

HISTORY A (J410)

(EXPLAINING THE MODERN WORLD)

Scheme of work for USA 1919-1948

25 hours – 50 minute lessons = 30 lessons

Topic Outline	Specification content	Suggested teaching and homework activities	Suggested resources	Points to note
UNIT 1: THE 'ROARING TWENTIES'				
<p>1. Introduction to the USA.</p> <p>Objectives:</p> <p>Describe how the USA is governed.</p> <p>Answer an exam style question that asks you to describe an idea or event.</p>		<p>Starter Activity: students are given a 'fill the gap' activity in which they are given a brief over view of the involvement of the USA in the First World War. This should include the 'late' entry to the war, economic benefits and public desire for isolationism following the end of the war.</p> <p>Main task: students are given information about how the USA is governed, including the role of: the President; Congress (The Senate and House of representatives); Supreme Court and state administration and powers. And an overview of federal and state powers and the basic beliefs of the Democrats and Republicans.</p> <p>They then create a 'Welcome guide to US politics' – a leaflet that explains how the USA is governed to be given to people moving to the USA.</p> <p>Homework: students should be given two exam style questions to complete, along with guidance on how to answer this type of question:</p> <p><i>These could be for instance about the different types of power that the federal and state governments hold</i></p>	<p>The official website of the US government provides a useful overview of the branches of US government:</p> <p>https://www.usa.gov/branches-of-government.</p> <p>A sample mark scheme for this kind of question can be found at:</p> <p>http://www.ocr.org.uk/qualifications/gcse-history-a-explaining-the-modern-world-j410-from-2016/.</p>	<p>Although this is not an area of study required on the specification, knowledge of how the USA is governed will provide a useful foundation for later topics.</p> <p>Two mark 'describe' questions are marked as follows;</p> <p>First mark for identification of action + second mark for descriptive detail for each response.</p>



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<p>2. Causes of the Boom.</p> <p>Objectives:</p> <p>Explain why the US economy 'boomed' during the 1920s.</p> <p>Answer an exam style question in which you have to 'explain' ideas.</p>	<p>The Roaring Twenties: Republican party policies and ideology; areas of industry and social groups that did, and did not, experience prosperity</p>	<p>Starter Activity: Students swap and peer assess the homework that they completed for lesson one. This can be debriefed by showing students sample answers and asking them what mark each would receive, and/or how the response could be improved.</p> <p>Main: Students are given information about the causes of the boom: The impact of the First World War; Republican policies; Natural resources; mass marketing techniques (developed during the war); credit; the production line; confidence; new technology (like electricity which lead to popular consumer goods such as the radio, vacuum cleaner and refrigerators).</p> <p>Students complete a table that summarises and explains each of the causes of the boom:</p> <table border="1" data-bbox="584 922 1279 1177"> <thead> <tr> <th>Cause:</th> <th>Description:</th> <th>Explanation:</th> </tr> </thead> <tbody> <tr> <td>The impact of the First World War</td> <td></td> <td><i>This made the US richer because...</i></td> </tr> <tr> <td>Republican policies</td> <td></td> <td></td> </tr> </tbody> </table>	Cause:	Description:	Explanation:	The impact of the First World War		<i>This made the US richer because...</i>	Republican policies			<p>A sample mark scheme for this kind of question can be found at:</p> <p>http://www.ocr.org.uk/qualifications/gcse-history-a-explaining-the-modern-world-j410-from-2016/.</p> <p>All good text books about this unit will include pages on the causes of the boom. Our publisher partner, Hodder, is producing an endorsed textbook on this topic, please visit http://www.hoddereducation.co.uk/History/GCSE/OCREMW for details.</p>	<p>Two mark 'describe' questions are marked as follows;</p> <p>First mark for identification of action + second mark for descriptive detail for each response.</p> <p>Students sometimes struggle to understand the difference between an explanation and a description. Being able to explain is a key skill in GCSE history.</p> <p>This table task is designed to illustrate the different skills to students. They are able to plan their ideas in this table format and then apply their knowledge and skills in the AFL task, which can be completed as an extension task or for homework.</p>
		Cause:	Description:	Explanation:									
The impact of the First World War		<i>This made the US richer because...</i>											
Republican policies													
<p>This sheet can be differentiated by providing sentence starters to scaffold explanation for lower ability students and an empty table for higher ability students to complete independently.</p>	<p>This worksheet can be found at on the GCSE History A webpage http://www.ocr.org.uk/qualifications/gcse-history-a-explaining-the-modern-world-j410-from-2016/.</p> <p>A sample mark scheme for this kind of question can be found at:</p> <p>http://www.ocr.org.uk/qualifications/gcse-history-a-explaining-the-modern-world-j410-from-2016/.</p>												



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		<p>AFL task: Students complete an exam style question: <i>This could be around asking them why the economy boomed in the 1920s</i></p> <p>High ability students could be given a student friendly version of the mark scheme to help them to plan and answer the question.</p> <p>Core students could be given a writing frame that includes prompts and tips.</p> <p>Lower ability students could be given a writing frame complete with sentence starters to help scaffold their answer.</p>		When completing this exam style question, students should be prompted to refer back to the question at the end of each paragraph to keep their answers focused and to aid explanation. It may also be worth talking to your English department about how they teach students to structure written explanations so that you can signpost this transferrable skill to your students.
<p>3. Case study: Henry Ford's Model T.</p> <p>Objectives:</p> <p>Describe how Henry Ford contributed to the boom and the 'roaring twenties'.</p> <p>Analyse how useful a source is.</p>		<p>Starter Activity:</p> <p>Students are given a number of bar charts with data about Ford's production of the Model T. These could include the change in price (\$1200 when it first came out, \$295 in 1928); numbers sold; time it took to produce; growth in other industries such as petrol (grew 90%) and rubber (80%). To develop numeracy skills, students could use these to answer a series of simple questions. This introduces key concepts for the lesson, as well as developing students' numeracy and statistical analysis skills.</p> <p>To debrief, provide red, amber and green cards and display multiple choice answers, colour coded to match these cards. Students are then able to hold up the correct answer so that you can check whole class understanding.</p>	Excel can be used to create bar charts for this activity.	



