

Welcome to A-Level History! History is about what happened in the past. It's about people, what they did, why they did it, what they thought and how they felt. Our history lessons will help you to understand how, why and when things have changed over time. We will also get you thinking! You will use evidence to piece together the past and develop your own understanding and interpretations. Please complete our transition task by your first lesson back in September.

Should you require any help or if you have any questions then please contact the Mrs Thoullass, Head of History: ethoullass@cardinalnewmanschool.net

Compulsory tasks: We expect both tasks 1 & 2 to be completed

Paper 2: Depth study 2H.2: The USA, 1955-1992: conformity and challenge

In the first term we will be studying social, economic, political and cultural changes that occurred in the USA. These include a variety of key events and individuals that played a role in shaping the USA today. From emergence of Rock n Roll, Civil Rights Movement, Space Race to the Vietnam War, AIDS crisis and backlash from the Religious Right. We will be looking at how both domestic and international events both encourage American people to conform to and challenge the status quo creating in some cases creating a deeply divided society struggling to come to terms with the speed of change.

Key topics are:

- 1) Affluence and conformity, 1955-1963
- 2) Protest and reaction, 1963-72;
- 3) Social and political change, 1973-80
- 4) Republican dominance and its opponents, 1981-92

Compulsory Task 1: To research and take notes on all the American Presidents in office from 1953-1992.

Consider the following headings in your notes:

- Background and upbringing
- Political Party
- Domestic and foreign policies: Aim for x 4
- Key events or issues during their time in office: The economy, war, social change or protest, political change – What role did they play in dealing with these issues?
- Overall legacy



Stretch: Once you have a stronger understanding of the US Presidents during this time, develop your skills further by researching **Historians interpretations** of individual President's and their **overall legacy**. These include James MacGregor Burns, Julian E. Zelizer, Annette Gordon-Reed, Allan Lichtman.



Compulsory task 2: Written Essay

Option 2H.2: The USA, c1955-92: conformity and challenge:



How successful was Martin Luther King in advancing black American rights in the years 1963-1972?

Using the attached PDF article 'A-Level MLK Transition Task' about changes in society complete the following essay question: (20 marks)



Stretch: Independent research – Deepen your knowledge and understanding, find another article, chapter, source that will help you to answer the above question. See PDF article attached.

'Historians and the Civil Rights Movement'

Key Historians on the Civil Rights Movement and specifically the role of Martin Luther King, include Clayborne Carson, Adam Fairclough and David Garrow.

TIP: You may also want to watch highly regarded documentary called '*Eyes on the Prize*' which follows the Civil Rights Movement:

<https://www.youtube.com/watch?v=Ts10IVzUDVw&list=PLOWK3r1sMvSZVth7XGlcplLSjS3tAp90T>



Success criteria

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> <input type="checkbox"/> Simple or generalised statements are made about the topic. <input type="checkbox"/> Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. <input type="checkbox"/> The overall judgement is missing or asserted. <input type="checkbox"/> There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	4–7	<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. <input type="checkbox"/> The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	8–12	<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. <input type="checkbox"/> The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	13–16	<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands

Practical based task: Source Analysis As part of this topic and to enable wider understanding, students will be expected to analyse and evaluate the utility of contemporary sources. The aim is to use a combination of the source and contextual knowledge to interrogate its content and provenance (nature, origin & purpose) in order to judge 'How useful...' a particular source is for historians researching into a specific enquiry.

Task 1: To annotate the contemporary sources below. You will be expected to research the time period in order to evaluate 'How useful..' it could be for an enquiry into teen culture in the 1950s.

Source 1: **Elvis' third and final appearance on Sullivan's show** on January 6, 1957, contains the legendary moments when the CBS censors would not allow his entire body to be shown. Seen only from the waist up.



Source 2: Extract taken from a *New York Times* article on Elvis Presley and teenagers by Jack Gould, which appeared in September 1956.

