

# HISTORY A (J410)

## (EXPLAINING THE MODERN WORLD)

### Scheme of work for The USA 1945-1974: The People and State

Key topic	Lesson No.	Indicative content	Extended content	Suggested (optional) approaches	Specific Resources (see Resource List)
<b>Post-war challenges in the USA 1945-1954</b>	1	Introduction to Post-war USA	<ul style="list-style-type: none"> <li>Where is the USA?</li> <li>Nature of US immigrant population.</li> <li>Difference between State and Federal politics.</li> <li>Composition of US government, President, Supreme Court, and House system.</li> <li>American Dream</li> </ul>	<p>Students list five places in USA they have heard of and plot them on their outline map using an atlas. Discuss (What do you see? think? wonder?) photo of workers attending Henry Ford's English class. Use American ethnicity map to label own map showing States where there is a large population with the following ancestries: African Americans, Mexicans, Native Americans, German, English. Define WASP (White Anglo-Saxon Protestant). Define Federal government and State governments. Name a State capital and the federal capital city. Draw flow diagram showing US government system. Explain limits on the power of any one sector.</p> <p>Discuss photo of the Statue of Liberty. What was the appeal of USA for immigrants? What was the American Dream?</p>	<p>Blank outline of USA and States available online.</p> <p><a href="http://www.autolife.umd.umich.edu/Labor/L_Overview/FordEnglishSchool.htm">http://www.autolife.umd.umich.edu/Labor/L_Overview/FordEnglishSchool.htm</a></p> <p><a href="http://www.dailymail.co.uk/news/article-2408591/American-ethnicity-map-shows-melting-pot-ethnicities-make-USA-today.html">www.dailymail.co.uk/news/article-2408591/American-ethnicity-map-shows-melting-pot-ethnicities-make-USA-today.html</a></p> <p>p.5 Modern America. Chris McDonald and Jon Nichol, Stanley Thornes</p> <p>Clip from BBC2 Dec. 14th 2010 American Dream.</p>
	2	Concerns of US government about the influence of Communism in the USA.	<ul style="list-style-type: none"> <li>Media campaigns promoting American values, e.g. Captain America.</li> <li>International gains of Communism.</li> </ul>	<p>Show YouTube clip of 1940s Hollywood films, e.g. The Best Years of Our Live, The Man who came to Dinner, The Pride of the Yankees. How did film perceive and portray American society and culture? Why did Communism threaten this way of life? Significance of the Kennan Telegram 1946. List/map countries that came under communist control between 1945-1950s.</p>	

## GCSE (9–1)

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			<ul style="list-style-type: none"> <li>Red Scare 1940s</li> <li>FBI</li> <li>J. Edgar Hoover</li> <li>FELP</li> <li>HUAC</li> </ul>	Brief notes on how USA re-acted for each required bullet point on Left.	
	<b>3</b>	Concerns of US government about the influence of Communism in the USA.	<ul style="list-style-type: none"> <li>Reactions to the Red Scare..</li> <li>The Hiss and the Rosenberg cases.</li> </ul>	<p>Examine selection of Herbert Block's cartoons opposing the government agencies established during the Red Scare and also cartoons supporting them. Cartoons should be from the late 1940s. What does each source show? Who is depicted in a bad light? What does the source mean? (Its message) and how is this point made? What examples from the activities of the FBI, Edgar Hoover, FELP and HUAC link with the message of each cartoon?</p> <p>Divide class. Half research the case against Alger Hiss, half research case against the Rosenbergs. Explain the when, what, why and outcomes of the cases to each other.</p> <p>How did the American public react to these cases?</p>	<p><a href="https://cjr290.wordpress.com/category/herblocks-cartoons/">https://cjr290.wordpress.com/category/herblocks-cartoons/</a></p> <p>Google search 'Red Scare 1940s cartoons'</p>
	<b>4</b>	The nature of McCarthyism	<ul style="list-style-type: none"> <li>Methods of Senator McCarthy.</li> <li>Strength of, and support for anti-communist hysteria</li> </ul>	Draft some postings that Senator Joseph McCarthy might have put on his Facebook timeline. Include his beliefs, groups he follows, people he knows, dates, activities and methods, witchhunts, motives for his actions, scale of support (number of followers). Draft two comments that might have been made in response. One by a critic of his and one by a follower.	OCR GCSE History Explaining the Modern World: Modern World History Period and Depth Studies (Ben Walsh)