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		<p>Main task: To demonstrate what a production line is and what the benefits of these are, you can set up an enactive learning experience: two groups of students must complete a multi-stage task, for example assembling a Lego (or other construction) kit. One group will form an assembly line, with individuals completing different stages, while the other group will work as individuals. At the end of the task compare the quality and quantity that each group has provided (you can act as 'quality control' and find inadequate work in the group of individuals if for some reason the results are not as required!) and then ask students what the benefit of a production line is.</p> <p>Students could then be given a sheet with examples of the impact of Ford's Tin Lizzie on. They could colour code these to demonstrate whether they are economic or social benefits.</p> <p>Plenary:</p> <p>Students are shown a sample answer to an exam style question:</p> <p>This could be asking students to consider the usefulness of a source</p> <p>The source selected must include provenance that students can analyse as part of their answer.</p> <p>A sample mark scheme is displayed and students must explain what mark they would award the answer, what its strengths are and what target they would set for this candidate to improve.</p>	<p>A suitable source to use could be:</p> <table border="1"> <tr> <td>Source B:</td> </tr> <tr> <td>From Henry Ford's biography, written in 1922.</td> </tr> <tr> <td>It is better to sell a large number of cars at a reasonable small margin, than to sell fewer cars at a larger margin of profit. I hold this because it enables a large number of people to buy and enjoy the use of a car and because it gives a larger number of men employment at good wages.</td> </tr> </table>	Source B:	From Henry Ford's biography, written in 1922.	It is better to sell a large number of cars at a reasonable small margin, than to sell fewer cars at a larger margin of profit. I hold this because it enables a large number of people to buy and enjoy the use of a car and because it gives a larger number of men employment at good wages.	<p>Sometimes a mark scheme can be hard for students to digest. For lower ability students you could consider using the rule that 'Three is the magic number' and for each type of question come up with three things students would need to do to get full marks. For example, on this type of question, they would have to:</p> <ol style="list-style-type: none"> 1. Explain what the source is useful for, using the source as evidence. 2. Use your own knowledge to explain the source. 3. Explain whether the provenance of the source makes it more or less useful (TAP the source – think about time (when it was written), author and place).
Source B:							
From Henry Ford's biography, written in 1922.							
It is better to sell a large number of cars at a reasonable small margin, than to sell fewer cars at a larger margin of profit. I hold this because it enables a large number of people to buy and enjoy the use of a car and because it gives a larger number of men employment at good wages.							



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<p>4. How did the Republicans help the boom?</p> <p>Objectives:</p> <p>Evaluate the extent to which the Republican governments of the 1920s caused the economic boom.</p> <p>Analyse and evaluate how far you agree with a statement to answer an exam style essay question.</p>		<p>Starter: Students create a spider diagram summarising the cause of the boom in the US economy in the 1920s, to recap previous learning to use as a foundation for this lesson.</p> <p>Main task: students plan and write a response to the exam style question:</p> <p><i>By now students can have a go at a longer style question which asks students 'how far do you agree' with a particular statement</i></p> <p>To do this, they should be given a student friendly copy of the mark scheme and asked first to write down the 'ingredients' of a full mark answer. Students could be encouraged to use the 'three is the magic number' rule (see previous lesson).</p> <p>Next, they plan their evidence. To collate this, students draw around their hand twice. On one palm they write 'Republican policies' and on the other they write 'other causes of the boom'. On each finger, of each hand, they write in one piece of evidence that they could use on this side of the argument.</p> <p>They then select the two pieces of evidence from each hand that they are most confident about explaining and colour in these fingers.</p> <p>Students are then given 20 minutes to write their responses. Higher ability students could use just their prior work to do this, while lower ability students could be given writing frames complete with scaffolding tips and/or sentence starters.</p> <p>Plenary: students are shown two answers that you have written. They move to either side of the room to show which answer they think is the stronger and then individuals are selected to explain why they feel that this is the case.</p>	<p>A sample mark scheme for this kind of question can be found at:</p> <p>http://www.ocr.org.uk/qualifications/gcse-history-a-explaining-the-modern-world-j410-from-2016/.</p>	<p>A full mark answer will include:</p> <ol style="list-style-type: none"> 1. Explanations that agree with the statement (how the economic policies of the republicans caused the boom). 2. The 'other side' – other factors that led to the boom. 3. An overall critical judgment – a conclusion that doesn't just sum up what has already been written about but adds a holistic judgment.



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<p>5. Who did not benefit from the Boom?</p> <p>Objectives:</p> <p>Analyse how wide spread the 'boom' was.</p> <p>Use your own knowledge to explain the message of a cartoon.</p>		<p>Starter: students are shown a satirical cartoon from the 1920s that criticises the extent of the boom. They are asked to play 'I spy' by labelling the features that they see on the cartoon.</p> <p>Main: in order to consider the groups that did not benefit from the boom, students are given 'captions' that describe the reasons some groups did not benefit, that they must match to an appropriate political cartoon. The groups that students could consider include: sharecroppers; farmers; women, especially those living in rural areas; black people; immigrants; old industries such as textiles or coal mining.</p> <p>Homework: Students are given an exam style question to complete:</p> <p><i>7a. Study source A. What is the message of this source? (5 marks).</i></p> <p>Depending on the individual needs of students in your class, they could be given: a mark scheme; 'three is the magic number' top tips; a writing frame to help them in this task.</p>	<p>The US library of congress has a website with a variety of political cartoons on. Suitable examples for this task can be found at:</p> <p>http://www.loc.gov/teachers/classroommaterials/themes/political-cartoons/</p> <p>A sample mark scheme for this kind of question can be found at:</p> <p>http://www.ocr.org.uk/qualifications/gcse-history-a-explaining-the-modern-world-j410-from-2016/.</p> <p>One of the cartoons from the main lesson could be used for lower ability students, or an unseen cartoon could be given to higher ability students.</p>	<p>In a full mark response, a student will:</p> <ol style="list-style-type: none"> 1. Explain what the source means, using details from the source to explain their ideas. 2. Put the source in context, explaining it using their own knowledge. 3. Use the provenance of the source to explain why some people felt this was (TAP it! Time, author, place.)



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<p>6. Women in the 1920s.</p> <p>Objectives:</p> <p>Analyse the extent to which the lives of American women improved during the 1920s.</p> <p>Identify and explain how to answer different types of exam questions.</p>	<p>The US government and women in the 1920s, including women's rights movements and the Sheppard-Towner Act</p>	<p>Starter: Students are shown images that show women at the start of the Twentieth Century and a flapper from the 1920s. They are asked to describe the differences.</p> <p>Main: Students should be given a range of statements/evidence that describes the advancement of women in the 1920s, but also the argument that not all women did experience improvements to their life at this time. They sort these into a two column table to allow them to analyse whether or not the lives of women really did improve during the 1920s.</p> <p>Evidence that life improved could include:</p> <ul style="list-style-type: none"> • The right to vote. • Employment figures. • Social developments – flappers. • Movie stars. <p>Evidence to the contrary could include:</p> <ul style="list-style-type: none"> • Traditional views of groups like the anti-flirt league. • The life of women living in rural areas/the Bible Belt. • The life of black women. <p>Plenary: In following this scheme of work, students will, by now, have had experience of answering different types of exam question. They could now use this to come up with their own questions that could be asked about the lives of women in the 1920s. They should try to come up with: 'describe' (2 marks); 'explain' (10 marks); Use of a source (5 marks); message of a source (5 marks) and 'how far do you agree' (18 marks) questions.</p> <p>They could then set one of these for a friend to complete for homework.</p>	<p>Text books can be used to find a variety of sources or image libraries such as Shutterstock or the Mary Evans picture library are useful for visual sources.</p> <p>The US library of congress has a website with a variety of political cartoons on. Suitable examples for this task can be found at:</p> <p>http://www.loc.gov/teachers/classroommaterials/themes/political-cartoons/</p> <p>A sample mark scheme can be found at:</p> <p>http://www.ocr.org.uk/qualifications/gcse-history-a-explaining-the-modern-world-j410-from-2016/.</p>	<p>When selecting evidence for the main task, try to choose a range of sources. Photographs can be a much more effective way of getting students to remember flappers than written accounts/statements. This will also give students valuable experience in working with and analysing a range of sources.</p>



