and read at outside of class you will fail the course. Use the 5 R's to help you become a more independent learner:

1. **Research** (around the current topic/homework)
2. **Reading** (looking ahead and reading around the upcoming topic)
3. **Reviewing** (Checking over notes and filling any gaps)
4. **Responding** to targets, verbal and written feedback in class from teachers and peers
5. **Reflecting** (Thinking about areas you need support in, areas you are confident in and setting targets to make changes)

**4) Be fully PREPARED for and ACTIVELY PARTICIPATE in lessons**

- **Preparation** - If you are asked to prepare a task for a lesson you must complete it and arrive at the lesson with your completed work. You must always arrive at your lesson with your correct folder, textbook, reading record or any other preparation work you have asked to bring. It is not acceptable to arrive at a history lesson without the work you have prepared in advance. If you arrive without the prepared work you will not be able to participate in the lesson and will therefore be asked to leave the lesson to complete the preparatory work. You will then complete the lesson in a catch-up session organised by your teacher. This may be in lunchtime or after school or in a number of your free periods.
- **100% attendance.** If there is a valid reason why you cannot attend (e.g. a pre-booked medical appointment or a sports fixture) it is your responsibility to inform your teacher. They will then expect you to complete the work missed in school time on one of your free periods. It is not acceptable to book driving lessons or tests in lesson time.
- **Active involvement in lessons** - You must play an active and focused role in all lessons. The more you engage in discussion and activities, the more you will get out of the lesson. You must also never leave the lesson if there is something important that you feel you have not understood. Remember your teacher is there to help you understand and history can be difficult so ask questions if you are unsure.

**5) Meet deadlines**

You **must** meet every deadline set to you by your teacher. Your teacher will always ensure you have sufficient time to complete work set. If you are struggling to meet a deadline it is important that you speak to your teacher in advance and work out a solution to help you complete the work.



## What support will I receive from my teachers?

- **Organised, engaging and challenging lessons**  
Your teacher will lead lessons and will always make the objectives of the lesson and the tasks set accessible for all students. They will ensure you understand key concepts and know key factual information. They will teach you the skills you need to achieve your potential in history.
- **Regular assessment and feedback**  
Your teacher will mark your work regularly and provide you with constructive feedback which will help you develop effective examination techniques.
- **Resources to support your independent study**

<https://www.klshistory.co.uk/>

As well as this course guide, there will be a **Team** for our course so that you can access:

- Lesson-by-lesson resources (if you're unsure of something in the lesson and you want to spend more time on it at home)
  - Assessment resources - Past paper questions, mark schemes and exemplar essays
  - Additional reading suggestions
  - Revision guides, resources and tools.
- **Individual support**  
Your teacher is always available outside lesson time to give you support with any aspects of the course you are finding difficult. You must make an appointment to see them and they will always be willing to help.
  - **High expectations**  
Your teacher will always have high expectations for you to help you work towards your target grade.

## How does Paper 1 fit into the A Level?

A level: Paper 1, Paper 2, Paper 3, Coursework			
AS: Paper 1 and Paper 2			
Paper 1	Paper 2	Paper 3	Coursework
30% A level 60% AS	20% A level 40% AS	30% A level	20% A level
External examination	External examination	External examination	Internal assessment
Breadth study with interpretations	Depth study	Themes in breadth with aspects in depth	Independently researched enquiry
Assessment Objectives 1 and 3	Assessment Objectives 1 and 2	Assessment Objectives 1 and 2	Assessment Objectives 1 and 3



<b>AO1</b> 50–60%	Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance
<b>AO2</b> 20–30%	Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context
<b>AO3</b> 20–30%	Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted

## What is the difference between AS Level and A Level?

**1. Content = same**

The specified content knowledge is the same at both levels; however, the expectation at A Level is that you will be able to deploy this content knowledge with **greater specificity and in more depth.**

**2. Exam objectives = same but wider range of concepts tested**

At A Level, students are required to respond to a wider range of of historical concepts (listed in AO1 criteria)

**3. Questions and sources = harder wording and less choice at A2**

Questions are **more complex and challenging** at A Level in question wording and formulation. The **wording** of questions will be less explicit and more complex. Questions may cover more than one theme and therefore require **more nuanced judgements.**

In section C (AO3 - Historical Interpretations), the **questions will be more challenging** and the **extracts are longer and more complex** in language and understanding.

**4. Marking = less generous at A Level.**

At A Level, **an additional fifth level is added to the mark scheme**, representing a requirement to demonstrate a higher order of understanding and competence in order to gain the highest marks. This means that fewer marks are credited at lower levels.

## How will I be assessed?

- The examination lasts **2 hours 15 minutes** and is marked out of **60**.
- Students answer **three** questions: one from Section A, one from Section B and one from Section C.
- You should spend **40 minutes on Section A, 40 minutes on Section B, 15 minutes reading the extracts for Section C** and **40 minutes answering Section C**.
- Spend **2 minutes planning each essay before** you start writing.
- Stick carefully to your **structured plan**, and leave time for a **reasoned conclusion**.

**Section A** comprises a choice of two essay questions (students complete only one question) that assess understanding of the period in breadth (AO1) and target content specified in the Themes.

- Questions may cross the Themes.
- Questions will normally cover periods of **at least 10 years**.
- **Any AO1 concepts** may be targeted (i.e. causation, consequence, change, continuity, similarity, difference, significance) but are *usually* limited to causation and consequence.

**Section B** comprises a choice of two essay questions (students complete only one question) that assess understanding of the period in breadth (AO1) and target content specified in the Themes.

- Questions may cross the Themes.
- Questions will normally cover period's equivalent to **at least a third of the timespan of the Themes, if not the entire period**.
- **Any AO1 concepts** may be targeted (i.e. causation, consequence, change, continuity, similarity, difference, significance), especially **change and continuity**.

**Section C** comprises one compulsory question that assesses the ability to analyse and evaluate interpretations (AO3) and targets content specified in Historical interpretations for the relevant option.

- The question stem will **always** read: *In the light of differing interpretations, how convincing do you find the view that .....? To explain your answer, analyse and evaluate the material in both extracts, using your own knowledge of the issues.*
- Questions will be based on two extracts from historical interpretations totalling approximately 350 words. Extracts from textbooks will not be used in the A level paper.
- The task requires students to reach a judgement about the extent to which a view expressed in one is convincing in the light of their own knowledge of differing views and of the differences which they should analyse in the presented extracts.
- The highest level requires students to display an understanding of the basis of the differing arguments (for example, what criteria are being used on which to base a claim or judgement). It also requires students to take account of the differences when coming to a judgement.
- Reference to the works of named historians is not expected, but students may consider historians' viewpoints in framing their argument.

## Section A and B Mark Scheme (AO1)

**Target:** AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

**Each level descriptor has 4 strands:**

- Exploration and analysis of key issues
- Deployment of accurate and relevant information (knowledge)
- Reaching a judgement overall
- Organisation and Communication

Level	Mark	Descriptor
1	1-3	<ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
2	4-7	<ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question.</li> <li>• Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
3	8-12	<ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>
4	13-16	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision</li> </ul>
5	17-20	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement.</li> <li>• The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.</li> </ul>



**L5 explained: For sections A and B, you must have C, D, E and F!**

5	17–20	<ul style="list-style-type: none"> <li>• <b>Key issues relevant to the question are explored by a <u>sustained analysis of the relationships between key features of the period.</u></b></li> <li>• <b>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.</b></li> <li>• <b>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></b></li> <li>• <b>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></b></li> </ul>
---	-------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### 1. Exploration and analysis of key issues - **C** 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) - **D** 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 - **E** 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 - **F** 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 2<sup>nd</sup> 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 (PEAR / 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.... If .....Had 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 PEARs) to support your balanced judgement

## How do I structure my answer in Sections A and B?

Concepts	Tricky wording	Suggested structure
<p>Change / Continuity</p> <p><b>How far things stayed the same over time.</b></p>	<p>Transformation Improve Radically change Major changes Maintained</p>	<p><b>Introduction.</b> X was certainly transformed to some extent. However it could be argued that there were limitations to these changes and that there was much continuity.... Address the wording of the question.</p> <p><b>4 factors:</b> For <b>each</b> factor address change and continuity: e.g. X was certainly changed to a great extent ..... However it is suggested that these changes were limited to some extent...; changes in these aspects were at best slow..... However this is not to suggest that gradual change was not emerging...</p> <p><b>Conclusion</b> Comment on the complex interaction between factors of change and continuity and the different extent of its speed in different aspects arriving at a conclusion as to how far it could be considered a transformation.</p>
<p>Similarity / Difference</p> <p><b>How alike are two situations, policies, people or processes</b></p>	<p>More effective than Remain in place</p>	<p><b>Introduction.</b> X certainly had many similarities with Y in this period. However it is argued that the differences became more significant and indeed were more prominent over the period.</p> <p><b>4 x factors – discuss similarity and difference in each</b></p> <p>There was certainly some similarity in X during the years ..... However this is not to suggest that gradual change was not emerging...However it is argued that X had significant differences during the period that grew over time.... It is suggested that these changes were more prominent by...</p> <p><b>Conclusion</b> Comment on the complex interaction between factors of change and continuity and the different extent of its speed in different aspects arriving at a conclusion as to how the balance of similarity and difference differed over time.</p>
<p>Causation / consequence</p> <p><b>The reasons why something happened / The results of an event, policy, decision or process.</b></p>	<p>Most important reason for Arise from Driven by Responsible for (To what extent does...) explain... In the creation of...</p>	<p><b>Introduction.</b> W certainly made a significant contribution to Q, along with X, Y and Z. It is argued that whilst the interaction of these factors were responsible for Q, ..... was the most significant factor.</p> <p><b>4x PEAR / PEEL factors</b> W made a significant contribution to Q.....however it was not sufficient to cause Q without X, Y and Z because..... Its overall contribution was to provide an important stimulus by...</p> <p><b>W, Y and Z also made a significant contribution to Q. (3 x PEAR)</b> .....however it was not sufficient to cause Q without W / X / Y/ Z because. Its overall contribution was to provide an important stimulus by...</p> <p>Z was the most significant cause..... however it was not sufficient to cause Q without W, X and Y because..... Its overall contribution was to provide an important stimulus by...</p> <p><b>Conclusion</b> The essential interaction of factors along with their relative significance is finally commented upon and conclusions drawn.</p>
<p>Significance</p> <p><b>Relative importance</b></p>	<p>More important than Fundamental to More significant than A greater threat than</p>	<p><b>As above!</b></p>

## What does this essay look like?

### SECTION A

Answer EITHER Question 1 OR Question 2.

#### EITHER

- 1 How far do you agree that the New Deal brought about a significant improvement in the lives of racial minorities and women?

(Total for Question 1 = 20 marks)

#### OR

- 2 How accurate is it to say that it was the actions of civil rights leaders that explain the increased success of the civil rights campaign in the years 1955–68?

(Total for Question 2 = 20 marks)

2)

"This world is in dire need of creative extremists" wrote Martin Luther King Jr. (MLK) as he surveyed America in the late 20th century. Yet, leadership such as his may be seen as hollow with the popular mobilisation behind it that could be traced back to events like the Silent Protest Parade in 1917 but escalated to new heights between 1955 and 1968. Henceforth if "success" is defined as de facto improvements in the lives of black Americans the delineation between leadership and supporters must be examined along with evaluation of the social climate shaped by conflict during this period and the actions of government in response to such popular mobilisation. Nevertheless, ~~cannot~~ it



may be contended that above all it was the protesting black Americans, not their leaders alone, that led to relative "success" during his period by demanding attention through an increasingly sympathetic media.

With this said, it may equally be proposed that leadership remains paramount because without this popular protest would not have been organised.

(Section A continued) This may be supported by Martin Luther King's iconic speech at the 1963 March on Washington, Stokely Carmichael's formation of the Black Power movement in 1965 under the slogan "Vote for the partner, then go home" and James Meredith's martyrdom on the second day of the 1966 March Against Fear, as an inspiration to those that marched behind him. However such differing aims between Black Power's radicalism and the NAACP, SCLC and CORE's more multiracial approach perhaps suggest that leadership did more to weaken than strengthen the movement's cohesion as a precursor to success. This though, fails to recognise the overlap as MLK took over from Meredith in the March Against Fear and his 1966 Northern Crusade drew on the less publicised 10-point community action programme of Black Power. Hence, civil rights "leaders" may indeed be seen as of reasonable significance in increasing Black civil

Rights movements success 1955-1968.