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	5	Opposition to and Decline of McCarthyism	<ul style="list-style-type: none"> <li>• Televised accusations against US army.</li> <li>• Ed Murrow</li> <li>• Eisenhower</li> <li>• Decline of McCarthy's power base.</li> <li>• Legacy of McCarthyism</li> </ul>	<p>Look at selection of Herbert Block's anti-McCarthy cartoons. (must be 1950 onwards) Explain each message and how each point is made.</p> <p>For each of the topics bullet pointed on the Left, make notes and explain its significance in the fall of Senator McCarthy.</p>	<a href="https://cjr290.wordpress.com/category/herblocks-cartoons/">https://cjr290.wordpress.com/category/herblocks-cartoons/</a>
	6	Practice sample questions on Post-war challenges in the USA 1945-54.	Question selection required. During the examination it is recommended to spend 35 minutes on Questions 1-3, and 25 minutes on Question 4.	<ol style="list-style-type: none"> <li>1. Describe one cause of... (2 marks)</li> <li>2. Explain why... (10 marks)</li> <li>3. (Select two Sources). How far do Sources A and B agree? Explain your answer. (10 marks)</li> <li>4. "A statement" How far do you agree? You should consider a range of possible reasons. (18 marks)</li> </ol>	OCR GCSE History Explaining the Modern World: Modern World History Period and Depth Studies (Ben Walsh)
<b>Civil rights in the USA 1954-1964.</b>	7	Position of African Americans in US society	<ul style="list-style-type: none"> <li>• Jim Crow laws.</li> <li>• Racial segregation.</li> <li>• Lynching and law enforcement.</li> <li>• 'separate but equal'</li> <li>• Literacy tests</li> <li>• Living conditions, access to education and employment.</li> <li>• NAACP</li> </ul>	In pairs, using a selection of sources and photographs from the period produce a display poster which explains and illustrates each of the bullet points on the Left. Allow time for peer marking where students make their own notes on something new they've learned and assess the explanation/clarity/detail of display posters.	OCR GCSE History Explaining the Modern World: Modern World History Period and Depth Studies (Ben Walsh)



## GCSE (9–1)

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	8	The nature and significance of Brown vs. Board of Education 1954.	<ul style="list-style-type: none"> <li>Linda Brown's case, role of NAACP and the Supreme Court.</li> <li>Chief Justice Warren's judgement</li> <li>Outcomes of the Supreme Court's decision</li> </ul>	<p>Discuss photo of African American mother and daughter on the steps of the Supreme Court. What do you see? Think? Wonder?</p> <p>Make notes each bullet point to Left.</p> <p>Look at photo again. Are your questions answered? Complete notes on Successes and Failures of the Brown vs Board of Education milestone. What were the reactions to it?</p>	<a href="http://i26.photobucket.com/albums/c145/MyLeftWing/Shanikka/Brown20v.jpg">http://i26.photobucket.com/albums/c145/MyLeftWing/Shanikka/Brown20v.jpg</a>
	9	The nature and significance of the Montgomery Bus Boycott 1956.	<ul style="list-style-type: none"> <li>Montgomery public transport rules</li> <li>Rosa Parks</li> <li>Role of NAACP</li> <li>Martin Luther King's leadership of MIA (Montgomery Improvement Association)</li> <li>Nature of Bus Boycott</li> <li>Supreme Court decision and significance of the bus Boycott.</li> </ul>	<p>Look at photo of the Montgomery bus Boycott 1956. Why is the bus empty? Why are crowds of African Americans walking and cycling?</p> <p>Notes on each bullet point on Left, including the international publicity the Boycott gave to the civil rights movement and the rise of Martin Luther King.</p> <p>Assess the Successes and Failures of the Bus Boycott.</p>	<a href="http://mlk-nhd.weebly.com/uploads/4/3/4/2/43428935/7327896_orig.jpg">http://mlk-nhd.weebly.com/uploads/4/3/4/2/43428935/7327896_orig.jpg</a>