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<p>7. What was prohibition?</p> <p>Objectives:</p> <p>Explain what prohibition was.</p> <p>Correctly use historical terminology when describing prohibition.</p>	<p>Causes, aims, implementation and failure of prohibition</p>	<p>Starter: Students practice their skills of explanation, by answering the question:</p> <p><i>'Explain why some people in the UK today would like the government to ban alcohol.'</i></p> <p>(10 marks)</p> <p>To debrief this activity, students could be shown one explanation and asked what line they would take out of it to 'down level' the answer so that it is just a description. This will reinforce students' understanding of what makes an explanation.</p> <p>Main: Students watch 'Homer Versus the Eighteenth Amendment' an episode of The Simpsons (season eight). While they watch they make notes on:</p> <ul style="list-style-type: none"> • What was the 'eighteenth amendment'/prohibition? • Why do people want prohibition introduced in Springfield? • What is moonshine? • What is a bootlegger? • What is organised crime? • What is a speakeasy? • Why is prohibition repealed? 	<p>A sample mark scheme can be found at:</p> <p>http://www.ocr.org.uk/qualifications/gcse-history-a-explaining-the-modern-world-j410-from-2016/.</p>	<p>Although the focus of much of this lesson is not explicitly the 1920s, it can be a useful and memorable way of introducing key ideas and terms to students.</p>



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		<p>A class discussion is these answers can debrief this task and ensure that students' ideas are focused in a useful manner.</p> <p>Plenary: Students could be asked what they think the main reason prohibition failed in the episode of the Simpsons they have just watched. They could use coloured cards or mini white boards to vote for: Organised crime; people hated the law; or corruption and bribery. They then explain their choice.</p>	<p>The Simpsons, season eight, episode 18, 1997.</p> <p>https://www.youtube.com/watch?v=7u2AW4PclGo</p>	
<p>8. Causes of prohibition.</p> <p>Objectives:</p> <p>Explain the causes of prohibition.</p> <p>Use critical thinking to identify and explain links and patterns in sources.</p>		<p>Starter: Students attempt the short 'describe' exam style question</p> <p>Using their knowledge of prohibition from the Simpsons episode they watched last lesson. They then swap answers and give each other feedback about how to improve their answer.</p> <p>Main: Students are given a range of sources/statements that explain why people wanted prohibition passed. They use these to solve a mystery, by deciding what categories they could go in.</p> <p>Lower ability students could be given categories to sort the sources into, such as: Protest groups; religion; social concerns; the First World War.</p> <p>Plenary: Students play 'splat'. A number of key words are displayed on the whiteboard. Two students stand by the board. Members of the class then give a clue, the answer to which is one of the key words on the board. The contestants must 'splat' the correct answer quickest in order to stay up for the next round. They may only 'splat' one answer.</p>	<p>Text books can be used to find a variety of sources or image libraries such as Shutterstock or the Mary Evans picture library are useful for visual sources.</p> <p>The US library of congress has a website with a variety of political cartoons on. Suitable examples for this task can be found at:</p> <p>http://www.loc.gov/teachers/classroommaterials/themes/political-cartoons/</p>	



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<p>9. Why did prohibition fail?</p> <p>Objectives:</p> <p>Explain why prohibition failed.</p> <p>Answer an exam style question in which you analyse and evaluate what the main cause of the failure of prohibition was.</p>		<p>Starter: Students are given an exemplar answer to a 10 mark exam style question: 'explain why'</p> <p>They colour code this to show when the candidate has made a point, used evidence and then given an explanation.</p> <p>Main: Students are given a range of sources about prohibition in the 1920s. They use these to complete a 'PEE' table to consolidate their skills of using and explaining evidence from sources.</p> <table border="1"> <thead> <tr> <th>Point:</th> <th>Evidence:</th> <th>Explanation:</th> </tr> </thead> <tbody> <tr> <td>Prohibition was unpopular.</td> <td>Source: Quote or description:</td> <td></td> </tr> <tr> <td>Gangsters found it easy to smuggle in alcohol.</td> <td>Source: Quote or description:</td> <td></td> </tr> <tr> <td>...</td> <td>Source: Quote or description:</td> <td></td> </tr> </tbody> </table> <p>This activity can be debriefed by getting students to write a quote that they have used to support and explain each statement on a mini whiteboard, then selecting individual students to explain their ideas.</p> <p>Homework: Students attempt a longer exam question on the failure of Prohibition</p> <p>Writing frames and/or a mark scheme could be given to students to help scaffold their answers.</p>	Point:	Evidence:	Explanation:	Prohibition was unpopular.	Source: Quote or description:		Gangsters found it easy to smuggle in alcohol.	Source: Quote or description:		...	Source: Quote or description:		<p>A sample mark scheme for this kind of question can be found at:</p> <p>http://www.ocr.org.uk/qualifications/gcse-history-a-explaining-the-modern-world-j410-from-2016/.</p> <p>Text books can be used to find a variety of sources or image libraries such as Shutterstock or the Mary Evans picture library are useful for visual sources.</p> <p>The US library of congress has a website with a variety of political cartoons on. Suitable examples for this task can be found at:</p> <p>http://www.loc.gov/teachers/classroommaterials/themes/political-cartoons/</p>	<p>'PEE' (point, evidence, explanation) paragraphs are used by many primary schools and in some English departments to help students to structure answers in which they explain their ideas.</p> <p>Reasons for students to consider include:</p> <ul style="list-style-type: none"> Organised crime, including a case study of the St Valentine's day massacre; Lack of public support for prohibition, including speakeasies. Easy access to illegal liquor. Ineffective enforcement of the law. <p>You can keep reminding that 'three is the magic number' when answering exam style questions. In a 'how far do you agree' question students need to:</p> <ol style="list-style-type: none"> Explain evidence that agrees with the statement. Explain other reasons prohibition failed. Explain an overall, critical judgment.
Point:	Evidence:	Explanation:														
Prohibition was unpopular.	Source: Quote or description:															
Gangsters found it easy to smuggle in alcohol.	Source: Quote or description:															
...	Source: Quote or description:															