Having said this, the formation of the Montgomery Improvement Association in <sup>the</sup> 1955 boycott and the role of the Student Non-Violent Coordinating Committee <sup>(SNCC)</sup> from 1960 as seen in the 1964 Mississippi Freedom Summer of 1964 suggest a more bottom up rationale for "success" since arguably the top down

(Section A continued) de jure approach had been exhausted through *Morgan v. Marshalle Brown v. Beard* for instance in 1954. The fact that by 1964 only 1 child out of 100 in the south attended a desegregated school encapsulates the need for mass de facto pressure as seen from 1955. Therefore, although MLK may have been instrumental in choosing not to campaign behind Claudette Colvin in Montgomery and ~~later~~ rather wait until the 1<sup>st</sup> December 1955 to begin their 380 day long boycott behind the married and not pregnant Rosa Parks; his new media savvyness only held weight because of the popular support behind it. Be that the ~~case~~ of Birmingham residents photographed passively accepting attacks by Alabama led by Bill O'Connor in "Birmingham" that led to 42% of Americans saying race was the greatest problem the country faced in 1963, or the volunteers sent to the deep south by the SNCC. Indeed, leadership pioneered his doctrine of as MLK said "It must always be clear who is the oppressed and who is

the oppressor" but it was mass protest that communicated it to the world media and hence pressurised government. ~~Therefore a shift may be noted~~ Hence reform making popular protest of greater significance than leadership 1955-1968.

Furthermore though, if "success" is deemed to be epitomised in Johnson's 1964 Civil Rights Act

(Section A continued) and 1965 Voting Rights Act then an analysis that concluded African American protest alone led to this would be too simplistic. Rather, the broader context of declining presidential confidence as a result of ~~the~~ Vietnam in the cold war context, coupled with a more interrogative media must be seen as deeply influential. Indeed, Johnson's admission to having "signed away the sixth" in 1964 can be seen as representative of government under pressure to make concessions as ~~from~~ the cry of "LBJ, LBJ, how many kids did you kill today?" would grow louder through Cronkite's damning February 1968 report on the depravity of the Tet offensive. This then, compounded by the fact that in 1950 9% owned TVs while by 1960 85% did suggests that the Cold War context combined with technological innovation made the government more vulnerable just as the Civil Rights Movement grew in ~~its~~ visibility.

To what degree these contextual pressures outweigh popular mobilisation depends upon the extent to

which one sees the white majority effected by popular African American protest and hence amplifying the movement's power. A caveat here could be the fear created in the images of armed, *kraki* meaning Black Power activists reducing sympathy. However, as (Section A continued) balance it may be seen in the shock Eisenhower expressed at his inauguration that only 7000 African Americans in Mississippi were registered to vote that white opinion grew to become a vehicle for black "success". Therefore making popular protest intrinsically linked, but also more significant than the cold war context in ~~empowering~~ empowering black Americans to believe in change and through this the federal government to make change.

Therefore it may be concluded that although "civil rights leaders" set the foundations of change in non-violent direct action before 1955, it was the 30 students arriving on the second day of the 1960 Greensboro sit-in and the bravery of Elizabeth Eckford as she walked towards the central high school in Little Rock Arkansas that changed public opinion and led to "success". Indeed <sup>then while</sup> "success" in itself can be seen to lie in the black empowerment due to leadership organisation, "success" defined as legislative change must be seen as caused more by protest than contextual governmental vulnerability. As the people, the media and

Ultimately the government realised that African American discontent ~~was~~ had become simply too great to ignore.

This response demonstrates many of the qualities of a level 5 essay. The answer is clearly organised and focused, with a firm grasp of what the question is asking. The candidate is able to offer a range and depth of specific knowledge, and apply this to examine the role played by leaders, and explores this relative to other factors, and so sustains argument and analysis. The argument is logical and reasoned, and the candidate produces a well-developed judgement. Development is coherent and lucid, showing a firm grasp of both the period, and the demands of this particular question.

## Section C Mark Scheme (AO1)

**Target:** AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Each level descriptor has 3 strands:

- **Analysis and comparison of interpretations**

*Are you treating it as a repository of information analysing the subtleties of the interpretation?*

*Analysis should break extract into parts.*

- **Deployment of knowledge of issues related to the debate**

*This is the knowledge you bring to the exam – do you know the debate and detail? Note the difference between lower and higher levels – at L5 knowledge is ‘integrated’ not just ‘linked’ mechanically and formulaically.*

- **Evaluation of and judgement about the interpretations.**

*Are you using valid criteria and reaching a judgement? Is the substantiated judgement followed through?*

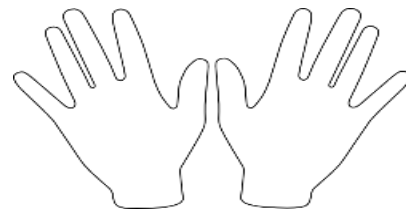
Level	Mark	Descriptor
1	1-3	<ul style="list-style-type: none"> <li>• Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate.</li> <li>• Some relevant contextual knowledge is included, with limited linkage to the extracts.</li> <li>• Judgement on the view is assertive, with little or no supporting evidence.</li> </ul>
2	4-7	<ul style="list-style-type: none"> <li>• Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate.</li> <li>• Contextual knowledge is added to information from the extracts, but only to expand on matters of detail or to note some aspects which are not included.</li> <li>• A judgement is given, but with limited support and related to the extracts overall, rather than specific issues.</li> </ul>
3	8-12	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences.</li> <li>• Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts.</li> <li>• A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.</li> </ul>
4	13-16	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the extracts, analysing the issues of interpretation raised within them and by comparison of them.</li> <li>• Integrates issues raised by extracts with those from own knowledge to discuss the views. Most of the relevant aspects of the debate will be discussed, although treatment of some aspects may lack depth.</li> <li>• Discusses evidence provided in the extracts in order to reach a supported overall judgement. Discussion of points of view in the extracts demonstrates understanding that the issues are matters of interpretation.</li> </ul>
5	17-20	<ul style="list-style-type: none"> <li>• Interprets the extracts with confidence and discrimination, analysing the issues raised and demonstrating understanding of the basis of arguments offered by both authors.</li> <li>• Integrates issues raised by extracts with those from own knowledge when discussing the presented evidence and differing arguments.</li> <li>• Presents sustained evaluative argument, reaching fully substantiated judgements on the views given in both extracts and demonstrating understanding of the nature of historical debate.</li> </ul>

## How do I approach and structure my answer in Section C?

1. **What is the question asking?** Identify the two sides of the precise debate in the question. *On the one hand.... On the other hand....*

2. **Annotate and analyse the extracts carefully** - what does each suggest? What evidence have they used? Aim to summarise the arguments of each extract in a sentence each.

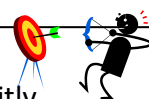
3. **Apply your knowledge of the debate to the extracts** - What evidence would you provide to support or challenge certain aspects of each extract? You should aim for two examples for each, as these will form your two points for and against in the essay!



### HOWEVER.... **don't get caught out:**

In the exam, you do not need to link position to a particular historian / schools of thought explicitly. You need to know the wider debate and that there are different positions that historians can take. You need knowledge of this debate so that you can interrogate the extracts

**Edexcel can be sneaky:** Extracts used by Edexcel *may be* another historian paraphrasing another's argument; it may be that this historian explains another's argument more precisely or simply and is therefore of better use for the purposes of this exam! Therefore, it may be counter-productive to explicitly name-drop or link the author of the extract to a particular school of thought, as it may not be their argument.



4. **Plan and write your introduction carefully, to introduce the debate and your judgement.**

- Introduce the debate (wider debate, not simply the extracts alone)

*The two extracts contain ..... points of view / interpretations / perspectives on.....*

- Outline the main arguments in the extracts

*Extract 1 supports this view that..... "quote to support" whilst extract 2 challenges this view "quote to support".*

- Overall judgement in response to the question

*It is argued that the view expressed in extract ..... has some strengths, but it is not the most convincing interpretation of the controversy. On balance, the most convincing interpretation is.....which is supported by extract...*

**5. Write the essay! Suggested structure:**

- The response can consist of two large paragraphs for and against rather than 4.
- Integrate awareness of debate, contextual knowledge and extract analysis continually.

**Para 1 and 2 – FOR the statement in the question.**

**P: Point that relates to the question**

*Elizabeth faced a crisis in government due to the problems of war to a large extent because...*

**EE: Is there any evidence from the extracts and your own knowledge to support this?**

*Sloane argues that... Williams also agrees to an extent because.....which is true / and indeed there is truth in this argument.....*

*There is validity in the argument that....suggested by extract ....*

*This view can be further supported by.....*

*Those who support this view include....*

*In order to place..... argument that.....into context, it is important to consider....*

*The extract also states that....*

*It is typical of the ..... view that....*

**A: Analyse/evaluate your argument and provide counter-points**

*This is important because...*

*However, this may not be the complete case because...*

*This is partially supported by .....which shows....*

*So and So too says that....*

*However this view is also challenged by extract.... that suggests....*

*...whereas extract .... leans towards..... suggesting that....*

**R: Refer back to the question, summarise and state how convincing the argument for/against is.**

*Therefore, Elizabeth did face a crisis in government due to the war to a large extent because...*

*Therefore ....*

*Clearly this view plays an important role in understanding the controversy .....*

*Clearly this view is the most convincing in ....., but that is not to dismiss the other contributory interpretations which also make a significant contribution to this controversy....*

**Para 3 and 4 – COUNTER OR MODIFY the argument in the question**

*However this view has some major limitations in terms of the evidence...*

*Despite the fact that both sources show that....., there is some evidence to suggest that .....*

**Repeat the above PEAR structure for both paragraphs.**

**Conclusion** - Display an understanding of the basis of the differing arguments (for example, what criteria are being used on which to base a claim or judgement) and why you find one more convincing than the other. Make sure you justify this fully!

*In conclusion, the most convincing.... / the balance of the argument appears to favour....*



**What will these questions look like? (Question banks in progress)**

**Please use Pearson.com and the grid below for more past papers.**

Section 1.1 The Changing Political Environment, 1917-80

1. Were Republican ideas the main reason for the fact that there was a Republican president and a Republican majority in Congress in the years 1921-31? (20) **AS Section A, Pearson textbook page 13**
2. How far do you agree that it was Hoover's policies that lost him the 1932 presidential election? (20) **AS Section A, Pearson textbook page 18**
3. To what extent were the style and actions of the president responsible for the changes in levels of public confidence in government in the years 1929-80? (20) **AS Section B, Pearson textbook page 144**
4. How far do you agree that the personality of the president was the most significant factor in the changes in the presidency in the years 1917-80? (20) **AL Section B, Pearson textbook page 22**
5. How far do you agree that the news media was the most significant influence on the decline in confidence in the American presidency in the years 1968–80? **Sample Assessment Material**

Section 1.2 The quest for civil rights, 1917-80

1. Was the media the main reason for the increasing sympathy for the civil rights movement in the early 1960s? (20) **AS Section A, Pearson textbook page 50**
2. How accurate is it to say that it was the actions of civil rights leaders that explain the increased success of the civil rights campaign in the years 1955–68? **June 2017 A Level Paper**
3. How far do you agree that the aims and methods of black American civil rights activists in the years 1955–68 were radically different from those of activists in the years 1917–55? **Sample Assessment Material**
4. Was the shift of tactics by the civil rights movement in the 1940s and 1950s the main reason for the passing of the Civil Rights Act in 1964? (20) **AS Section A, Pearson textbook page 140**
5. How far do you agree that the impact of Northern migration (1917-32) can only be considered in terms of the migrants themselves and the cities they moved to? (20) **AS Section B, Pearson textbook page 40**
6. How far had legal action advanced the position of black Americans between 1917 and 1955? (20) **AL Section A, Pearson textbook page 45**
7. To what extent did Hispanic Americans draw on the tactics and resources of black Americans in their struggle for civil rights? (20) **AL Section B, Pearson textbook page 58**

Section 1.3 Society and culture in change, 1917-80

1. How far do you agree that the New Deal brought about a significant improvement in the lives of racial minorities and women? **June 2017 A Level Paper**
2. How far do you agree that the impact the Second World War had on American politics and society was very different from that of the First World War? **June 2017 A Level Paper**
3. To what extent was the US involvement in the Second World War responsible for improvements in the position of women in the years 1945-60? (20) **AS Section B, Pearson textbook page 66**
4. How far do you agree that women had made significant gains in their fight for equality by 1980? (20) **AL Section A, Pearson textbook page 70**
5. How far do you agree that the position of American women had changed significantly for the better between the years 1917 and 1980? (20) **AL Section A, Pearson textbook page 154**
6. 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) **AL Section B, Pearson textbook page 78**

Section 1.4 The changing quality of life, 1917-80

1. How far had the standard of living achieved in America before the Wall Street Crash of 1929 been recovered by 1941? **Sample Assessment Material**
2. How significant was the post-Second World War population boom in the creation of a consumer society in the USA during the 1950s and 1960s? **Sample Assessment Material**
3. Was the Second World War the main reason for post-war affluence in the 1950s? (20) **AS Section A, Pearson textbook page 95**
4. How far do you agree that the impact the Second World War had on American politics and society was very different from that of the First World War? **June 2017 A Level Paper**
5. How far do you agree that confidence was the most significant factor in both the affluence of the 1950s and the crisis of the 1970s? (20) **AL Section A, Pearson textbook page 100**
6. How significant was the growth of credit in the USA in the 1920s in producing the Great Depression of the 1930s? (20) **AL Section B, Pearson textbook page 158**
7. How far do you agree that the car changed the face of the USA in the years 1917-80? (20) **AL Section B, Pearson textbook page 113**
8. How accurate is it to say that living standards in the USA were transformed for the better in the years 1941–80? **June 2017 A Level Paper**

**Section 1.5 The impact of the Reagan presidency, 1981-86 SECTION C ONLY**

1. Study Extracts 3 and 4 (page 122) before you answer this question.

Historians have different views about the impact of the Reagan presidency on the USA. Analyse and evaluate the extracts and use your own knowledge of the issues to explain your answer to the following question.