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	<b>10</b>	Support for and Opposition to civil rights campaigns.	<ul style="list-style-type: none"> <li>King, SCLC and its methods</li> <li>Student support and SNCC and methods.</li> <li>Sit-ins (nature and outcomes)</li> <li>Freedom rides</li> </ul>	Using a relevant example for students, discuss an injustice and the best way to put it right. Explore the effectiveness/nature of revenge/justice and violence/non-violence. Students write their view on how to solve an injustice, and sign it, for a class display. Make noted on the formation and activities of the SCLC (Southern Christian Leadership Conference) and the SNCC (Student Non-violent Co-ordinating Committee). Note dates and nature of Sit-ins and Freedom Rides. On a class "Successometre" students put examples of successes and failures of this aspect of the civil rights campaign, explaining their reasoning as they blu-tac it in place.	OCR GCSE History Explaining the Modern World: Modern World History Period and Depth Studies (Ben Walsh)
	<b>11</b>	The role of local and federal government in civil rights	<ul style="list-style-type: none"> <li>Little Rock Nine 1957 and reasons for federal intervention.</li> <li>Outcomes of Little Rock Nine.</li> <li>James Meredith Case 1962</li> <li>'Bull' Connor, Birmingham Alabama 1963</li> </ul>	Chart or spider diagram showing what happened in each case, actions of local government, actions of the federal government, and outcomes and national significances.	OCR GCSE History Explaining the Modern World: Modern World History Period and Depth Studies (Ben Walsh)
	<b>12</b>	Reasons for the Civil Rights Act 1964	<ul style="list-style-type: none"> <li>President Kennedy, 1960 election commitments and role in civil rights campaign.</li> <li>Role of Lyndon Johnson</li> <li>Role and methods of MLK</li> <li>Freedom summer 1964</li> </ul>	Class discussion or debate in groups of four about the most important factors in bringing about the Civil Rights Act 1964. Students research and prepare to argue that one of the factors on Left was most important, prior to the debate.	OCR GCSE History Explaining the Modern World: Modern World History Period and Depth Studies (Ben Walsh)



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	13	Civil Rights Act 1964 and its impact	<ul style="list-style-type: none"> <li>• Decrees</li> <li>• Opposition</li> <li>• Shortcomings</li> <li>• Impact</li> </ul>	<p>Discuss photo of the signing of the Civil Rights Act. What do you see, think?, wonder? Consider the successes and shortcomings of the Civil Rights Act. What did it change? What continued? What did it say? problems of enforcement, unchanged attitudes, reactions to it.</p> <p>Assess cartoons that comment on the Act. Whose side is the cartoonist on? How can you tell? What is the message of the cartoon? How is this point made?</p>	Google search for 'Civil Rights Act 1964 cartoons/photos'.
	14	Practice sample questions on Civil Rights 1954-64.	During the examination it is recommended to spend 35 minutes on Questions 1-3, and 25 minutes on Question 4.	<ol style="list-style-type: none"> <li>1. Describe one method... (2 marks)</li> <li>2. Explain why... (10 marks)</li> <li>3. (<i>Select two sources</i>) Study Sources A and B. How far do Sources A and B agree with each other? Use details from the sources and your own knowledge to explain your answer. (10 marks)</li> </ol>	OCR GCSE History Explaining the Modern World: Modern World History Period and Depth Studies (Ben Walsh)
<b>Government and dissent c. 1964-197</b>	15	Significance of Malcolm X	<ul style="list-style-type: none"> <li>• Continued grievances of African Americans 1960s</li> <li>• Malcolm X, beliefs, actions and impact</li> </ul>	<p>Review comments and ideas made previously in discussion on how to resolve an injustice. Have any students changed their minds? What were the continued grievances of African Americans after 1964?</p> <p>Students use a photo of MLK and a photo of Malcolm X as the centrepiece of two spider diagrams, one on each side of a double-page spread. Students note the beliefs, actions, quotations and impacts of each key individual using three colours.</p>	Find a YouTube clip showing continued injustices towards African Americans