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<p>10. Black people in the 1920s.</p> <p>Objectives:</p> <p>Analyse the extent to which prejudice and racism towards black people were overcome during the 1920s.</p> <p>Work as a group to investigate and present ideas.</p>	<p>Prejudice and discrimination in US society, including the Jim Crow laws and the Ku Klux Klan.</p> <p>Attempts to combat prejudice, including the NAACP and the UNIA</p>	<p>Starter: Students should be given an activity that gives them a brief history of slavery and emancipation. For example, they could be given a short passage and some true or false questions to check their understanding.</p> <p>Main: Students complete fact files about different groups/ events/trends that influenced the lives of black people during the 1920s. Different students should be given different groups to consider and then present to the rest of the class. They should investigate:</p> <p>The Jim Crow Laws; the Ku Klux Klan; the Black Renaissance; Jazz musicians such as Josephine Barker; the NAACP and the UNIA.</p> <p>Plenary: Students feedback to the rest of the group, presenting their findings. While they do this the rest of the group complete a summary table:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Group/event:</th> <th style="width: 25%;">Description:</th> <th style="width: 50%;">Progress or prejudice? Explain.</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Group/event:	Description:	Progress or prejudice? Explain.							<p>Students could use your choice of text book or the internet to complete this task, or they could do the research as homework prior to the lesson and spend their time creating a short presentation for the rest of the group.</p>	<p>This lesson should allow students to analyse how far life improved for black people living in the USA during the 1920s. It should cover the following aspects of the specification:</p> <ul style="list-style-type: none"> Prejudice and discrimination in US society, including the Jim Crow Laws and the Ku Klux Klan; Attempts to combat prejudice, including the NAACP and the UNIA.
Group/event:	Description:	Progress or prejudice? Explain.											



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<p>11. The Red Scare.</p> <p>Objectives:</p> <p>Explain what communism is and why there was a Red Scare in America during the 1920s</p> <p>Analyse the message of a cartoon, using evidence from the source and your own knowledge to explain your ideas.</p>	<p>The Red Scare including the Palmer Raids</p>	<p>Starter: Students complete a linking lines activity in which they link key words to their definitions. Words to include: Communism; prejudice; Red Scare; immigration.</p> <p>Main: Students should consider the nature of cause and consequence. They should be given cards with causes and consequences of the Red Scare on. They sort these into causes and consequences, and see if they can link any of the specific events to each other.</p> <p>AFL: Students should be given a mark scheme and, if appropriate, a writing frame with which to answer the question:</p> <p><i>7a. Study source A. What is the message of this source? (5 marks).</i></p> <p>To complete this question they should first annotate your chosen source to work out what it is about.</p> <p>Then, they should come up with their 'three is the magic number' plan, using the mark scheme, before having a go at answering the question.</p>	<p>A range of political cartoons can be found at the Library of Congress website:</p> <p>http://www.loc.gov/teachers/classroommaterials/themes/political-cartoons/</p> <p>Or there are a range of cartoons at:</p> <p>https://www.fordlibrarymuseum.gov/museum/exhibits/1920s_exhibit/red%20scare.htm</p> <p>A sample mark scheme for this kind of question can be found at:</p> <p>http://www.ocr.org.uk/qualifications/gcse-history-a-explaining-the-modern-world-j410-from-2016/.</p>	<p>The specification references the Palmer raids as a key event to study in this lesson. Students should also develop an understanding of what communism is; events in Russia and fear that this could lead to a similar revolution in the USA; strikes in 1919; and the bombing of Palmer's house.</p>



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UNIT 1: THE 'ROARING TWENTIES'				
<p>12. Sacco and Vanzetti</p> <p>Objectives:</p> <p>Solve a mystery to decide why Sacco and Vanzetti were executed in 1927.</p> <p>Answer an exam style question in which you explain causes of an event.</p>	<p>Restrictions on immigration throughout the 1920s</p>	<p>Starter: Students should be given brief descriptions of the restrictions placed on immigration in the 1920s and asked the exam style question:</p> <p><i>How useful is this source for a historian studying American attitudes to immigration during the 1920s?</i> (5 marks)</p> <p>They can then swap answers and write feedback for each other; suggesting what the strengths of the answer are and what target should be set.</p> <p>Main: Students solve the mystery of why Sacco and Vanzetti were executed. They should be given evidence cards which describe what happened; the court case and the context of racism towards immigrants.</p> <p>When they have solved the mystery they should complete a police report about the case and whether or not they think that Sacco and Vanzetti really were guilty.</p> <p>Plenary: Students should plan a response to an exam question about Sacco and Vanzetti.</p> <p>To do this they should create a PEE table to help plan what they would include:</p>	<p>A sample mark scheme for the type of questions considered in this lesson can be found at:</p> <p>http://www.ocr.org.uk/qualifications/gcse-history-a-explaining-the-modern-world-j410-from-2016/.</p>	<p>Information to include in the starter activity for this lesson includes the: Immigration Quota Act of 1921; The National Origins Act of 1924 and further quotas introduced in 1929.</p>



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Topic Outline	Specification content	Suggested teaching and homework activities			Suggested resources	Points to note
UNIT 1: THE 'ROARING TWENTIES'						
		Point:	Evidence:	Explanation:		
				<i>This meant that Sacco and Vanzetti were executed because...</i>		
		This task can be debriefed through a class discussion of what to include and how each paragraph should be linked back to the question.				
13. End of unit assessment.		<p>Starter: Students examine the front page of an exam paper. They summarise the most important instructions using bullet points or by highlighting the key instructions.</p> <p>Students complete a set of exam questions about the 1920s.</p> <p>Examples of questions:</p> <p>5. Describe one reason (2 marks)</p> <p>6. Explain why. (10 marks)</p> <p>7a. Study source A. What is the meaning of this source? (5 marks)</p> <p>7b. Study source B. How useful is this source for a historian studying... (5 marks)</p> <p>8. 'Statement'. How far do you agree? (18 marks)</p> <p>Students should be given around 40 minutes to complete these questions.</p>			<p>A sample mark scheme for the type of questions considered in this lesson can be found at:</p> <p>http://www.ocr.org.uk/qualifications/gcse-history-a-explaining-the-modern-world-j410-from-2016/.</p> <p>The source for question 7a should be a political cartoon. A range of these can be found at the library of Congress Website or by searching Google images.</p>	<p>The source for 7b should be a written source to ensure that students develop skills in analysing different types of source. The provenance of this source should enable students to analyse the utility of the source.</p> <p>It is sensible to test students on a range of ideas and events that they have studied during this unit. Given the other questions, sources could relate to: causes of the boom; people who did not benefit from the boom; women in the 1920s; or immigration and the Red Scare.</p>