How far do you agree with the view that Reagan's economic policies in the years 1981-96 were just a way to make the rich richer? (20) **AS Section C, Pearson textbook page 121**

2. Study Extracts 1 and 9 (pages 116 and 135) before you answer this question.

Historians have different views about the impact of the Reagan presidency on the USA. Analyse and evaluate the extracts and use your own knowledge of the issues to explain your answer to the following question.

3. How far do you agree with the view that Reagan's administration 'altered the landscape of political debate and public policy' in the years 1981-96? (Extract 9, lines 5-6)? (20)

To explain your answer, analyse and evaluate both extracts using your own knowledge of the issues. (20) **AS Section C, Pearson textbook page 149**

4. Study Extracts 9 and 10 (page 137) before you answer this question.

In light of the differing interpretations, how convincing do you find the view that the main achievement of Reagan's presidency was 'to alter the terms and nature of the debate about domestic issues' (Extract 10)

To explain your answer, analyse and evaluate both extracts using your own knowledge of the issues. (20) **AL Section C, Pearson textbook page 138**

5. Study Extracts 5 and 6 (page 127) before you answer this question.

In light of the differing interpretations, how convincing do you find the view that increasing foreign imports, investments and loans was both positive and a sign of US success in making world business serve its needs (Extract 5, lines 4-6)?

To explain your answer, analyse and evaluate both extracts using your own knowledge of the issues. (20) **AL Section C, Pearson textbook page 162**

1. Study Extracts 1 and 2 before you answer this question.

In the light of 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'?

To explain your answer, analyse and evaluate the material in both extracts, using your own knowledge of the issues. **June 2017 A Level Paper**

**Paper 1, Option 1F: In search of the American Dream: the USA, c1917–96**

Section A & B: Factor Questions [Intro, 3-4 x PEEL, conclusion]								
Paper	Question	Indicative words to respond to in Q	Factor 1 (factor in the Q)	Factor 2	Factor 3	Factor 4 (if time)	Links between factors (without/if)	Most important factor and why
2015 SAMs	How far do you agree that the <u>news media</u> was the most significant influence on the <b>decline in confidence</b> in the American presidency in the years 1968-80?	Significant Influence	News media	Leadership styles of presidents (easy to expose in media)	Crises and conflicts – Vietnam, Watergate, Stagflation, Oil (reported on by media)	Counter-culture (more likely to challenge confidence – explains factor 3)	News media exposed flaws in all – heightened, intensified, but didn't initiate	News media significant 'influence' but not ultimate 'cause'
	How significant was the <u>post-Second World War population boom</u> in the creation of a <b>consumer society</b> in the USA during the 1950s and 1960s?	Creation	Post-war population boom	Post-war industrial boom in consumer industry (and therefore also advertising)	Car-owning culture (and associated leisure activities)	Counter-culture; hippy youth / Cold War propelled 'American way of life'	Baby boom didn't 'create' but certainly propelled other factors.	Post-war industrial boom in consumer industry
2016 [AS Level]	Was <u>federal legislation</u> the main reason for improvements in <b>black American civil rights</b> in the years 1955-80?	Main	Federal legislation	Non-Violent Direct Action tactic	Leadership – MLK, JF, MX	Media & publicity / SC rulings	NVDA designed to showcase leaders & provoke media attention = fed leg	NVDA enabled all other factors; fed legislation was the outcome
	Was <u>government unpopularity</u> the main consequence of <b>US involvement in the Vietnam</b> in the 1960s and 1970s?	Main	Government unpopularity	Economic impact	Pressure of domestic reforms (e.g. GS)	Counter-culture / Morale of US military	Eco impact + morale intensified unpop of gov decisions	Agree, 'main', but others intensified unpopularity
2017	How accurate is it to say that it was the <u>actions of civil rights leaders</u> that explain the increased <b>success of the civil rights campaign</b> in the years 1955-68?	Accurate Explain the increased success	Actions of civil rights leaders	Non-Violent Direct Action tactic = media	Federal intervention (inc Presidents)	Media & publicity / SC rulings	NVDA designed to showcase leaders & provoke media attention = fed/pres	Helps to explain but not on its own; tactics provoked media & fed intvn
2018	How far do you agree that, in the years 1945-80, the main reason for changes in the <b>leisure activities</b> of ordinary Americans was their <u>growing affluence</u> ?	Main	Growing affluence	Increased time (lower working hours and labour saving devices)	Car-owning culture	Growth of suburbia	Growing affluence + time = cars + consumerism + aspirations = suburb	Disagree as not able to spend affluence on l.a. without time
	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 <b>conservative influences</b> on domestic politics in the USA?	Increase Accurate Conservative influences	War (inc the Cold War)	Anti-Communism	Economic changes	Individuals / immigration / cultural shifts	War fuelled economic changes and intensified anti-Communism	Accurate - war commonly fuelled con backlash / ideologies
2019	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 <b>decline in the confidence</b> the nation had in the presidency?	Accurate Brought about Decline	War (inc the Cold War)	Presidential leadership styles / power	Economic changes and crises	Scandals / actions	War = economy (+ve or -ve) = presential image in media	Accurate – did bring about / cause = economic probs / prosperity = confidence
	How accurate is it to say that the most significant feature <b>improving the quality of life</b> in the USA, in the years 1917-80, was the development of a <u>car owning culture</u> ?	Most significant	Car-owning culture	Consumerism	Economic changes and growing affluence	Government policies / initiatives	Economic changes and developments = consumerism and car-owning culture	Not most significant because not able to take car -owning opp without affluence
2020	How accurate is it to say that <u>the influence of Roosevelt</u> was the main reason for <b>changes to the presidency</b> in the years 1933–60?	Main reason	The influence of Roosevelt [e.g. changed relationship with public; dictator? Exec orders]	War [e.g. impact of WWII on the role of the presidency – increased scope of federal gov]	Other presidents [e.g. Truman & Eisenhower's changes to the office & cabinet etc]	Anti-Communism / Red scares [Start of Cold War & McCarthyism]	Roosevelt's policies and actions paved the way for Truman and Eisenhower's.	Yes, was main reason, but enhanced by WWII and devlpd by T&E
	How accurate is it to say that it was <b>federal intervention</b> which brought the most <u>significant improvement</u> to the civil rights of black Americans in the years 1933–68?	brought the most significant improvement	Federal intervention [e.g. Eisenhower at Little Rock, JFK 1961-3, LBJ legislation; Sup Court precedents, 1954]	Actions of civil rights leaders [MLK, Malcolm X, Stokely C, NAACP, CORE, SNCC etc – must inc more than just MLK]	Non-Violent Direct Action tactic = attracted media attention [e.g. Greensboro, SCLC marches led by King]	The Media / Publicity / Role of the Supreme Court	NVDA designed to showcase leaders & provoke media = federal gov forced to act	Yes, it legally reinforced; but NVDA was catalyst –pressure on the gov to intervene

Paper 1, Option 1F: In search of the American Dream: the USA, c1917–96

Section A & B: Discursive & Comparative essays [Intro, PEEL for vs PEEL against x3-4 [6-8 PEELS], conclusion]								
Paper	Question	Indicative words to respond to in Q	Comparison point 1 [2xPEEL] <i>In terms of...</i> <b>Argue both for and against</b>	Comparison point 2 [2xPEEL] <i>In terms of...</i> <b>Argue both for and against</b>	Comparison point 3 [2xPEEL] <i>In terms of...</i> <b>Argue both for and against</b>	Comparison point 4 (if time) [2xPEEL]	Extent of change / continuity similarity / difference	Overall judgement (consistent in all comparison points)
2015 SAMs	How far had the <b>standard of living</b> achieved in America before the <u>Wall Street Crash</u> of 1929 been <b>recovered by 1941</b> ?	Recovered	Employment	Wages	Consumerism / Leisure	Nutrition	Somewhat but not 'recovered', which suggests complete restoration	Not 'recovered' but improved under New Dealism.
	How far do you agree that the <u>aims and methods</u> of <b>black American civil rights</b> activists in the years <b>1955-68</b> were radically <b>different</b> from those of activists in the years <b>1917-55</b> ?	Radically	Aims	Methods	Audience (Presidents and media)	Leadership	Aims remained rooted in eliminating the racism that underpinned lack of civil rights but methods were <i>deliberately</i> changed to NVDA because initial litigation-based methods had failed; media provided wider audience.	
2016 [AS Level]	How far did the position of American <b>women</b> change in the years <b>1917-80</b> ?	Position, changed	Economic (employment, wages, status)	Political (participation, representation)	Social (attitudes)	Standards of living (wages)	Economic position transformed (independence), less so pol & even less social	
	How far was the <u>response to fears of communist influence</u> in the Period after the <b>First World War</b> different to the response in the period after the <b>Second World War</b> ?	Different  How far	'Red Scares' – authorities and accusations	Federal government response & policies	Cultural responses (TV, the arts etc)		Different to a large extent; more intense and long-lasting; some elements continued	More intense, long-lasting and widespread in second period; rooted in same hysteria in both
2017	How far do you agree that the <b>New Deal</b> brought about a significant <u>improvement</u> in the lives of <b>racial minorities and women</b> ?	Significant improvement	Employment	Wages / Legislation	Discrimination	Political representation	Marginal improvement but not 'significant'	Minimal tangible 'improvement' – undermined by attitudes for both
	How far do you agree that the <u>impact</u> the <b>Second World War</b> had on <u>American politics</u> and society was very different from that of the <b>First World War</b> ?	Very	Domestic politics and ideologies (e.g. return to normalcy vs cont Democrat policies)	Female status / employment	Economy (inc standards of living / consumerism)	Racial minorities / red scares / immigration	Not 'very' different but somewhat / mostly	Political and economic differences; similar social impacts
	How accurate is it to say that <u>living standards</u> in the USA were transformed for the <u>better</u> in the years <b>1941-80</b> ?	Transformed For the better	Incomes and wages	Consumer society	Suburban expansion	Car ownership / air travel	Considerable change not 'transformed'; some for the worse, not 'better'	+ve change only for some; increased poverty in inner-cities
2018	How far do you agree that there was a considerable <u>similarity</u> between the <u>campaigns</u> for <b>black civil rights (1955-80)</b> and <b>minority civil rights (1960-80)</b> ?	Considerable	Aims	Methods	Experiences of discrimination	Unity	Disagree; minimal similarity only in NVDA use and in 60s disunity	Mostly different aims based on different experiences and therefore methods
	To what extent did the <u>impact</u> that <b>immigration</b> had on the USA <u>change</u> in the years <b>1917-80</b> ?	Extent Change	Employment	Legal status / government policies	Fear of Communism	Social attitudes	Minimal change overall	Impact on pop growth and social fears continued
2019	How accurate is it to say that, in the years <b>1917-55</b> , there was very <u>limited improvement</u> in the lives of <b>black Americans</b> ?	Limited improvement	Economic status (employment, wages etc)	Political / legal gains in civil rights	Violence (lynching)	Political representation (New Deal)	Minimal improvement overall – only economic in North	Accurate that was limited; S became more violent; N more economic opp
	How far do you agree that developments in <b>popular culture</b> , in the years <b>1917-45</b> , had an overwhelmingly <u>positive influence</u> on American society?	Overwhelmingly positive	Consumerism – positive v negative (inc sales and viewing figures)	Cultural and social attitudes – liberated vs traditionalism / conservatism	Racial divisions – helped vs hindered (e.g. 'Birth of a Nation')	National culture of consumerism	Not 'overwhelmingly'; positive followed by -ve con backlash	Only positive for a minority (WASPs); led to negative backlash
2020	To what extent did the <u>living standards</u> of the American people see <u>progress</u> in the years <b>1917–41</b> ?	Progress	Incomes and wages	Consumer society	Suburban expansion	Car ownership / air travel	Considerable progress for many, not all.	progress only for some e.g. increased poverty in inner-cities
	How accurate is it to say that the <u>position of women</u> saw <u>considerable improvement</u> in the years <b>1941–80</b> ?	Considerable improvement	Economic position (employment, wages, status)	Political position (participation, representation)	Social position (attitudes)	Standards of living position (wages)	Economic position more than improved; 'transformed' (independence). Political and social position saw significant improvement but not 'considerable'.	