## GCSE (9–1)

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				<p>One colour for things that MLK and Malcolm X agreed upon, one colour for ideas that were exclusive to MLK and one colour for ideas that were exclusive to Malcolm X.</p> <p>How different were MLK and Malcolm X?</p>	
	<b>16</b>	Development of radical African American movements	<ul style="list-style-type: none"> <li>• Nation of Islam</li> <li>• Stokely Carmichael</li> <li>• Black Panthers</li> <li>• Black Power Groups</li> </ul>	<p>Show clip of Black Power salute at 1968 Olympics. Spider diagram noting different attitudes towards it. Scroll down comments below the clip for further viewpoints. In groups of three each research and note beliefs, actions and impacts, successes and failures for ONE of the first three bullet point son Left. In turn, share/note findings with other members of group, noting the nature of 'black is beautiful' campaign. Concluding explanation of the nature of Black Power groups.</p>	<p>Find a YouTube clip showing Black Power salute at 1968 Mexico Olympics</p>
	<b>17</b>	Impact of African American radical movements	<ul style="list-style-type: none"> <li>• Strength of support</li> <li>• Nature of opposition</li> <li>• Race Riots and impact</li> <li>• FBI reaction</li> </ul>	<p>Examine a selection of written primary sources, from both within the Black Power movement and its opponents. Note its date, what else was happening at the time? Similarities and differences between the sources and reasons for this.</p> <p>Brief notes on Race Riots of the 1960s. Where? Why? including police brutality and Vietnam and the assassination of MLK. Nature of them, how did the federal government react?</p>	<p>OCR GCSE History Explaining the Modern World: Modern World History Period and Depth Studies (Ben Walsh)</p>



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	<b>18</b>		<ul style="list-style-type: none"> <li>Comparison of different aspects of the African American struggle for civil rights.</li> <li>Extent of change and progress for African Americans by 1974</li> </ul>	<p>Review the methods used and beliefs of African American civil rights activists. To what extent were they similar? Students could try to attribute the author of a selection of quotations. Or on a list beliefs and methods used by activists, students annotate the activists that would agree.. What progress had been made in the struggle for civil rights and continued discrimination? Debate in groups of four or as a class, "The lives of African Americans had improved a great deal by 1974" Do you agree? Half the group prepare and argue FOR, the other half AGAINST.</p> <p>On a class "progressometre", students affix their conclusion, explaining why they have decided upon the location.</p>	OCR GCSE History Explaining the Modern World: Modern World History Period and Depth Studies (Ben Walsh)
	<b>19</b>	Practice sample question on African American Civil Rights	During the examination it is recommended to spend 35 minutes on Questions 1-3, and 25 minutes on Question 4.	Why did civil and equal rights in America make some advances during the 1960s and 70s? You should consider a range of possible reasons and use your own knowledge to support your points.	OCR GCSE History Explaining the Modern World: Modern World History Period and Depth Studies (Ben Walsh)
	<b>20</b>	Impact of civil rights campaigns for Native Americans	<ul style="list-style-type: none"> <li>Grievances of Native Americans</li> <li>Red Power</li> <li>Alcatraz 1969</li> <li>AIM</li> <li>Wounded Knee 1973</li> <li>Nixon's legislation</li> </ul>	<p>Look at image/statistical sources. What do you see, think, and wonder? Explain US attempts at 'racial integrity.'</p> <p>Spider diagram of Native American grievances in 1960s. What inspiration for action might Native Americans have in the 1960s?</p>	<a href="https://s-media-cache-ak0.pinimg.com/564x/b1/1c/02/b11c02f8fd9c36bbb300d21152c1690e.jpg">https://s-media-cache-ak0.pinimg.com/564x/b1/1c/02/b11c02f8fd9c36bbb300d21152c1690e.jpg</a> (MLK quotation relating to native American Indians)



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				Brief notes on each bullet point on Left, that explains what happened, why and what resulted from it.	- limited selection of sources from a Google search 'native American sterilization' or 'native American cultural genocide'.  p.30-31 GCSE Modern World History. The USA, 1945-75: Land of Freedom? Ben Walsh.  P.162-163 OCR GCSE History B; Modern World History. Study in Depth: The USA, 1945-75: Land of Freedom?
	<b>21</b>	Impact of Civil rights campaigns for Hispanic Americans	<ul style="list-style-type: none"> <li>Grievances of Hispanic Americans</li> <li>Growth of Chicano nationalism, Brown Power.</li> <li>Rodolfo Gonzales</li> <li>Cesar Chavez</li> <li>Struggle for education</li> <li>Federal support</li> <li>Outcomes of Brown Power campaign</li> </ul>	<p>Look at selected image/limited selection of images. What is happening? What point is being made? Who is making the point? Why? Where is it happening?</p> <p>Brief notes on the discrimination faced by Hispanic Americans in the 1960s. Link Brown Power to the inspiration of the Black Power movement.</p> <p>Complete a chart showing each bullet point on Left, a description of what happened, its successes and its failures.</p>	<p>Google search images 'we didn't cross the border. The border crossed us'.</p> <p>P.28-29 GCSE Modern World History. The USA, 1945-75: Land of Freedom? Ben Walsh.</p> <p>P.160-161 OCR GCSE History B; Modern World History. Study in Depth: The USA, 1945-75: Land of Freedom?</p>