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Topic Outline	Specification content	Suggested teaching and homework activities	Suggested resources	Points to note
UNIT 2: THE 1930S AND THE NEW DEAL				
<p>14. How did the Great Depression affect America?</p> <p>Objectives:</p> <p>Collate and analyse evidence from a range of sources in order to describe how the Great Depression affected different groups in America.</p> <p>Identify the types of questions that might be asked about the impact of the depression in the exam.</p>	<p>Economic and social effects of the Great Depression and government response</p>	<p>Starter: Students should be given DIRT (directed improvement and reflection time) to respond to their target and complete corrections from the end of unit assessment that they completed in lesson 13.</p> <p>Main: After being given some context about the Great Depression (when, why etc.), students pretend that they are working for the government. They have been asked to put together a report on the impact of the depression. They move around the room, where sources showing the impact of the depression are displayed, taking notes as they investigate. They then put this together in a written report.</p> <p>This activity could be differentiated by providing lower ability students with a template to complete while taking notes. This should include prompts and/or questions to help focus their ideas. A template could also be produced for the report.</p> <p>Plenary: students set their own homework by coming up with exam style questions that they could be asked about the Great Depression. Their questions should add up to 20 marks and they may ask any type of the exam questions they would like to, which they then answer for homework. So, for example, they could ask one 18 mark essay question and a two mark 'describe' question; or they could ask one 10 mark 'explain' and two 5 mark source questions.</p>	<p>In the 1930s the Farm Security Administration employed Dorothea Lange and Walker Evans to photograph rural communities affected by the Great Depression. These photographs are excellent sources which could be used in this activity.</p> <p>The works of John Steinbeck could also provide useful quotes.</p> <p>A sample mark scheme for the type of questions considered in this lesson can be found at:</p> <p>http://www.ocr.org.uk/qualifications/gcse-history-a-explaining-the-modern-world-j410-from-2016/.</p>	<p>Students should be encouraged to support their ideas with specific evidence from the sources they use. There should be a variety of written and visual sources to give students the opportunity of using a variety of sources.</p> <p>Sources should focus on the socio-economic impact of the depression and should include information on: Hoovervilles; increased suicide rates; unemployment figures; the Dust Bowl; Aid provided, such as soup kitchens; and migration of farmers.</p>



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Topic Outline	Specification content	Suggested teaching and homework activities	Suggested resources	Points to note
UNIT 2: THE 1930S AND THE NEW DEAL				
<p>15. Was Hoover the 'do nothing president?'</p> <p>Objectives:</p> <p>Explain how Hoover tried to alleviate the problems caused by the Great Depression.</p> <p>Analyse whether Hoover was the 'do nothing president'.</p>		<p>Starter: Students are told that President Hoover was called 'The do nothing president'. They discuss, or write a couple of sentences, explaining what they think this means and why he was called this. More able students should be prompted to consider the Republican policies that they have studied previously (Laissez Faire) to explain why Hoover was slow to act when the Great Depression hit.</p> <p>Main: Students are given a set of cards describing problems that people faced during the depression and a second set that describe what Hoover's government did to try and help people. They match the two to each other.</p> <p>Extension: Students are given a third set of cards that summarise whether or not each of Hoover's actions worked, to match to their pairs.</p> <p>Plenary: Students return to the quote in the starter activity and discuss how fair this is.</p>		
<p>16. Hoover and the Bonus Marchers.</p> <p>Objectives:</p> <p>Explain the cause and consequences of the Bonus March.</p> <p>Analyse how this event affected public opinion of President Hoover.</p>		<p>Starter: Students answer an exam style question about Hoover's actions.</p> <p>Main: students are given a set of cards that tell the narrative of the Bonus Marchers' protest and how Hoover had them dealt with. They use logical and critical thinking to work out what order these should go in.</p> <p>Extension: Students add illustrations to their timeline.</p>	<p>A sample mark scheme for the type of questions considered in this lesson can be found at:</p> <p>http://www.ocr.org.uk/qualifications/gcse-history-a-explaining-the-modern-world-j410-from-2016/.</p>	



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Topic Outline	Specification content	Suggested teaching and homework activities	Suggested resources	Points to note
UNIT 2: THE 1930S AND THE NEW DEAL				
		<p>Plenary: Students are given A4 versions of the events they organised in the main activity and make a human timeline using these. They are then asked what impact Hoover’s method of dealing with the Bonus Marchers would have had on public opinion of the president.</p>		
<p>17. Why did Roosevelt win the 1932 presidential election?</p> <p>Objectives:</p> <p>Analyse why FDR won the election of 1932.</p> <p>Plan an answer to an 18 mark essay question, by categorising information into a Venn diagram.</p>	<p>Presidential election campaigns of 1932</p>	<p>Starter: Students are given two fact files, each on the backgrounds of the two candidates in the presidential election of 1932: Herbert Hoover and Franklin Roosevelt. They create two ‘Twitter’ bios, summarising who each man was, using no more than 160 characters for each.</p> <p>Main: Students sort statements into a three circle Venn diagram to show why Roosevelt won the election of 1932. The circle should be labelled: the Depression; Hoover’s campaign and Roosevelt’s campaign.</p> <p>Extension task: Students should work in pairs to write a script for a radio debate between the two candidates. They should write a scripted dialogue, in which each student is responsible for the dialogue of one of the candidates.</p> <p>Homework: Students complete an exam style question:</p> <p><i>This takes a statement and asks students how far they agree (18 marks)</i></p>		<p>These statements should include descriptions of the socio-economic impact of the depression, including the Bonus Marchers, to consolidate prior learning. They should also include details of the backgrounds, political experience and campaigns of the two candidates.</p>