Section C: Historical Interpretations

Paper	Question	Textbook Pages	Evidence to <b>support</b> view in question	Evidence to <b>challenge</b> view in question
2015 SAMs	In light of the differing interpretations how convincing do you find the view that the Reagan presidency was a time of ' <b>deterioration and decline</b> ' in the advancement of <b>black Americans</b> in the USA?	pp.211-217; pp.227-232	<ul style="list-style-type: none"> <li>- The civil rights movement became less effective in mobilising black Americans as society became more individualistic in the 1980s [relevant to Extract 1]</li> <li>-Reagan’s social policies in general, not just crime, and cutbacks in federal spending had a negative impact, particularly on inner city black American communities [relevant to Extract 1]-Despite public commitment to racial integration, many white Americans remained intolerant [relevant to Extract 2]</li> <li>- A combination of drug culture and poverty meant the spread of HIV/AIDs in the 1980s disproportionately affected the health of black Americans</li> </ul>	<ul style="list-style-type: none"> <li>-The advance of black Americans in some areas was significant but only affected a minority; their gains led to statistical rather than real improvements in health and social welfare [relevant to Extracts 1 and 2]</li> <li>-Black Americans became increasingly accepted into unionised skilled employment which had previously been closed to them [relevant to Extract 2]</li> <li>-The civil rights movement leaders had become part of the political mainstream, e.g. Jesse Jackson, the establishment of Martin Luther King day [relevant to Extract 1]</li> <li>-Additional supporting evidence, e.g. the emergence of an assertive black American rap culture, leading roles for black Americans in mainstream popular culture, black American sporting stars as role models for achievement.</li> </ul>
2016 [AS Level]	How far do you agree with the view that Reagan's <b>economic policies</b> damaged the US economy?	pp.201-207; pp.223-227; pp.233-237	<ul style="list-style-type: none"> <li>-1981-2 saw a deep recession, in part a result of the Federal Reserve raising interest rates to 21.5%</li> <li>-By 1982, unemployment had risen to 10.8%, with consequences for unemployment benefits and tax take</li> <li>-The national debt went from \$800 million to \$1.5 trillion in the years 1981-84, with a budget that consistently ran a deficit of 5% every year up to 1996.</li> </ul>	<ul style="list-style-type: none"> <li>-From 1983, a recovery was underway, with inflation down to 3.2% (from over 10% in 1981) and a growth rate of around 5-7% in late 1983-4</li> <li>-The electoral campaigns of Reagan in 1984 and Bush in 1988 played on economic prosperity; the success of these may be used to examine the public’s reception to Reagan’s policies</li> <li>-Federal deregulation of markets and lending can be argued to have contributed to later booms, e.g. under Clinton to 1996.</li> </ul>
2017	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 ' <b>big government</b> '?	pp.207-211; pp.223-227; pp.233-237	<ul style="list-style-type: none"> <li>-The budget deficit averaged 4.2% of GDP during both Reagan and George Bush’s presidencies, significantly higher than under either Clinton or Carter</li> <li>- Despite Bush’s promise of ‘Read my lips: no new taxes’, he had to agree to tax increases as part of the 1990 budget in order to tackle the continued issue of government spending and deficits</li> <li>-Government assistance for corporations and agribusiness amounted to \$80 billion a year by the end of the first term</li> <li>- The Reagan administrations saw an increase in federal employment, both in absolute and relative terms, when compared to either the Carter or Clinton administrations.</li> </ul>	<ul style="list-style-type: none"> <li>-The Reagan administration did remove some regulation, and new regulation, such as the Food Security Act of 1985, was driven by Congress rather than the president</li> <li>-Reagan’s Executive Order 12291 (1981) established the principle that government regulation should only be issued after a cost-benefit analysis, a process overseen by the Office for Management and Budget (OMB)</li> <li>-The period of 1981-2 saw significant budget cuts, and Reagan’s legacy (as argued by Extract 2) can be seen in the budget cuts of the Republican Congress headed by Gingrich and Dole from 1995</li> <li>-Reagan’s tax cuts can be seen to have produced significant growth, but were being diluted as early as 1982-3 in the face of public concern over rising deficits.</li> </ul>
2018	In the light of differing interpretations, how convincing do you find the view that the Reagan administration's <b>policies were an attack on the disadvantaged which increased social division</b> ?	pp.211-217; pp.227-232; pp.233-237	<ul style="list-style-type: none"> <li>- Cuts made under the OBRA fell mainly on federal spending for the poorest in society, capping benefits and reducing eligibility</li> <li>-Attempts to shift from welfare to workfare left many on incomes below benefit levels, and were additionally hampered by issues such as inadequate childcare provision</li> <li>- By the mid-1980s, the number of families eligible yet unable to find social housing had grown to over 3.7 million, with federal spending on housing falling by over two-thirds during the Reagan era</li> </ul>	<ul style="list-style-type: none"> <li>-Welfare-to-work programmes were enacted by over 40 states in the 1980s, and the principle of the approach had been accepted by both major parties by 1996</li> <li>- The 1986 Tax Reform Act effectively removed the working poor from federal income taxation, and the expansion of the Earned Income Tax Credit reached 19 million low- and middle-income American families by 1996</li> <li>-Reagan passed the Fair Housing Act of 1988, expanding the provisions of this to include protection to those with disabilities and families with children, and redeeming some of the flaws with regards to enforcement</li> </ul>

Paper 1, Option 1F: In search of the American Dream: the USA, c1917–96

			<p>-The Reagan campaign removed the commitment to the Equal Rights amendment from the Republican platform in 1980, and lack of support for increased minimum wages disproportionately hit women.</p>	<p>-The National Initiative Programme sought to aid women in business, and the ‘Fifty States Project’ encouraged state Governors to review codes and regulations that discriminated against women.</p>
2019	In the light of differing interpretations, how convincing do you find the view that <b>the Reagan presidency cannot be given credit for revitalising American politics?</b>	pp. 217-232; pp.233-237	<p>-Revitalisation is limited with regards to the failure to tackle the budget deficit, the limited success in reducing government spending and problems in the stock market and financial sector from 1987</p> <p>-The Iran-Contra affair dented Reagan’s popularity and leadership, with his approval rating falling from 67 per cent to 46 per cent</p> <p>-Reagan’s emphasis on limited government led to a weakening in the institutional capacity of government in areas such as environmental control</p> <p>-Reagan’s attempts to reduce federal intervention cut welfare disproportionately from poorer citizens, increasing social and political division</p> <p>-Whilst accepting part of Reagan’s agenda, Bill Clinton’s ‘New Democrats’ were successful in offering support to areas not revitalised.</p>	<p>-GNP expanded by 30 per cent from 1982 to 1989, with inflation falling from 10.3 per cent to 4.8 per cent over the same period, restoring public confidence in the federal government’s steering of the economy</p> <p>-Reagan’s personal approval rating reached 59 per cent by 1984, and he had the third highest average approval rating for a second term (55.3 per cent) of all presidents since regular ratings began with Truman</p> <p>-Reagan’s bipartisan cooperation with House Democrats avoided gridlock and led to the passage of significant legislation, such as reform of Social Security and the Tax Code, a legacy that was followed under Clinton</p> <p>-The Reagan administration’s successful ability to present even policy setbacks or late changes in direction as victories contributed to public optimism and trust in the office.</p>
2020	In the light of differing interpretations, how convincing do you find the view that <b>the Reagan presidency brought real improvements</b> to the USA?	pp.211-217; pp.227-232; pp.233-237	<p>-GNP expanded by 30 per cent from 1982 to 1989, with inflation falling from 10.3 per cent to 4.8 per cent over the same period, restoring public confidence in the federal government’s steering of the economy</p> <p>-Reagan inherited social security costs which were 21 per cent of the budget (dwarfing military spending), growing 3.5 per cent each year, a supposedly self-funded issue that successive Congresses failed to tackle</p> <p>-Reagan’s bipartisan cooperation with House Democrats avoided gridlock and led to the passage of significant legislation, such as reform of Social Security and the Tax Code, a legacy that was followed under Clinton</p> <p>-The Reagan administration’s successful ability to present policy setbacks or late changes in direction as victories, contributed to public optimism and trust in the office</p> <p>-The 1986 Tax Reform Act effectively removed the working poor from federal income taxation, and the expansion of the Earned Income Tax Credit reached 19 million low- and middle-income American families by 1996.</p>	<p>-The Reagan administrations failed to tackle the budget deficit, had limited success in reducing government spending and oversaw problems in the stock market and financial sector from 1987</p> <p>-Reagan’s emphasis on limited government led to a weakening in the institutional capacity of government in areas such as environmental control</p> <p>-Reagan’s attempts to reduce federal intervention cut welfare disproportionately from poorer citizens, increasing social and political division</p> <p>-Attempts to shift from welfare to workfare left many on incomes below benefit levels, and were additionally hampered by issues such as inadequate childcare provision</p> <p>-By the mid-1980s, the number of families eligible yet unable to find social housing had grown to over 3.7 million, with federal spending on housing falling by over two-thirds during the Reagan era.</p>

## What additional reading and watching will I have to do?

Whilst your core textbook is a great place to start for essential reading, **this alone is not enough**. You should look to read as widely as possible as this will allow you to develop your understanding further. Remember to record your reading in your reading log to show evidence of your wider reading and independent learning. Below is a general recommended reading list for this paper, but your teacher will give you recommendations for each topic.



= available in the Library / soon to be available



= Miss H has a copy (and might let you borrow it if you're really nice to her!)