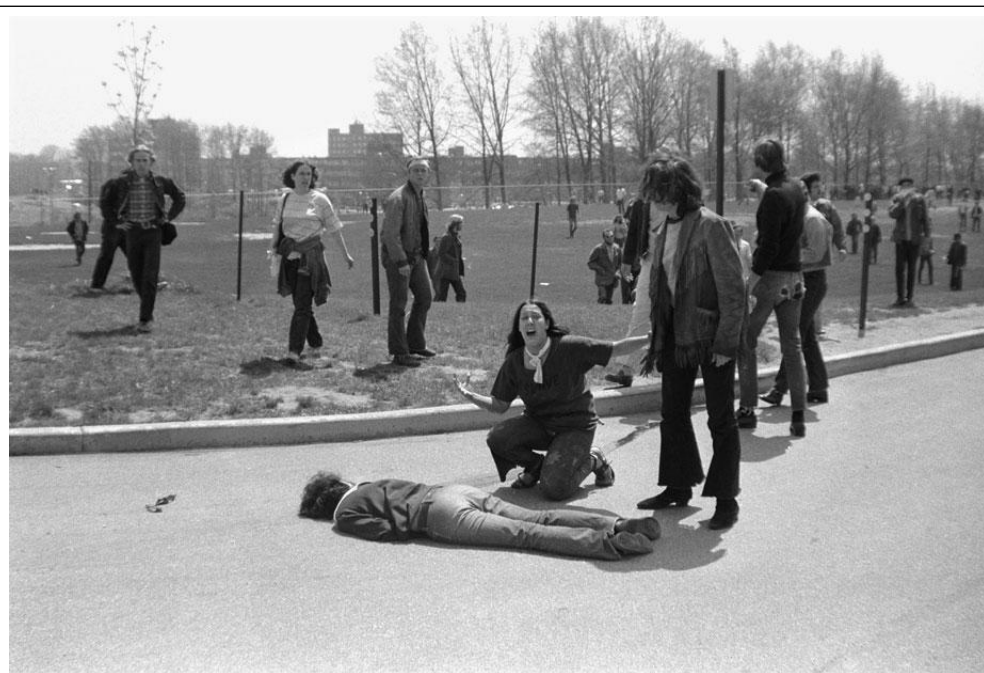
Some parents are puzzled or confused by Presley's almost hypnotic powers; others are concerned; perhaps more are a shade of disgust and content to permit the Presley fad to play itself out. Neither criticism of Presley or the teenagers who admire him is particularly to the point. Presley has fallen into a fortune with a routing that in one form or another had always existed on the fringe of show business; in his gyrating figure and aggressive gestures the teenagers have found something that for moment seems exciting and important.

Quite possibly Presley just happened to move in where society has failed the teenager. Greater in their numbers than ever before they have found in Presley a rallying point. Family councillors have wisely noted that ours is still a culture in a stage of frantic transition. Wit even 16 year olds capable of commanding \$20 to \$30 a week in their spare time, with access to automobiles at an early age, with communications media of all kinds exposing them to new thoughts very early in life, theirs indeed is a high degree of independence. Inevitably it has been accompanied by a lessening of parental control.

Task 2: To annotate the contemporary sources below. You will be expected to research the time period in order to evaluate 'How useful..' it could be for an enquiry into nature of protest against the Vietnam War



Source A: November 1969, The Peace Moratorium, anti-war protest in Washington D.C attended by approximately 2 million people.



Source B: 4th May 1970, Kent State University anti-war protest. 8 National Guardsmen fire their weapons at a group of anti-war demonstrators on the Kent State University campus, killing four students, wounding eight, and permanently paralyzing another.



Tip: For wider understanding and preparation for this, watch Ken Burns *'The Vietnam War'* episodes 4-9 on NETFLIX

Wider reading and preparation for A-Level Task 1: Read **two articles** based on the rise of 'Conservatism' or the 'New Right' after a period of 'challenge' in the 1960s and 70s' and political response to the AIDS crisis in the 1980s. Answer the following questions. You will be required not just to consider the factual information but the Historians perspective and reference to the views held by other scholars.