## GCSE (9–1)

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	<b>22</b>	Development of feminist movements	<ul style="list-style-type: none"> <li>• Changing perceptions of the role of women</li> <li>• NOW</li> <li>• Betty Friedan</li> <li>• Opposition to feminism</li> </ul>	<p>Contrast a USA recruitment poster for women in WW2 with a 1950s home advert showing family life. Explain the differences how women are depicted.</p> <p>Write several postings a 1960s woman might have put on her Facebook timeline, saying what she's done that day and her dissatisfaction with her life. Write Comments agreeing, and Comments arguing the dominant expectations of women at the time.</p> <p>Notes on NOW (National Organisation of Women) and Betty Friedan, methods, messages.</p> <p>Why did some women as well as men, oppose feminism?(Phyllis Schlafly, STOP ERA, list other arguments). Possible debate or hot seating. (Teacher takes on the role of an opponent of feminism and class are Betty Friedan sympathisers. Teacher answers class question in character).</p>	<p>Google image search 'WW2 Women's recruitment poster and 1950s home family life'.</p> <p><a href="http://www.feminist.org/research/chwronicles/fc1970.html">http://www.feminist.org/research/chwronicles/fc1970.html</a></p> <p>Google 'HOW' (Happiness of Womanhood)</p>
	<b>23</b>	Impact of the feminist movement	<ul style="list-style-type: none"> <li>• 1963 Equal Pay Act and Status Commission.</li> <li>• Impact of 1964 Civil Rights Act on feminist movement</li> <li>• 1972 Supreme Court ruling on Equal Rights.</li> <li>• Impact of the feminist movement.</li> </ul>	<p>Brief notes on first three bullet points on Left.</p> <p>Compare women's jobs from census information in 1960 and 1970.</p> <p>Notes/Chart on Progress and Shortcomings of the struggle of equal rights for women.</p> <p>On a class display, showing landmark events in the struggle for African American, Native American, Hispanic American and women's civil rights make as many links as possible (draw a line between them) between the events. Explain the link.</p>	p.164-165 OCR GCSE History B.



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	<b>24</b>	Development of countercultures: The hippy movement.	<ul style="list-style-type: none"> <li>Beliefs and actions of the hippy movement</li> </ul>	<p>Discuss a photo of young people at Woodstock 1969. What do you see? Think? Wonder?</p> <p>Describe and explain six features of the youth counterculture and student movement in the 'swinging sixties'</p> <p>Look at the Woodstock 1969 photo again. Have you changed your mind? Draw and write 'thinking bubbles' for the young people, based on your research.</p>	OCR GCSE History Explaining the Modern World: Modern World History Period and Depth Studies (Ben Walsh)
	<b>25</b>	Development of countercultures: The Stonewall Riots.	<ul style="list-style-type: none"> <li>Grievances and motivations of the LGBT community</li> <li>Stonewall riots 1969</li> </ul>	ICT lesson. Making notes on the bullet points on Left.	<a href="http://www.civilrights.org">http://www.civilrights.org</a> <a href="http://www.britannica.com">http://www.britannica.com</a> <a href="http://www.theatlantic.com">http://www.theatlantic.com</a> <a href="http://isreview.org/issue/63/stonewall-birth-gay-power">http://isreview.org/issue/63/stonewall-birth-gay-power</a> <a href="https://www.theguardian.com/film/2015/sep/25/stonewall-film-gay-rights-activists-give-their-verdict">https://www.theguardian.com/film/2015/sep/25/stonewall-film-gay-rights-activists-give-their-verdict</a>
	<b>26</b>	Political divisions in the USA	<ul style="list-style-type: none"> <li>Political actions of the student movement</li> <li>Involvement with civil rights</li> <li>Anti-Vietnam War protests</li> <li>1969 Washington march</li> <li>Police and Presidential opposition to anti-War movement</li> <li>Kent State University 1970</li> </ul>	<p>Watch YouTube clip</p> <p>Notes or spidergram on each bullet point on Left.</p> <p>Hot Seat discussion. Students believe in their counterculture, Teacher takes the police and Presidential view when arguing against their points. Optional. Could use a scoring system based on accurate and supported historical views.</p>	Search YouTube for Beatniks, Hippies and Free Love. The Counterculture. 1 The Cold War. 8.23 mins.