= scanned in / pdf available in your Team


















Type and level of challenge	
<b>Textbooks</b> written for A Level students to support <b>previous A Level specifications</b> , but with a significant amount of relevant material.	Robin Bunce and Laura Gallagher, <i>Edexcel AS History, Unit 1: Pursuing Life and Liberty: Equality in the USA, 1945–1968</i> (Pearson, 2009)
	Peter Clements, <i>Prosperity Depression and the New Deal Third Edition</i> , Access to History (Hodder Education, 2005)
	David Mauk and John Oakland, <i>American Civilization</i> (Routledge, sixth edition, 2014)
	Derrick Murphy, Kathryn Cooper and Mark Waldron, <i>The United States 1776–1992</i> (Collins, 2001)
	Vivienne Sanders, <i>Civil Rights in the USA, 1945–1968</i> , Access to History (Hodder Education, 2008)
	Doug and Susan Willoughby, <i>The USA 1917–45</i> , Heinemann Advanced History (Heinemann, 2000)
	Ron Field, <i>Civil Rights in America, 1865–1980</i> (Cambridge Perspectives in History) (Cambridge University Press, 2002)
	David Paterson and Susan and Doug Willoughby, <i>Civil Rights in the USA, 1863–1980</i> (Heinemann, 2001)
	Joanne De Pennington, <i>Modern America: 1865 to the Present: The USA, 1865 to the Present (SHP Advanced History Core Texts)</i> (Hodder, 2005)
	Vivienne Sanders, <i>Race Relations in the USA 1863-1980</i> (Access to History, Hodder, 2006)
Vivienne Sanders, <i>Civil Rights in the USA 1945–68</i> (Access to History, Hodder, 2005)	
Vivienne Sanders, <i>Civil Rights in the USA, 1850-2009</i> (Access to History, Hodder, 2016)	
<b>General introductory texts</b> to social aspects, covering either the whole period or significant aspects of the period, or the nature and legacy of 'negro'	Hugh Brogan, <i>The Penguin History of the United States of America</i> (Penguin, 2001)
	Eric Rauchway, <i>The Great Depression and the New Deal: A Very Short Introduction</i> (Oxford University Press, 2008)
	Elizabeth Cobbs Hoffman and Jon Gjerde, <i>Major Problems in American History, Volume II: Since 1865</i> (2011)
	Alan Farmer and Vivienne Sanders <i>An Introduction to American History 1860-1990</i> (Access to History Context) 2002



Paper 1, Option 1F: In search of the American Dream: the USA, c1917–96

Type and level of challenge	
slavery, including slavery's impact on contemporary society and white domination in America. These are all challenging texts.	<p>Eric Foner, <i>Give me Liberty! An American History</i> (W.W. Norton &amp; Company, 2006) </p> <p>Robert J McMahon, <i>The Cold War: A Very Short Introduction</i> (Oxford University Press, 2003)</p>
<b>Academic books and articles</b> offering in-depth analysis of key aspects of the specification. These are typically aimed at university students and therefore challenging	<p>Maldwyn A Jones, <i>The Limits of Liberty</i> (Oxford University Press, 1995)</p> <p>Eric Foner <i>The Story of American Freedom</i> (1998)</p> <p>Lewis L Gould, <i>The Modern American Presidency</i> (University Press of Kansas 2003)</p> <p>Michael E Parrish, <i>Anxious Decades: America in Prosperity and Depression 1920–1941</i>, (Norton twentieth century America series, W Norton, 1994)</p> <p>James T Patterson, <i>Grand Expectations, the United States 1945–1974</i> (Oxford University Press, 1996)</p> <p>David Reynolds, <i>American, Empire of Liberty: A New History</i> (Penguin, 2009)</p> <p>Lynn Dumenil, <i>The Modern Temper: American Culture and Society in the 1920s</i> (Hill &amp; Wang, 1995)</p> <p>Harvey Green, <i>The Uncertainty of Everyday Life 1915–1945</i> (University of Arkansas Press, 1992)</p> <p>David E Kyvig, <i>Daily life in the United States, 1920–1939</i> (Greenwood, 2002)</p> <p>William E Leuchtenburg, <i>The Perils of Prosperity, 1914–32</i> (University of Chicago Press, 1968)</p> <p>Regin Schmidt, <i>Red Scare</i> (Museum Tusulanum Press, 2000)</p> <p>Richard M Fried, <i>Nightmare in Red: The McCarthy Era in Perspective</i> (Oxford University Press, 1990)</p> <p>Ted Morgan, <i>Reds: McCarthyism in Twentieth-Century America</i> (Random House, 2003)</p> <p>Larry Ceplair, <i>Anti-communism in Twentieth-century America: A Critical History</i> (Praeger, 2011)</p> <p>Mark Hamilton Lytle, <i>America's Uncivil Wars, The Sixties Era from Elvis to the Fall of Richard Nixon</i> (Oxford University Press USA, 2006)</p> <p>Peter Braunstein and Michael William Doyle, <i>Imagine Nation: The American Counterculture of the 1960s and 1970s</i> (Routledge, 2002)</p> <p>Douglas Brode, <i>From Walt to Woodstock: How Disney Created the Counterculture</i> (University of Texas Press, 2014)</p> <p>Simon Hall, <i>Peace and Freedom: The Civil Rights and Antiwar Movements in 1960s</i> (University of Pennsylvania Press, 2006)</p> <p>Gary Gerstle, <i>American Crucible: Race and Nation in the Twentieth Century</i> (Princeton University Press, 2002)</p> <p>Kevern Verney, <i>Black Civil Rights in America</i> (Routledge, 2000)</p> <p>Jeanne Theoharis and Komozi Woodard, <i>Freedom North: Black Freedom Struggles Outside the South, 1940–1980</i> (Palgrave, Macmillan, 2003)</p> <p>Adam Fairclough, <i>To Redeem the Soul of American: the Southern Christian Leadership Conference and Martin Luther King, Jr.</i> (University of Georgia Press, 2001)</p> <p>Vicki Lynn Eaklor, <i>Queer America: A GLBT History of the 20th Century</i> (Greenwood, 2008)</p> <p>Troy R Johnson, <i>Red Power: The Native American Civil Rights Movement</i> (Chelsea House Publishers, 2009)</p> <p>Randy Shaw, <i>Beyond the Fields: Cesar Chavez and the UFW</i> (University of California Press, 2008)</p> <p>Peter Braunstein and Michael William Doyle, <i>Imagine Nation: The American Counterculture of the 1960s and 1970s</i> (Routledge, 2002)</p> <p>Antony Badger, <i>The New Deal the Depression Years, 1933-1940</i> (Farrar Straus &amp; Giroux, 1989)</p> <p>Jane F Gerhard, <i>Desiring revolution: second-wave feminism and the rewriting of American sexual thought, 1920 to 1982</i> (Columbia University Press, 2001)</p> <p>Flora Davis, <i>Moving the Mountain: The Women's Movement in America Since 1960</i> (University of Illinois Press, 1999)</p> <p>Douglas Field, <i>American Cold War Culture</i> (Edinburgh University Press, 2005)</p> <p>William H Young and Nancy K Young, <i>The 1930s</i> (Greenwood, 2002)</p> <p>Aimee D Shouse, <i>Presidents from Nixon through Carter 1961–1981</i> (Greenwood, 2002)</p>
You will find many of these on Amazon for £1 or less!	

Paper 1, Option 1F: In search of the American Dream: the USA, c1917–96

Type and level of challenge	
	Michael Harrington, <i>The Other America: Poverty in the United States</i> (Penguin, 1997)
	Beth Bailey and David Farber, <i>America in the Seventies</i> (University Press of Kansas, 2004)
	Richard O Davies, <i>Sports in American Life: A History</i> (Wiley, 2011)
	Elsa Barkley Brown, 'Negotiating and Transforming the Public Sphere: African American Political Life in the Transition from Slavery to Freedom,' in Jane Dailey et al., eds, <i>Jumpin' Jim Crow: Southern Politics from Civil War to Civil Rights</i> , (Princeton University Press, 2000)  
	Stewart Burns, 'We Shall All Be Free' in Twayne, <i>Social Movements of the 1960s: Searching for Democracy</i> , (Boston, 1990)  
	Clayborne Carson, 'Martin Luther King, Jr: Charismatic Leadership in a Mass Struggle', in <i>Journal of American History</i> 74: 2 (September 1987): 448- 54.  
	Dalfiume, R., (1970) "Stirrings of Revolt" from Weinstein, A., Gatell, F.O., <i>The segregation era 1863-1954: a modern reader</i> , (New York: O.U.P.)  
	William Frey <i>The New Great Migration</i> (Brookings Institution May 2004) <a href="http://www.frey-demographer.org/reports/R-2004-3_NewGreatMigration.pdf">http://www.frey-demographer.org/reports/R-2004-3_NewGreatMigration.pdf</a>
	David Garrow - King The March The Man The Dream – in <i>American History</i> , August 2003  
	Jacquelyn Dowd Hall 'The Long Civil Rights Movement and the Political Uses of the Past', <i>The Journal of American History</i> , March 2005  
	Larry Hunt <i>Who is Headed South?</i> Social Forces 87 2008 <a href="http://nuweb.neu.edu/mhunt/my%20articles/2008%20Social%20Forces.pdf">http://nuweb.neu.edu/mhunt/my%20articles/2008%20Social%20Forces.pdf</a>
	Robin D. G. Kelley, "'We Are Not What We Seem": Rethinking Black Working-Class Opposition in the Jim Crow South' in <i>The Journal of American History</i> , Vol. 80, No. 1 (Jun., 1993), pp. 75-112  
	Michael J. Klarman, How Brown Changed Race Relations: The Backlash Thesis , <i>The Journal of American History</i> , Vol. 81, No. 1 (Jun., 1994), pp. 81-118
	Steven F Lawson 'Debating the Civil Rights Movement The View From the Nation', in Lawson and Payne (Editors) <i>Debating the Civil Rights Movement 1945-1968</i> (Rowman & Littlefield Publishers; 2nd Revised edition (14 Mar. 2006)  
	Carmen Sisson <i>Why African Americans are moving back to the South</i> , <i>Christian Science Montior</i> March 2014 <a href="https://www.csmonitor.com/USA/Society/2014/0316/Why-African-Americans-are-moving-back-to-the-South">https://www.csmonitor.com/USA/Society/2014/0316/Why-African-Americans-are-moving-back-to-the-South</a>
	Michael E. Staub, 'Black Panthers, New Journalism, and the Rewriting of the Sixties', <i>Representations</i> , No. 57 (Winter, 1997), pp. 52-72 (University of California Press)  
	Quintard Taylor, 'Justice is Slow But Sure- The Civil Rights Movement in the West' in <i>The Nevada Law Journal</i> , vol 5.84 2004  
	Edward Ayers, <i>The Promise of the New South: Life After Reconstruction</i> (Oxford University Press, 2007)
	Anthony J. Badger, <i>The New Deal: The Depression Years, 1933–1940</i> (Dee, 2002)
	Anthony Badger and Brain Ward, <i>The making of Martin Luther King and the Civil Rights Movement</i> (Palgrave Macmillan, 1995)
	Jonathan Bean <i>Race and Liberty in America: The Essential Reader</i> (UP of Kentucky, 2009)
	Donald Bogle, <i>Toms, coons, Mulattoes, Mammies, and Bucks: An Interpretive History of Black American Films</i> (Bloomsbury, 2001) <b>Recommended</b>
	Derrick Bell, <i>Silent Covenants: Brown V. Board of Education and the Unfulfilled Hopes for Racial Reform</i> (Oxford University Press, 2005)
	Harry M Benshoff and Sean Griffin, <i>America on Film</i> (Blackwell, 2004)
	David Brown and Clive Webb <i>Race in the American South: From Slavery to Civil Rights</i> (Edinburgh UP, 2007)





Paper 1, Option 1F: In search of the American Dream: the USA, c1917–96

Type and level of challenge	
	Claybourne Carson, <i>In Struggle: SNCC and the Black Awakening of the 1960s</i> (Harvard University Press, 1995)
	Claybourne Carson et al. editors, <i>Eyes on the Prize Civil Rights Reader</i> (Penguin 1991) 
	Clayborne Carson, ed., <i>The Autobiography of Martin Luther King, Jr</i> (Warner Books, 1998)
	Clayborne Carson and Kris Shepard, <i>A Call to Conscience: The Landmark speeches of Dr. Martin Luther King, Jr</i> (Warner Books, 2002) 
	William H Chafe, Raymond Gavins and Robert Korstad (editors) <i>Remembering Jim Crow</i> (The New Press, 2014)
	William H. Chafe, <i>Civilities and Civil Rights: Greensboro, North Carolina, and the Black Struggle for Freedom</i> (OUP 1981)
	Kathleen Cleaver & George Katsiaficas, <i>Liberation, Imagination and the Black Panther Party: a New Political Science Reader</i> , (London: Routledge, 2000)
	James C. Cobb and Michael Namorato, eds, <i>The New Deal and the South</i> (University Press of Mississippi, 1984)
	Robert Cook, <i>Sweet land of liberty? : the African-American struggle for civil rights in the twentieth century</i> (Routledge, 1997) 
	Jane Dailey et al., eds, <i>Jumpin' Jim Crow: Southern Politics from Civil War to Civil Rights</i> , (Princeton University Press, 2000)
	Raymond D'Angelo <i>The American civil rights movement - readings and interpretations</i> (McGraw-Hill Higher Education (1 Sept. 2000)
	Manthia Diawara (editor), <i>Black American Cinema</i> (Routledge, 1993)
	John Dittmer, <i>Local People: The Struggle for Civil Rights in Mississippi</i> (University of Illinois Press, 1995)
	Mary Dudziak, <i>Cold War Civil Rights: Race and the Image of American Democracy</i> (Princeton UP, 2011)
	Michael Eric Dyson, <i>Making Malcolm: The Myth &amp; Meaning of Malcolm X: Myth and Meaning of Malcolm X</i> (OUP 1996)
	Adam Fairclough, <i>To Redeem the Soul of American: The Southern Christian Leadership Conference and Martin Luther King, Jr.</i> (University of Georgia Press, 2001)
	Adam Fairclough, <i>Better Day Coming: Blacks and Equality 1890-2000</i> (2002) 
	Adam Fairclough, <i>Martin Luther King</i> (University of Georgia Press, 1995)
	Alan Farmer, <i>The American Civil War Causes, Courses and Consequences 1803–1877</i> (Access to History, Hodder, 2008).
	Eric Foner, <i>Reconstruction: America's Unfinished Revolution, 1863–1877</i> (Harper Collins, 2002; updated edition Harper and Row 2015) 
	Philip S Foner, <i>The Black Panthers Speak</i> , (London: Da Capo, 2003)
	James Forman, <i>The Making of Black Revolutionaries</i> (UWP 1997)
	Kevin K. Gaines, <i>Uplifting the Race: Black Leadership, Politics, and Culture in the Twentieth Century</i> (University of North Carolina Press, 1996)
	David Garrow, <i>Protest at Selma : Martin Luther King, Jr, and the Voting Rights Act of 1965</i> (Yale University Press, 1980)
	David Garrow, <i>Bearing the Cross: Martin Luther King, Jr, and the Southern Christian Leadership Conference</i> (William Morrow Paperbacks, 1988)
	David Garrow, ed., <i>The Montgomery Bus Boycott and the Women Who Made It</i> (University of Tennessee Press, 1987)
	Gary Gerstle, <i>American Crucible: Race and Nation in the Twentieth Century</i> (Princeton University Press, 2002)
	Jonathan Gill, <i>Harlem</i> (Grove Press, 2011)
	Nathan Glick, <i>An Outline of American Government</i> (US Information Agency, 1989) 
	Maryemma Graham and Jerry W Ward Jr (editors), <i>The Cambridge History of African American Literature</i> (Cambridge University Press, 2011).
	Richard Gray, <i>A History of American Literature</i> (Blackwell 2012) <b>Recommended</b>