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Topic Outline	Specification content	Suggested teaching and homework activities	Suggested resources	Points to note
UNIT 2: THE 1930S AND THE NEW DEAL				
<p>18. The 100 days</p> <p>Objectives:</p> <p>Describe the powers given to and action taken by Roosevelt during the '100 days'.</p> <p>Analyse why some people criticised these actions.</p>	<p>Roosevelt and the First New Deal: the Hundred Days</p>	<p>Starter: Students are given an exemplar answer to the exam style question about the 1932 presidential election.</p> <p>Having read through the answer (which should be worth full marks), students come up with their 'three is the magic number' tip for answering an 'explain' question.</p> <p>Main: Students are given information about Roosevelt's 100 days. They write a 'fireside chat' for the president to give at the end of the 100 days, explaining what has been achieved and how this will help the people of America. If you have access to suitable technology, students could make these more authentic by recording them as podcasts to listen to at a later date when they are revising.</p> <p>Plenary: Students are asked to come up with a headline for a newspaper about FDR's 100 Days. They should work for either the 'Daily Democrat' or the 'Republican Reporter' and their headlines should reflect a bias either for or against the president. Their headline should summarise one of the actions taken by Roosevelt or the powers given to him. They then share their headlines with the rest of the group, who must explain what the meaning is using their own knowledge to explain the meaning of the headline.</p>	<p>A sample mark scheme for the type of questions considered in this lesson can be found at:</p> <p>http://www.ocr.org.uk/qualifications/gcse-history-a-explaining-the-modern-world-j410-from-2016/.</p>	



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Topic Outline	Specification content	Suggested teaching and homework activities	Suggested resources	Points to note		
UNIT 2: THE 1930S AND THE NEW DEAL						
<p>19. The First New Deal – The Alphabet agencies.</p> <p>Objectives:</p> <p>Describe the alphabet agencies.</p> <p>Analyse how these agencies solved the problems caused by the Great Depression.</p>	<p>The Alphabet Agencies, including the Agricultural Adjustment Agency, Civilian Conservation Corps, Federal Emergency Administration, National Recovery Administration and the Tennessee Valley Authority</p>	<p>Starter: Students are given pictures of characters that represent different groups affected by the depression. Next to each is a speech bubble in which students write a couple of sentences to explain what problems different groups faced.</p>		<p>The specification makes specific reference to the following alphabet agencies which must be studied: the Agricultural</p> <p>Adjustment Agency; the Civilian Conservation Corps; the Federal Emergency</p> <p>Administration; the National Recovery Administration and the Tennessee Valley Authority.</p>		
		<p>Main: Students are given information about the alphabet agencies of the First New Deal. They use these to complete a summary table in which they analyse which groups were helped and which problems were solved by each of these agencies.</p>				
		<table border="1"> <thead> <tr> <th>Alphabet agency:</th> <th>Farmers:</th> <th>The unemployed:</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>			Alphabet agency:	Farmers:
Alphabet agency:	Farmers:	The unemployed:				
<p>Plenary: Speech bubbles are displayed, in which one of the fictional characters from the starter activity explains how the alphabet agencies helped them. Students explain which character they think would have said this and why.</p>						



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Topic Outline	Specification content	Suggested teaching and homework activities	Suggested resources	Points to note
UNIT 2: THE 1930S AND THE NEW DEAL				
<p>20. The Second New Deal.</p> <p>Objectives:</p> <p>Describe the Second New Deal.</p> <p>Analyse the content of visual sources.</p>	<p>The Second New Deal, including the Works Progress Administration, Social Security Act, Wagner Act, resettlement Administration and Farm Security Administration</p>	<p>Starter: Students match the alphabet agencies that they studied last lesson to a description, by drawing lines to connect each 'top' to the correct 'tail'.</p> <p>Main: Students are given a set of visual sources and descriptions of agencies from the Second New Deal. They match each agency to an appropriate source. Once they have decided which go together, they can turn these into a game of matching pairs.</p> <p>Plenary: Students play snap. The name of an alphabet agency appears on the board (from either the First or the Second New Deal) and then images appear one by one. When the image matches the agency students can shout 'snap'!</p>	<p>Students should be given a range of photographs, cartoons, posters and art (many artists were employed by the government at this time to record the work of the New Deal).</p>	<p>The specification states that students should</p> <p>Have knowledge of the following agencies: the Works Progress Administration, the Social Security Act; the Wagner Act; the Resettlement Administration and Farm Security Administration</p> <p>Understanding these sources will enable students to develop the skills they will need to demonstrate in the source section (question 7) of the exam. They will need to be able to analyse the meaning and use of sources.</p>



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Topic Outline	Specification content	Suggested teaching and homework activities	Suggested resources	Points to note
UNIT 2: THE 1930S AND THE NEW DEAL				
<p>21. Opposition to the New Deal.</p> <p>Objectives:</p> <p>Explain why different groups and individuals opposed the New Deal.</p> <p>Explain how to answer a question that asks you what the meaning of a source is.</p>	<p>Reactions to, impact of, the New Deals</p>	<p>Starter: Students are given a New Deal source. They answer the exam style question:</p> <p><i>What is the meaning of this source?</i> (5 marks)</p> <p>They can then swap and peer assess each other's work.</p> <p>Main: Students are given a selection of exemplar answers to 'what is the meaning of this source?'. Questions along with a set of cartoons that explain why different groups and individuals opposed the New Deal. They match the answers to the correct source.</p> <p>Homework: Students create revision flashcards summarising the different groups and individuals who opposed the New Deal.</p>	<p>A sample mark scheme for the type of questions considered in this lesson can be found at:</p> <p>http://www.ocr.org.uk/qualifications/gcse-history-a-explaining-the-modern-world-1410-from-2016/.</p> <p>A range of political cartoons can be found by completing a Google search for 'opposition New Deal cartoons' or on the library of congress website:</p> <p>http://www.loc.gov/teachers/classroommaterials/themes/political-cartoons/</p>	<p>Opposition towards the New Deal came from the following groups: the rich; Republicans; leaders of industry; Huey 'Kingfish' Long; Father Coughlin; Doctor Francis Townsend.</p> <p>Students will study the opposition from the Supreme Court in more detail next lesson.</p> <p>And or the following reasons: raised taxes; Roosevelt acting like a dictator; too many rules and regulations for businesses; the New Deal being too complex; wasting money; being against the principal of Laissez Faire; being unconstitutional; failing to solve unemployment fully.</p>



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Topic Outline	Specification content	Suggested teaching and homework activities	Suggested resources	Points to note
UNIT 2: THE 1930S AND THE NEW DEAL				
<p>22. Opposition from the Supreme Court.</p> <p>Objectives:</p> <p>Explain why the Supreme Court accused the New Deal of being 'unconstitutional'.</p> <p>Analyse the meaning of a cartoon, using evidence from the source and your own knowledge to explain your ideas.</p>		<p>Starter: Students answer an exam style question about opposition to the New Deal</p> <p>Debriefed through class discussion: students read out their answers and other students mark them, suggesting how they could be improved when appropriate.</p> <p>Main: Students read through information about why the Supreme Court opposed the New Deal and how Roosevelt dealt with this opposition. They take notes or answer questions that help them summarise these.</p> <p>Students then create their own political cartoon criticising Roosevelt's attempt to pack the Supreme Court with democrat judges</p> <p>Homework: Students swap their cartoons and use these to answer the exam style question:</p> <p style="text-align: right;"><i>What is the meaning of this source?</i></p> <p style="text-align: right;"><i>(5 marks)</i></p> <p>Plenary: students are shown a series of cartoon Students have cards in the same colours and hold up one to show which meaning they think is correct.</p>	<p>A sample mark scheme for the type of questions considered in this lesson can be found at:</p> <p>http://www.ocr.org.uk/qualifications/gcse-history-a-explaining-the-modern-world-j410-from-2016/.</p> <p>A range of political cartoons can be found by completing a Google search for 'New Deal supreme court cartoons' or on the library of congress website:</p> <p>http://www.loc.gov/teachers/classroommaterials/themes/political-cartoons/</p>	