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	<b>27</b>	Economic divisions in the USA	<ul style="list-style-type: none"> <li>Michael Harrington's ideas in book <i>The Other America</i> 1962</li> <li>Johnson's Great Society</li> <li>Economic Opportunity Act 1964</li> <li>Medical Care Act 1965</li> <li>Model Cities Act 1966</li> <li>Head Start programme</li> <li>Nixon's 'new federalism'</li> <li>Family Assistance Plan</li> <li>Successes and failures of War on Poverty</li> </ul>	<p>Provide students with brief notes on four key points about the nature and importance of Michael Harrington's message for Presidential social reforms. (plenty of information on google).</p> <p>Brief notes/chart/spidergram on features of Johnson's Great Society and Nixon's new federalism itemised in bullet points on Left.</p> <p>Grumpy historian discussion. Teacher takes the role of a grumpy historian who believes that Johnson did the most for social reform, including civil rights and social welfare. Students try to out-argue the teacher by claiming that Nixon did more. Could use scoring system for identifying factors/explaining factors/(no repeat points)</p>	p.156-157. OCR GCSE History: The USA, 1945-75: Land of Freedom?
	<b>28</b>	Practise sample questions on other US social and economic developments, 1964-1974.	Question selection required. During the examination it is recommended to spend 35 minutes on Questions 1-3, and 25 minutes on Question 4.	<ol style="list-style-type: none"> <li>Describe one feature of... (2 marks)</li> <li>Explain why (10 marks)</li> <li>(Select two sources from studies on Native Americans/Hispanic Americans/Women/Youth/LGBT community/poverty/economic reforms) How far do Sources A and B agree with each other? Use details from the sources and your own knowledge to explain your answer. (10 marks)</li> <li>"A statement" Do you agree with this statement? You should consider a range of factors and use your own knowledge to support your points. (18 marks)</li> </ol>	OCR GCSE History Explaining the Modern World: Modern World History Period and Depth Studies (Ben Walsh)



## GCSE (9–1)

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It is assumed that time tabled GCSE History lessons are of 50 minutes duration. As the number of lessons per week varies across learning institutions the lessons in this Scheme of Work have been numbered up 28, which equates to 23.33 hours.

### Student Resource List

- Ben Walsh *OCR GCSE History Explaining the Modern World: Modern World History Period and Depth Studies*
- Ben Walsh *OCR GCSE Modern World History The USA, 1945-75: Land of Freedom?* Hodder
- [http://www.gcsehistory.org.uk/modernworld/usa\\_civilrights/rightsfornativeamericans.htm](http://www.gcsehistory.org.uk/modernworld/usa_civilrights/rightsfornativeamericans.htm)

### Teachers' Resource List

- (For Introduction to US government) Chris MacDonald and Jon Nichol (1996) *Key History for GCSE Modern America*
- <http://www.feminist.org/research/chronicles/fc1970.html> (Struggle for female equality)
- BBC Four Storyville. The Black Panthers, First shown 9pm 21st February 2016. Contains strong language and upsetting scenes.
- Edmund Lindop (2009) *America in 1950s* (Decades of Twentieth Century America)
- Maurice Isserman and Michael Kazin *American Divided: The Civil War of the 1960s*
- (for tables and Appendices for use as Sources) Ed. Schultz, Haynie, McCulloch and Aoki (2000) **Encyclopaedia of Minorities in American Politics. Vol.2 Hispanic and Native Americans** Oryx Press
- Craig E. Blohm *The Great Society: America Fights the War on Poverty*
- <http://ushistoryteachers.com/wp-content/uploads/2014/11/02-President-Richard-Nixon-New-Federalism-and-Realpolitik.pdf>





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## OCR Customer Contact Centre

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