Paper 1, Option 1F: In search of the American Dream: the USA, c1917–96

Type and level of challenge	
	<p>Steven Hahn, <i>A Nation Under Our Feet: Black Political Struggles in the Rural South from Slavery to the Great Migration</i> (Belknap Pres, 2005)</p> <p>Simon Hall, <i>Peace and Freedom: The Civil Rights and Antiwar Movements in the 1960s</i>, (University of Pennsylvania, 2004)</p> <p>Brice Hartford, <i>The Selma voting rights struggle and March to Montgomery</i> (Westwind Writers, 2014)</p> <p>John Heilemann and Mark Halperin, <i>Game Change: Obama and the Clintons, McCain and Palin, and the Race of a Lifetime</i> (Harper Perennial, 2010)</p> <p>John Heilemann and Mark Halperin, <i>Race of a Lifetime: How Obama Won the White House</i> (Penguin, 2010)</p> <p>Lance Hill, <i>The Deacons for Defense: Armed Resistance and the Civil Rights Movement</i>, (University of North Carolina Press, 2004)</p> <p>Charles Earl Jones, <i>The Black Panther Party (Reconsidered)</i> (Black Classic Press, 1998)</p> <p>Peniel E Joseph (ed.) <i>Black Power Movement: Rethinking the Civil Rights-Black Power Era</i>, (London/NY: Routledge 2006)</p> <p>Peniel E Joseph, <i>Waiting 'Til the Midnight Hour: A Narrative History of Black Power in America</i> (HENRY HOLT &amp; CO. 2007)</p> <p>Peniel E Joseph, <i>Dark Days, Bright Nights: From Black Power to Barack Obama</i> (Basic Civitas Books 2013)</p>
	<p>Jill Karson, <i>Opposing Viewpoints in World History</i> (Greenhaven Press, 2004). This includes both contemporary sources from key figures as well as essays addressing the importance of grassroots activism vs national leaders. </p> <p>Robin D G Kelley (editor), <i>To Make Our World Anew</i> (Oxford University Press, 2005) <b>Recommended</b></p> <p>David M Kennedy <i>Freedom from Fear: The American People in Deoression and War, 1929-1945</i> (OUP 1999)</p> <p>Michael Klarman, <i>From Jim Crow to Civil Rights: The Supreme Court and the Struggle for Racial Equality</i> (Oxford University Press, 2006) <b>Highly recommended</b></p> <p>Daniel Kryder, <i>Divided Arsenal: Race and the American State During World War II</i> (CIP, 2001)</p> <p>Maurice S Lee, <i>Slavery, Philosophy, and American Literature, 1830–1860</i> (Cambridge University Press, 2005)</p> <p>Steven F Lawson, <i>Civil Rights Crossroads: Nation, Community, and the Black Freedom Struggle</i> (University Press of Kentucky, 2006)</p> <p>Steven F Lawson, <i>Running For Freedom: Civil Rights and Black Politics in America Since 1941</i>, (London: McGraw-Hill, 1996)</p> <p>Jama Lazerow and Yohuru Williams, eds, <i>In Search of the Black Panther Party: New Perspectives on a Revolutionary Movement</i> (Duke UP 2006)</p> <p>Leon Litwack, <i>Trouble in Mind: Black Southerners in the Age of Jim Crow</i> (Knopf, 2010)</p> <p>Leon Litwack, <i>Been in the Storm So Long: The Aftermath of Slavery</i> (Vintage, 1980)</p> <p>Matthew Lynch (editor), <i>Before Obama: A Reappraisal of Black Reconstruction Era Politicians</i> (Praeger Publishers, 2012)</p> <p>Daniel Lucks, <i>Selma to Saigon: The Civil Rights Movement and the Vietnam War</i> (University Press of Kentucky 2014)</p> <p>Manning Marable, <i>Malcolm X: A Life of Reinvention</i> (Allen Lane, 2011)</p> <p>Manning Marable, <i>Race, Reform, and Rebellion: The Second Reconstruction in Black America, 1945-2006</i>, 3<sup>rd</sup> edition (Univ Pr of Mississippi, 2007)</p> <p>James Michael Martinez, <i>Carpetbaggers, Cavalry, and the Ku Klux Klan: Exposing the Invisible Empire During Reconstruction</i> (Rowman &amp; Littlefield, 2007)</p> <p>Doug McAdam, <i>Freedom Summer</i> (OUP 1990)</p> <p>Gerald D. McKnight, <i>The Last Crusade: Martin Luther King, Jr, the FBI, and the Poor People's Campaign</i> (Basic Books 1998)</p> <p>August Meier, <i>A white scholar and the Black community, 1945-1965 : essays and reflections</i> (University Massachusetts Press, 2006)</p> <p>August Meier, et al., <i>Black Protest Thought in the Twentieth Century</i> (Bobbs-Merrill 1971)</p>

Paper 1, Option 1F: In search of the American Dream: the USA, c1917–96

Type and level of challenge	
	Angelyn Mitchell and Danille K Taylor (editors), <i>The Cambridge Companion to African American Women's Literature</i> (Cambridge University Press, 2009).
	Aldon D. Morris, <i>The Origins of the Civil Rights Movement: Black Communities Organizing for Change</i> (Macmillan, 1986)
	Mary McDonagh Murphy Scout, <i>Atticus and Boo: A Celebration of To Kill a Mockingbird</i> (Penguin 2015)
	Jeffrey Ogbar (ed.) <i>The Civil Rights Movement</i> , (Houghton Mifflin, 2002)
	Kenneth O'Reilly, <i>Racial Matters: the FBI's Secret File on Black America, 1960-72</i> , (New York: Free Press 1989)
	James Paterson, <i>Brown v. Board of Education: A Civil Rights Milestone and Its Troubled Legacy (Pivotal Moments in American History)</i> , (Oxford University Press, 2002)
	Anthony Painter, <i>Barack Obama: The Movement for Change</i> (Arcadia, 2008)
	Charles M. Payne, <i>I've Got the Light of Freedom: The Organizing Tradition and the Mississippi Freedom Struggle</i> (UCP 1995)
	Michael Perman, <i>Struggle for Mastery: Disfranchisement in the South, 1888–1908</i> (University of North Carolina Press, 2001)
	Jason Porterfield, <i>The Election of Barack Obama: Race and Politics in America</i> (Rosen, 2010)
	Howell Raines, <i>My Soul Is Rested: The Story of the Civil Rights Movement in the Deep South</i> (Penguin, 1983)
	Roger L. Ransom and Richard Sutch, <i>One Kind of Freedom: The Economic Consequences of Emancipation</i> (Cambridge University Press, 2008)
	Larry Richards, <i>African American Films Through 1959</i> (McFarland, 1998)
	William T Martin Riches, <i>The Civil Rights Movement: Struggle and Resistance</i> (Palgrave, 2010)
	Catherine Silk and John Silk, <i>Racism and Anti-racism in American Popular Culture: Portrayals of African-Americans in Fiction and Film</i> (Manchester University Press, 1990).
	Harvard Sitkoff, <i>The Struggle for Black Equality, 1954-1992</i> , (Hill and Wang, 1993) 
	Harvard Sitkoff, <i>A New Deal for Blacks: The Emergence of Civil Rights as a National Issue</i> (Oxford University Press, USA, 1981 & 2008)
	Lauren R Sklaroff, <i>Black Culture and the New Deal</i> (The University of North Carolina Press, 2014)
	Ronald Takaki, <i>Double Victory: A Multicultural History of America in World War II</i> (Back Bay Books, 2001)
	Michael Tesler and David O Sears, <i>Obama's Race: The 2008 Election and the Dream of a Post-Racial America</i> (Chicago University Press, 2010)
	Jeanne Theoharis and Komozi Woodard, <i>Freedom North: Black Freedom Struggles Outside the South, 1940–1980</i> (Palgrave Macmillan, 2003)
	Stephen G N Tuck (editor), <i>We Ain't What We Ought To Be: The Black Freedom Struggle from Emancipation to Obama</i> (Harvard University Press, 2011) 
	William L. Van Deburg, <i>New Day in Babylon: The Black Power Movement and American Culture, 1965–1975</i> (University of Chicago Press, 1993)
	Kevern Verney, <i>The Debate on Black Civil Rights in America (Issues in Historiography)</i> (MUP 2010) 
	Mary Ann Watson <i>Defining Visions: Television and the American Experience in the 20<sup>th</sup> Century</i> (Blackwell 2008)
	Robert Weisbrot <i>Freedom Bound: a History of America's Civil Rights Movement</i> (Norton, 1990)
	John White, <i>Black Leadership in America: From Booker T. Washington to Jesse Jackson</i> (Longman, 1990) 
	John White and Bruce Dierenfield, <i>A History of African-American Leadership (Studies In Modern History)</i> Routledge; 3 edition (26 April 2012)
	Isabel Wilkerson <i>The warmth of Other Suns: The Epic Story of America's Great Migration</i> (Random House, 2010)
	Al Young, <i>African American Literature: A Brief Introduction and Anthology</i> (Longman, 1997)