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Topic Outline	Specification content	Suggested teaching and homework activities	Suggested resources	Points to note
UNIT 2: THE 1930S AND THE NEW DEAL				
<p>23. How successful was the ND?</p> <p>Objectives:</p> <p>Analyse how successful the New Deal was.</p> <p>Answer an exam style question that asks you how far you agree with a statement.</p>		<p>Starter: Students are given the 18 mark exam style question:</p> <p>They write down the three things (three is the magic number!) that they would have to do in answering this question in order to get full marks.</p> <p>Main: Students are given a series of statements that can be used as evidence to explain the successes and failures of the New Deal. They colour code these.</p> <p>Following this activity, they have around 20 minutes to answer the question from the starter activity. Writing frames and/or mark schemes could be provided to support students in completing this.</p> <p>Extension task: Students swap answers and peer assess them, writing in the strengths of the answer and a target to develop the response. If students have enough time they could then revisit and improve their answer based on their partner's feedback.</p>	<p>A sample mark scheme for the type of questions considered in this lesson can be found at:</p> <p>http://www.ocr.org.uk/qualifications/gcse-history-a-explaining-the-modern-world-1410-from-2016/.</p>	<p>You can keep reminding that 'three is the magic number' when answering exam style questions. In a 'how far do you agree' question students need to:</p> <ol style="list-style-type: none"> 1. Explain evidence that agrees with the statement. 2. Explain why some historians argue that the New Deal was a failure. 3. Explain an overall, critical judgment. <p>The statements that students colour code should consider the extent to which the New Deal helped American groups, such as women and black people, as well as interpretations that support the two sides of this argument.</p> <p>Students' work from this lesson can be used as an end of unit assessment.</p>



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Topic Outline	Specification content	Suggested teaching and homework activities	Suggested resources	Points to note
UNIT 3: THE IMPACT OF THE SECOND WORLD WAR ON US SOCIETY				
<p>24. Mobilisation of the US people for the war effort.</p> <p>Objectives:</p> <p>Explain how the American government mobilised civilians for the war effort.</p> <p>Analyse the purpose of a source, your using own knowledge and evidence from the source to explain your ideas.</p>	<p>The mobilisation of the US people for the war effort, including the propaganda campaigns, war production and its effects, the end of Depression</p>	<p>Starter: Students decode a series of key words, including propaganda, economic, war effort. This starter activity can be used to introduce key terminology from this unit.</p> <p>Main: After being given a brief introduction to how many Americans felt when war broke out in 1939 and why they joined in 1941, students are given a list of ways that the people were mobilised for the war effort. They colour code these to show whether they are causes or consequences.</p> <p>Plenary: Students are shown a US propaganda poster from the Second World War and asked why it was created in the year of its origins. Students explain what three things they would do to answer this question.</p>	<p>To create this resource, type the words in capital letters and then change them to the wingdings font. Write out the alphabet twice, again in capital letters, and change one of these to wingdings to be the code breaker.</p> <p>A range of suitable posters can be found on sites such as Shutterstock, the Mary Evans Picture Library and Corbis. When choosing a source to use, make sure that the provenance includes a date that can be linked to an event that students will know about.</p>	<p>The specification requires that students are able to explain ‘the mobilisation of the US people for the war effort, including propaganda campaigns, war production and its effects, the end of the depression’.</p> <p>When answering a question about purpose, students should:</p> <ol style="list-style-type: none"> 1. Identify the purpose (a call to action) of the source. 2. Use features of the source to explain how it works. 3. Use own knowledge to explain why this action was required in the year the source was created.



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Topic Outline	Specification content	Suggested teaching and homework activities	Suggested resources	Points to note
UNIT 3: THE IMPACT OF THE SECOND WORLD WAR ON US SOCIETY				
<p>25. Increased government and presidential powers.</p> <p>Objectives:</p> <p>Explain how the government and president used increased powers during the Second World War.</p> <p>Considering the audience of purpose of a source, to write a biased speech.</p>	<p>Increased government and Presidential powers, including control of wages and prices,</p>	<p>Starter: Students complete an ‘American alphabet’ by thinking of a key word from the content they have studied throughout this scheme of work that starts with every letter of the alphabet. This is a good opportunity to recap and consolidate key ideas.</p> <p>Main: Students should be given information about the increased powers that the government and president received during the war. They should use this to write either a presidential speech or a press release from the White House, explaining what these powers are and why they were necessary.</p> <p>Plenary: Students play ‘Taboo’. One student sits under the whiteboard, facing away from the screen. A key word appears on the screen, along with a list of ‘taboo’ words that can’t be used as clues. The rest of the group give clues to the mystery word, without using any of the taboo words or phrases.</p> <p>Homework: Students revise everything they have learnt in the scheme of work ready for their end of unit assessment in lesson 30.</p>		<p>Specification content: increased government and Presidential powers, including control of wages and prices.</p>



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Topic Outline	Specification content	Suggested teaching and homework activities	Suggested resources	Points to note
UNIT 3: THE IMPACT OF THE SECOND WORLD WAR ON US SOCIETY				
<p>26. How did the Second World War affect people's lives?</p> <p>Objectives:</p> <p>Explain how the people of America were affected by the war and how this made them feel.</p> <p>Understand the difference between a description and an explanation, in order to answer a 10 mark 'explain' question.</p>	<p>Response of population to US involvement in war, social impact of the war, including rationing, tax on luxuries, housing shortages</p>	<p>Starter: Students shown an image of a US ration card and asked what it is and why it might have been used during the war.</p> <p>Main: Students create a cause and consequence table. They are given a set of cards which describe problems faced by the US during the war, a description of each issue, how they were overcome (if they were!) and the impact of these changes, which they must match to each other to complete a three column table.</p> <p>Extension: Students complete an exam style question on the lives of US citizens during the Second World War</p> <p>Plenary: Students are given a sample answer to the question from the extension task. The answer should describe, but not explain the social impact of the war. They 'up level' it by turning each paragraph into an explanation.</p> <p>Homework: Students revise everything they have learnt in the scheme of work ready for their end of unit assessment in lesson 30.</p>	<p>A sample mark scheme for the type of questions considered in this lesson can be found at:</p> <p>http://www.ocr.org.uk/qualifications/gcse-history-a-explaining-the-modern-world-j410-from-2016/.</p>	<p>Specification content: response of population to US involvement in war; social impact of the war, including rationing, tax on luxuries, housing shortages and an increase in divorce; women and the war effort.</p>