Paper 1, Option 1F: In search of the American Dream: the USA, c1917–96

Type and level of challenge	
Websites	<p>History Channel <a href="http://www.history.co.uk">www.history.co.uk</a></p> <p>National Archives A collection of source documents that relate to protests, racial tension and the state and federal government response to calls for equal rights for black Americans in the 1950s and 1960s: <a href="http://www.nationalarchives.gov.uk/education/topics/civil-rights.htm">www.nationalarchives.gov.uk/education/topics/civil-rights.htm</a> Section on Martin Luther King with documents: <a href="http://www.nationalarchives.gov.uk/education/heroesvillains/">www.nationalarchives.gov.uk/education/heroesvillains/</a></p>
Documentary	<p><i>The Black Power Mixtape 1967–1975</i> (2011)</p> <p><i>The Century: America's Time</i> (1999) Series 1 Episodes 1-15 (all on YouTube and Vimeo) <a href="https://www.imdb.com/title/tt0391588/?ref=ttep_ep_tt">https://www.imdb.com/title/tt0391588/?ref=ttep_ep_tt</a> <a href="https://www.youtube.com/watch?v=dssfipirT2U">https://www.youtube.com/watch?v=dssfipirT2U</a> Focus questions for each episode can be found at: <a href="http://teachers.henrico.k12.va.us/tucker/strusky_m/Resources/TheCentury/front.html">http://teachers.henrico.k12.va.us/tucker/strusky_m/Resources/TheCentury/front.html</a></p> <p>BBC (1995) <i>People's Century</i> Several of the episodes concern America, including: Episode 5, <i>On the Line</i>, which looks at mass production and the Great Depression. Episode 6, <i>Great Escape</i>, which looks at Hollywood in the 1920s. Episode 7, <i>Breadline</i> deals with the Great Depression. Episodes 11, 12, 15 and 22 look at different aspects of the Cold War. Episode 16 looks at the mass media in the post war world. Episode 17 looks at the civil rights struggle. Episode 21 looks at the radicalisation of the struggle for black rights and the counterculture. Episode 22 considers women's rights. Episode 26 looks at Reaganism.</p> <p>PBS (1993) <i>The Great Depression</i></p> <p>PBS (2005) <i>DR: A Presidency Revealed</i></p> <p><i>Lincoln</i> (History Channel, 2010)</p> <p><i>Abraham Lincoln: Saint or Sinner</i> (BBC, 2011)</p> <p><i>Ku Klux Klan: A Secret History</i> (History Channel, 2010)</p> <p><i>Black Power Salute</i> (BBC, 2008)</p> <p>PBS web documentaries: <a href="http://www.pbs.org/black-culture/explore/civil-rights-movement/#.U7aU8k1fdD8">www.pbs.org/black-culture/explore/civil-rights-movement/#.U7aU8k1fdD8</a></p> <p><i>By the People</i> (HBO, 2009)</p>
TV series	<p>PBS (1994) <i>American Experience</i></p> <p><i>Eyes on the Prize</i> (PBS, 1990)   Seasons 1 and 2.</p>
Film	<p>PBS (2006) <i>The March of the Bonus Army</i></p> <p><i>The Woman on Pier 13</i> (1950) Also known as <i>I Married a Communist</i></p> <p><i>It</i> (1927) Stars Clara Bow</p> <p><i>The Wild Party</i> (1929) Stars Clara Bow</p> <p><i>The Crowd</i> (1928)</p> <p><i>The Roaring Twenties</i> (1939)</p> <p><i>Birth of a Nation</i> (1915)</p> <p><i>Shaft</i> (1971)</p>

Paper 1, Option 1F: In search of the American Dream: the USA, c1917–96

Type and level of challenge	
	<p>Films set in nineteenth-century America for establishing context.:</p> <p><i>Gangs of New York</i> (2002)</p> <p><i>Little Women</i> (1994)</p> <p><i>12 Years a Slave</i> (2013)</p> <p><i>Lincoln</i> (2012)</p> <p><i>Cold Mountain</i> (2003)</p> <p><i>What Happened in the Tunnel</i> (1903)</p> <p><i>Birth of a Race</i> (1915)</p> <p><i>The Homesteader</i> (1919)</p> <p><i>Body and Soul</i> (1925)</p> <p><i>The African Dodger</i> (1931)</p> <p><i>Harlem on the Prairie</i> (1937)</p> <p><i>The Blood of Jesus</i> (1941)</p> <p><i>The Negro Soldier</i> (1943)</p> <p><i>Stormy Weather</i> (1943)</p> <p><i>Song of the South</i> (1946)</p> <p><i>Imitation of Life</i> (1959)</p> <p><i>I Passed for White</i> (1960)</p> <p><i>In the Heat of the Night</i> (1967)</p> <p><i>Sweet Sweetback's Baadasssss Song</i> (1971)</p> <p><i>Shaft</i> (1971)</p> <p><i>Foxy Brown</i> (1974)</p> <p><i>Mandingo</i> (1975)</p> <p><i>Car Wash</i> (1976)</p> <p><i>Beverly Hills Cop</i> (1984)</p> <p><i>Coming to America</i> (1988)</p> <p><i>Do the Right Thing</i> (1989)</p> <p><i>Boyz n the Hood</i> (1991)</p> <p><i>White Men Can't Jump</i> (1992)</p> <p><i>American Gangster</i> (2007)</p> <p><i>Precious</i> (2009)</p> <p><i>Selma</i> (2014) 🗣️</p>
Resources and books to support wider reading for <b>section C</b> of the paper	<p>W Elliot Brownlee and Hugh Davis Graham, <i>The Reagan Presidency: Pragmatic Conservatism and Its Legacies</i> (University Press of Kansas, 2003)</p> <p>Richard S Conley (editor), <i>Reassessing the Reagan presidency</i> (University Press of America, 2003)</p> <p>John Ehrman and Michael W Flamm, <i>Debating the Reagan Presidency</i> (Rowman &amp; Littlefield 2009)</p> <p>John W Sloan, <i>The Reagan Effect: Economics and Presidential Leadership</i> (University Press of Kansas, 1999)</p> <p>Sean Wilentz, <i>The Age of Reagan: A History, 1974–2008</i> (Harper Collins, 2008)</p> <p>History Channel (2002)</p> <p><i>Ronald Reagan: Legacy Remembered</i></p> <p>Government resources regarding the Presidency of Ronald Reagan:  <a href="http://www.whitehouse.gov/about/presidents/ronaldreagan">www.whitehouse.gov/about/presidents/ronaldreagan</a></p> <p>Reagan Foundation  <a href="http://www.reaganfoundation.org">www.reaganfoundation.org</a></p>

## What key dates will I need to know?

USA		South Africa
	1899-1902	<i>Second Boer War</i>
	1910	<i>Union of South Africa</i>
	1914 Start of First World War	
	1915	
USA declared war on Germany	1917	
	1918 End of First World War	
Eighteenth Amendment: prohibition First tabloid newspaper the <i>Daily News</i> published	1919	
Palmer Raids: first Red Scare The 'Soviet Ark' takes 'Reds' to Russia	1920	
Nineteenth Amendment: enfranchised women		
Warren G Harding became president Emergency Quota Act Emergency Tariff Act	1921	
Fordney-McCumber Tariff Act	1922	
Warren G Harding died, Calvin Coolidge became president	1923	
Johnson-Reed Immigration Act Dawes Plan	1924	
Execution of Sacco and Vanzetti	1927	
Herbert Hoover became president Wall Street Crash	1929	
Hawley-Smoot Tariff	1930	
National Credit Corporation established	1931	
Reconstruction Finance Corporation established	1932	
Franklin D Roosevelt became president First New Deal initiated	1933	
Second New Deal initiated Revenue Act National Labor Relations Act (Wagner Act) Social Security Act	1935	
Roosevelt proposed the Judiciary Reform Bill Economic downturn: 'Roosevelt Recession' Wagner-Steagall National Housing Act	1937	
Second Agricultural Adjustment Act	1938	
Commercial television introduced at the World Fair in New York	1939 Start of Second World War	
Lend Lease programme began Executive Order 8802: Employment Practice in Defence Industries Japanese bombing of Pearl Harbor Naval Base; America entered the Second World War	1941	



Paper 1, Option 1F: In search of the American Dream: the USA, c1917–96

USA		South Africa
Allied invasion of Europe: D-Day	1944	
Roosevelt's death, Harry S Truman became president	1945 End of Second World War	
Break-up of the Grand Alliance: beginning of the Cold War Iron Curtain speech	1946	
'Truman Doctrine' announced	1947	
Berlin Crisis Berlin Airlift Executive Order 9981 ended segregation in the army	1948	May: The National Party victory with commitment to apartheid
Truman initiated the 'Fair Deal' <i>Soviet Union tested first atomic bomb</i> <i>Mao Zedong founded the People's Republic of China</i>	1949	December: The African National Congress (ANC) agreed to introduce a 'Programme of Action'
The China Lobby accuse Truman of 'losing China' Beginning of the Korean War Joseph McCarthy allegations began second Red Scare	1950	July: Grand Apartheid laws passed including Group Areas Act, Population Registration Act, Suppression of Communism Act
	1951	March: separate voting roll for coloured voters established
Malcolm X joined the Nation of Islam	1952	June: Defiance Campaign launched by the ANC
Dwight D Eisenhower became president	1953	October: Bantu Education Act
Brown v. Board of Education 'McCarthyism' came to an end	1954	The South African Coloured People Organisation (SACPO) organised bus boycotts in Cape Town December: J Strijdom became prime minister
Brown II Lynching of Emmett Till Beginning of the Montgomery Bus Boycott	1955	Black women are forced to carry a 'pass book' at all times. Black Sash formed June: The ANC adopts the Freedom Charter
Southern Christian Leadership Conference (SCLC) created	1956	Anti-Pass Law demonstrations December: Arrest leading anti-apartheid activists accused of treason
Little Rock Campaign	1957	Immorality Act
	1958	September: H Verwoerd became prime minister
	1959	April: The Pan-Africanist Congress (PAC) formed
Greensboro' sit-ins SNCC founded Students for a Democratic Society (SDS) formed at the University of Michigan	1960	March: The Sharpeville Massacre April: The ANC and PAC banned under the Unlawful Organisations Act. A state of emergency is declared by the government
Freedom Rides John F Kennedy became president	1961	March: 'Treason Trial' verdict: not guilty. South Africa leaves Commonwealth December: Umkhonto We Sizwe (Spear of the Nation) formed

Paper 1, Option 1F: In search of the American Dream: the USA, c1917–96

USA		South Africa
Cuban Missile Crisis	1962	August: Nelson Mandela arrested and sentenced to five years imprisonment. Whilst in prison he was re-tried in the 'Rivonia Trial'
SCLC's Birmingham campaign March on Washington Kennedy assassinated, Lyndon B Johnson became president Betty Friedan published <i>The Feminine Mystique</i>	1963	May: The 90 day detention law The Transkei granted 'self-government'
Civil Rights Act Johnson launched the Great Society programme. Free Speech Movement at the University of California President Johnson sent American troops to Vietnam	1964	June: Mandela and other leading members of the ANC found guilty and sentenced to life imprisonment on Robben Island
Malcolm X assassinated Voting Rights Act SDS organised the first mass rally against the Vietnam War	1965	June: Potential suspects could now be detained for 180 days before going to trial
Black Panthers founded National Organization for Women	1966	September: Prime Minister Verwoerd fatally stabbed in parliament and replaced by BJ Vorster
Memphis Sanitation Workers' Strike King assassinated	1968	December: SASO (South African Students' Organisation) founded with Steve Biko as one of its leading members
Stonewall Riots Richard Nixon became president The Woodstock Festival Apollo 11: Neil Armstrong first man to walk on the moon	1969	
Kate Millett published <i>Sexual Politics</i>	1970	March: All Africans became citizens of their ethnic 'homeland'
Swann v. Charlotte-Mecklenburg Board of Education	1971	March: The Bantu Homelands Constitution Act November: The United Nations called for a boycott of arms sales and sporting relations
Educational Amendments Act Nixon met Mao Zedong Equal Rights Amendment passed both houses of Congress, but failed to gain ratification by the states Gloria Steinem founded <i>Ms</i> magazine Nixon re-elected president	1972	July: The Black People's Convention set up
Roe v. Wade OPEC crisis Inflation reached 9 per cent: concern over stagflation	1973	March: Steve Biko banned by the government November: The Democratic Party set up
Watergate scandal Gerald Ford became president Indian Self Determination Act passed	1974	April: The National Party is re-elected May: The British Lions rugby team tour

USA		South Africa
End of the Vietnam War	1975	March: The government proposed consolidation of the 'bantustans' 'homelands' The Inkatha Freedom Party formed.
	1976	June: The Soweto Riots July: School teaching in Afrikaans no longer compulsory October: Transkei became the first independent homeland
	1977	February: Kwazulu became a self-governing homeland September: Steve Biko died in police custody after being arrested
Carter announced normalization of relations with People's Republic of China	1978	September: PW Botha became the new prime minister of South Africa
Three Mile Island nuclear incident	1979	
Carter imposed sanctions on the USSR following the Soviet invasion of Afghanistan US boycott of 1980 summer Olympic Games in Moscow Carter announced anti-inflation program	1980	
Ronald Reagan became president First case of AIDS identified in America	1981	May–June: A series of bombings by Umkhonto we Sizwe destroyed railway lines, police stations and shopping centres December: Ciskei became another 'independent' homeland
Unemployment reached 9 million	1982	
Reagan's 'evil empire' speech US troops invaded Grenada	1983	
Reagan launched SDI Jessie Jackson sought nomination as the Democratic presidential candidate Reagan argued for support for Contra 'freedom fighters' in Nicaragua Congress outlawed funding for the Nicaragua Contras	1984	October: Archbishop Desmond Tutu awarded the Nobel Peace Prize
	1985	July: State of emergency declared in response to growing violence; 575 people had been killed in the first 6 months of the year November: The Congress of South African Trade Unions (COSATU) formed
Reagan-Gorbachev Reykjavik summit Challenger space shuttle disaster	1986	July: Pass books no longer required for black South Africans
Iran-Contra scandal	1987	May: The National Party re-elected with the Conservative Party as the official opposition November: Govan Mbeki released from Robben Island
Jessie Jackson's second attempt to win nomination as the Democratic presidential candidate	1988	December: Nelson Mandela moved from Robben Island to Victor Verster prison in the Western Cape