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Topic Outline	Specification content	Suggested teaching and homework activities	Suggested resources	Points to note
UNIT 3: THE IMPACT OF THE SECOND WORLD WAR ON US SOCIETY				
<p>27. Women and the war effort.</p> <p>Objectives:</p> <p>Explain how and why American women contributed towards the war effort.</p> <p>Consider the audience and purpose of a source, in order to create a piece of propaganda aimed at encouraging women to support the war effort.</p>	<p>Women and the war effort</p>	<p>Starter: Students are given a copy of a ‘Rosie the Riveter’ poster and asked what they can infer about how the war affected the lives of American civilians.</p> <p>Main: Students are given information about how women were expected to support the war effort, as well as how the government used propaganda to persuade them to do this. They then create a leaflet for the US government to distribute persuading women that it is their duty to contribute to the war effort.</p> <p>Plenary: Students return to their ‘Rosie the Riveter’ poster and come up with questions that they could be asked in the exam based on this. Working in pairs, they write a question and their ‘three is the magic number’ advice, to present to the rest of the group.</p> <p>Homework: Students revise everything they have learnt in the scheme of work ready for their end of unit assessment in lesson 30.</p>		<p>Specification content: Women and the war effort.</p>



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Topic Outline	Specification content	Suggested teaching and homework activities	Suggested resources	Points to note
UNIT 3: THE IMPACT OF THE SECOND WORLD WAR ON US SOCIETY				
<p>28. Treatment of the Japanese.</p> <p>Objectives:</p> <p>Explain why Japanese-Americans faced persecution during the Second World War.</p> <p>Explain what internment was.</p> <p>Analyse the utility of a source.</p>	<p>Japanese internment</p>	<p>Starter: Students are given ten questions and answers about the American war effort. These could be from the content they have studied and/or the content they will consider this lesson. They are given two minutes to memorise them and then are tested. After marking their answers the class discuss the best methods to memorise information as an introduction to revision techniques.</p> <p>Main: students read a selection of survivor accounts and use these to create a graphic novel or story board about the persecution that Japanese-Americans faced during the war, starting with prejudice and ending with internment.</p> <p>Extension: Students answer the exam style question:</p> <p><i>How useful is this source to a historian studying the treatment of Japanese-Americans during the Second World War.</i> (5 marks)</p> <p>Plenary: In order to develop students' SMSC, students could be given the statement:</p> <p><i>'Violations of human rights, such as the internment of Japanese-Americans during the Second World War, would never happen in countries like the USA or Britain today.'</i></p> <p>They could discuss, as a class, how far they agree with the statement. This will enable them to grow more confident in answering 'how far do you agree' exam questions, but will also get them to consider contemporary parallels and the dangers of prejudice and racism.</p> <p>Homework: Students revise everything they have learnt in the scheme of work ready for their end of unit assessment in lesson 30.</p>	<p>Research into what works and what doesn't when students revise was carried out by Dunlosky et al in 2012. The report can be found at:</p> <p>http://www.indiana.edu/~pcl/rgoldsto/courses/dunloskyimprovinglearning.pdf</p> <p>The Densho organisation aims to collate and preserve the testimonies of Japanese-Americans who were imprisoned during the war. Their archive includes transcripts of oral accounts from survivors, as well as newspaper reports and other sources. These can be accessed at:</p> <p>http://www.densho.org/</p> <p>An extract of one of these accounts can be used in the extension task.</p>	<p>Specification content: Japanese Internment.</p>



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Topic Outline	Specification content	Suggested teaching and homework activities	Suggested resources	Points to note
UNIT 3: THE IMPACT OF THE SECOND WORLD WAR ON US SOCIETY				
<p>29. War as a foundation for the Civil Rights movement.</p> <p>Objectives:</p> <p>Explain how black civil rights improved because of American involvement in the Second World War.</p> <p>Support an argument with specific, detailed evidence.</p>	<p>The war as foundation for the Civil Rights movement; the Detroit race riots of 1943; segregation within the military; Executive Order 8802; desegregation of US troops in 1948</p>	<p>Starter: Students shown images of famous civil rights leaders, such as Marcus Garvey (who they will have studied in the 'Roaring Twenties' unit of this scheme of work), Martin Luther King Junior, Malcolm X and Rosa Parks. They are asked to explain what links these individuals. This is a good way to establish what students already know about civil rights and to introduce this term.</p> <p>Main: Students could be given the statement:</p> <p><i>'The Second World War helped black people to become more equal in American society'</i> along with evidence that both supports and disproves the statement. They colour code, sort into columns or sort 'on one hand and on the other hand' (see the activity in lesson four).</p> <p>Plenary: Examples of evidence that supports and disproves the statement from the main task appear on the interactive whiteboard. Each slide should contain two examples, one in which the evidence is vague and one with good, detailed and specific evidence. Students are asked which is better and hold up a colour card or mini whiteboards to show whether they think 'A' or 'B' would be better in the exam.</p> <p>Homework: Students revise everything they have learnt in the scheme of work ready for their end of unit assessment in lesson 30.</p>		<p>Specification content: the war as the foundation for the Civil Rights movement; the Detroit Race Riots 1943; segregation within the military; Executive Order 8802; desegregation of US troops in 1948</p>



GCSE (9–1)

HISTORY A (EXPLAINING THE MODERN WORLD)

Topic Outline	Specification content	Suggested teaching and homework activities	Suggested resources	Points to note
UNIT 3: THE IMPACT OF THE SECOND WORLD WAR ON US SOCIETY				
30. End of unit assessment.		<p>Students complete the USA section of either the sample assessment material provided by OCR or a suitable past paper.</p> <p>It may be worth spending a short period of time at the start of the lesson talking through the front page of the examination with your students. This may prevent rubric errors or other confusion in the final examination.</p> <p>The total mark for paper J410/06 is 105 and students are given 105 minutes to complete the full examination. The USA section is worth a total of 40 marks, so as a rough guide, students should be given around 40 minutes to complete this paper.</p>	<p>Sample assessment materials for all units can be found at:</p> <p>http://www.ocr.org.uk/qualifications/gcse-history-a-explaining-the-modern-world-j410-from-2016/.</p>	<p>Instructions for examiners are included at the start of the mark scheme (page 10). It is worth reading through this in order to ensure that you are applying the mark scheme consistently and fairly.</p>





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