USA		South Africa
George H W Bush became president Fall of the Berlin Wall	1989	July: Nelson Mandela and President PW Botha met for the first time to discuss peace talks between the ANC and National Party August: PW Botha replaced as president by FW de Klerk
Bush broke election pledge by introducing new taxes	1990	February: President FW de Klerk announced the lifting of the ban on the ANC, PAC and other anti-apartheid organisations. Nelson Mandela released from prison March: Mandela announced as deputy president of the ANC April: Senior ANC exiles including Thabo Mbeki and Joe Slovo returned to South Africa after 25 years May: The National Party and the ANC held their first talks to plan for the end of apartheid June: The state of emergency that had been in place for four years was lifted. The Population Registration Act was repealed August: The ANC announces the immediate suspension of armed resistance
US led forces in the Gulf War to drive Iraqi forces out of Kuwait	1991	
	1992	August: The Springboks (South African rugby team) played their first match since the lifting of the sport boycott
	1993	December: Nelson Mandela and FW de Klerk awarded the Nobel Peace Prize
Bill Clinton became president	1994	March: An attempted uprising by the white separatist group AWB was crushed in Bophutatswana April: South Africa held its first democratic elections in which all citizens can vote. The African National Congress won May: Nelson Mandela became the first African President of South Africa. The United Nations lifted its arms embargo

## How do I self-assess my knowledge?

		Mark each on a scale of 1-5 1= very confident / sufficient / effective – 5 = Never heard of it / action needed!						
<b>Theme and topic:</b>		How confident am I?	I have sufficient notes on this topic?	I have given evidence of my wider reading for this topic?	I have started to revisit and consolidate this topic during independent study?	I have revised this topic for the first assessment week?	I have revised this topic for the second assessment week and subsequent mocks?	<b>Actions needed and taken</b> (list details)
<b>Theme 1: The changing political environment, 1917–80</b>								
<b>A changing presidency:</b>	The rise and decline of Republicanism To 1933							
	The influence of Roosevelt; changing styles of Presidential leadership, 1945–72							
	A decline in confidence, 1968–80							
<b>Influences on the political landscape</b>	From rugged Individualism to new deal ideas in the 1920s and 30s							
	The Red scares and anti-communism, 1917–80							
	Liberalism, Counter-culture and the conservative reaction, c1960–80							
<b>The principal servants of the crown and the innovations carried out by different ministers</b>	The impact of war on domestic politics							
	The reasons for a Return to ‘normalcy’ and a commitment to isolationism, 1917–41							
	US emergence as a Cold War superpower from 1941							
	The impact of involvement in Korea and Vietnam							

Paper 1, Option 1F: In search of the American Dream: the USA, c1917–96

		Mark each on a scale of 1-5 1= very confident / sufficient / effective – 5 = Never heard of it / action needed!						
Theme and topic:		How confident am I?	I have sufficient notes on this topic?	I have given evidence of my wider reading for this topic?	I have started to revisit and consolidate this topic during independent study?	I have revised this topic for the first assessment week?	I have revised this topic for the second assessment week and subsequent mocks?	Actions needed and taken (list details)
<b>Theme 2: The quest for civil rights, 1917–80</b>								
Black American civil rights, c1917–55	Life in the South and The impact of northern migration, 1917–32							
	The impact of the New deal, the second world war and the Truman Presidency							
	From legal challenge to direct action, 1917–55.							
Black American civil rights, c1955–80	Changing patterns and approaches, 1955–68, including southern-based Campaigning, the emergence of black power and king’s Northern strategy							
	The impact of civil rights legislation: Achievements and limits to success, 1955–80							
The search for minority rights, 1960–80	Reasons for, and Nature of, native American and Hispanic American Campaigns							
	The emergence of the gay rights movement							
	The achievements, and limits to success, of minority campaigns.							

2:

		Mark each on a scale of 1-5 1= very confident / sufficient / effective – 5 = Never heard of it / action needed!						
Theme and topic:		How confident am I?	I have sufficient notes on this topic?	I have given evidence of my wider reading for this topic?	I have started to revisit and consolidate this topic during independent study?	I have revised this topic for the first assessment week?	I have revised this topic for the second assessment week and subsequent mocks?	Actions needed and taken (list details)
<b>Theme 3: Society and culture in change, 1917–80</b>								
The changing position of women, 1917–80	☒: Impact of the Roaring twenties, great depression and new deal on Women							
	Impact of the Second World War and suburban life, 1941–60							
	Emergence of the women’s liberation movement, Its achievements and limits to advancement, 1961–80.							
The impact of immigration, 1917–80	The nature of, and Response to, immigration in the 1920s							
	The impact on urban Life, 1919–41							
	The impact of the Second World War, Government policy and its consequences, 1941–80.							
The influence of popular culture and news media	The social Impact of cinema, popular music and radio, 1917–45;							
	The social impact of television from the 1950s							
	The influence of Broadcast news, 1920–80.							

Paper 1, Option 1F: In search of the American Dream: the USA, c1917–96

		Mark each on a scale of 1-5 1= very confident / sufficient / effective – 5 = Never heard of it / action needed!						
Theme and topic:		How confident am I?	I have sufficient notes on this topic?	I have given evidence of my wider reading for this topic?	I have started to revisit and consolidate this topic during independent study?	I have revised this topic for the first assessment week?	I have revised this topic for the second assessment week and subsequent mocks?	Actions needed and taken (list details)
<b>Theme 4: The changing quality of life, 1917–80</b>								
The economic environment	boom, bust and recovery, 1917–41							
	the impact of the Second World War, post-war affluence and growth, 1941–69							
	the challenges of the 1970s.							
Changing living standards	fluctuations in the standard of living, 1917–41							
	the impact of the Second World War and the growth of a consumer society, 1941–60							
	the impact of antipoverty policies and economic divisions, 1961–80.							
Leisure and travel	the reasons for, and the impact of, increased leisure time, 1917–80							
	the growth of spectator sports							
	the development, and influence, of a car-owning culture and improved air travel.							



Theme and topic:	How confident am I?	I have sufficient notes on this topic?	I have given evidence of my wider reading for this topic?	I have started to revisit and consolidate this topic during independent study?	I have revised this topic for the first assessment week?	I have revised this topic for the second assessment week and subsequent mocks?	Actions needed and taken (list details)
<b>Historical Interpretations</b> <b>What impact did the Reagan presidency (1981–89) have on the USA in the years 1981–96?</b>							
The effect of Reagan’s economic policies.							
The extent to which ‘big government’ was reduced.							
The nature and extent of social change.							
The extent to which the presidency and US politics were revitalised.							

## Assessment Tracker

Target Grade: \_\_\_\_ Aspirational Grade: \_\_\_\_

Date	Assessment Name	Mark/Grade

### Folder Check Log

Date of check	Improvements	Check of improvements
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Target Grade on front of folder</li> <li><input type="checkbox"/> Course booklet</li> <li><input type="checkbox"/> Folder is well organised with unit dividers</li> <li><input type="checkbox"/> Clear section marked for essays and improvements.</li> <li><input type="checkbox"/> Class notes are up to date</li> <li><input type="checkbox"/> Homework is up to date</li> <li><input type="checkbox"/> Learning tracker (knowledge checklist) is up to date.</li> <li><input type="checkbox"/> Assessment Tracker (in this booklet) is up to date</li> <li><input type="checkbox"/> Evidence of a minimum of 4 hours of independent study per week, including an up-to-date reading record ((in this booklet)</li> <li><input type="checkbox"/> Glossary is up to date, either in this booklet or as a separate marked section in folder)</li> <li><input type="checkbox"/> Other:</li> </ul>	
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Target Grade on front of folder</li> <li><input type="checkbox"/> Course booklet</li> <li><input type="checkbox"/> Folder is well organised with unit dividers</li> <li><input type="checkbox"/> Clear section marked for essays and improvements.</li> <li><input type="checkbox"/> Class notes are up to date</li> <li><input type="checkbox"/> Homework is up to date</li> <li><input type="checkbox"/> Learning tracker (knowledge checklist) is up to date.</li> <li><input type="checkbox"/> Assessment Tracker (in this booklet) is up to date</li> <li><input type="checkbox"/> Evidence of a minimum of 4 hours of independent study per week, including an up-to-date reading record ((in this booklet)</li> <li><input type="checkbox"/> Glossary is up to date, either in this booklet or as a separate marked section in folder)</li> <li><input type="checkbox"/> Other:</li> </ul>	
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Target Grade on front of folder</li> <li><input type="checkbox"/> Course booklet</li> <li><input type="checkbox"/> Folder is well organised with unit dividers</li> <li><input type="checkbox"/> Clear section marked for essays and improvements.</li> <li><input type="checkbox"/> Class notes are up to date</li> <li><input type="checkbox"/> Homework is up to date</li> <li><input type="checkbox"/> Learning tracker (knowledge checklist) is up to date.</li> <li><input type="checkbox"/> Assessment Tracker (in this booklet) is up to date</li> <li><input type="checkbox"/> Evidence of a minimum of 4 hours of independent study per week, including an up-to-date reading record ((in this booklet)</li> <li><input type="checkbox"/> Glossary is up to date, either in this booklet or as a separate marked section in folder)</li> <li><input type="checkbox"/> Other:</li> </ul>	

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Target Grade on front of folder</li> <li><input type="checkbox"/> Course booklet</li> <li><input type="checkbox"/> Folder is well organised with unit dividers</li> <li><input type="checkbox"/> Clear section marked for essays and improvements.</li> <li><input type="checkbox"/> Class notes are up to date</li> <li><input type="checkbox"/> Homework is up to date</li> <li><input type="checkbox"/> Learning tracker (knowledge checklist) is up to date.</li> <li><input type="checkbox"/> Assessment Tracker (in this booklet) is up to date</li> <li><input type="checkbox"/> Evidence of a minimum of 4 hours of independent study per week, including an up-to-date reading record ((in this booklet)</li> <li><input type="checkbox"/> Glossary is up to date, either in this booklet or as a separate marked section in folder)</li> <li><input type="checkbox"/> Other:</li> </ul>	
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Target Grade on front of folder</li> <li><input type="checkbox"/> Course booklet</li> <li><input type="checkbox"/> Folder is well organised with unit dividers</li> <li><input type="checkbox"/> Clear section marked for essays and improvements.</li> <li><input type="checkbox"/> Class notes are up to date</li> <li><input type="checkbox"/> Homework is up to date</li> <li><input type="checkbox"/> Learning tracker (knowledge checklist) is up to date.</li> <li><input type="checkbox"/> Assessment Tracker (in this booklet) is up to date</li> <li><input type="checkbox"/> Evidence of a minimum of 4 hours of independent study per week, including an up-to-date reading record ((in this booklet)</li> <li><input type="checkbox"/> Glossary is up to date, either in this booklet or as a separate marked section in folder)</li> <li><input type="checkbox"/> Other:</li> </ul>	
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Target Grade on front of folder</li> <li><input type="checkbox"/> Course booklet</li> <li><input type="checkbox"/> Folder is well organised with unit dividers</li> <li><input type="checkbox"/> Clear section marked for essays and improvements.</li> <li><input type="checkbox"/> Class notes are up to date</li> <li><input type="checkbox"/> Homework is up to date</li> <li><input type="checkbox"/> Learning tracker (knowledge checklist) is up to date.</li> <li><input type="checkbox"/> Assessment Tracker (in this booklet) is up to date</li> <li><input type="checkbox"/> Evidence of a minimum of 4 hours of independent study per week, including an up-to-date reading record ((in this booklet)</li> <li><input type="checkbox"/> Glossary is up to date, either in this booklet or as a separate marked section in folder)</li> <li><input type="checkbox"/> Other:</li> </ul>	

**Reading Log**

Date	Title of Article	Summary of reading & relevancy to the course

## Glossary

Keyword/Concept	Definition
New Deal	
Judiciary	