Joe.L. Kincheloe – 'Preparing a place for the Righteous: Reagan, Education and the New Right'

1. What was the theology behind Reagan?
2. Who were Pat Boone, Harold Bredesen and George Otis? What was their role?
3. What does Kincheloe suspect about Reagan's genuine support for the fundamental right?
4. How did Reagan try to win over the New Right fundamentalists at the 1970 Republican Convention?
5. Look up Jerry Falwell, Phyllis Schlafly who are they? What are their beliefs?
6. Why was there tension with the New Right throughout his Presidency?
7. How did he appeal to get the support of the 'moral right' in his speech and campaign interviews?
8. Why did he receive criticism for his initial staff appointments/aids?
9. Why were the appointments of Dr C Everett Koop, Marjory Mecklenburg and the Rev. Robert Billings so significant?
10. What was the first step in Reagan's Conservative education policy? What did he introduce? What did he cut?
11. What were the effects of these cuts in spending on education in urban schools and schools for disabled children?
12. Who does Kincheloe credit for holding back Reagan's desire to cut federal/central government spending?
13. How did liberal's criticise the ideas and actions of the 'New Right'? What did the CDF claim?



STRETCH: Think – How do you think this would affect American society?

14. How did the appointment of civil servants in certain departments become political?
15. Which schools benefitted from Reagan's policies?
16. Which schools were considered the biggest losers as a result of spending cuts? Why?
17. What type of action in schools was considered 'undesirable' by the Hatch Amendment?
18. What was the only issue in education Reagan publicly addressed?



STRETCH: What message does this send to people if your President only addresses one issue in education?

19. How did Reagan address these criticism?
20. What was the 3 Point Plan for educational excellence?
21. How did Reagan use this call for quality to gain support from the forgotten Middle class?
22. How did the 'New Right' describe liberal educational reforms in the previous years?
23. How did Reagan separate himself from previous presidents to appeal to a group who felt forgotten by the system? (Think Trump)
24. What is Kincheloe's overall opinion on Reagan's commitment to the 'New Right'?



STETCH: Can to identify any parallels with the current President Donald Trump?



Wider reading and preparation for A-Level Task 2:

Jennifer Brier 'What should the Federal Government do to deal with the problems of AIDS?: *The Reagan Response.*'

1. What did the WGHP suggest the Whitehouse should do to response to the AIDS crisis?
2. Why was this particular Memo Review Meeting different to others?
3. What does this suggest about the Reagan administrations attitude towards to AIDS crisis up to this point?
4. What did Gary Bauer flag up?
5. What did Reagan authorise when he signed the memo?
6. Why did the Department of Health and Human Services request the President do instead?
7. What does Historian Brier say about contemporary critics of Reagan's failure to react to the AIDS crisis eg. Randy Shilts



TIP: From your previous reading, you should know who the 'New Right' are, if not, refresh your memory.

8. What do most Historians consider about Reagan's response to the AIDS crisis?
9. What does Sara Diamond argue are the main reasons for Reagan's lack of action?
10. What is Jennifer Brier's view on the ideas of Schilts and Diamond?
11. What does Brier argue that we need to consider in order to credibly judge Reagan's response?
12. What did the issue of AIDS do to political appointees?
13. How were administrators divided over the domestic AIDS education policy?
14. And Foreign policy?



Wider reading and preparation for A-Level Task 3:

Watch documentary - America in Colour 1950s:

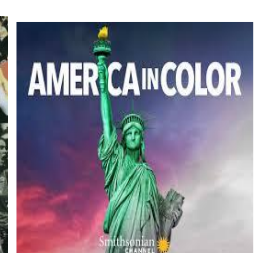
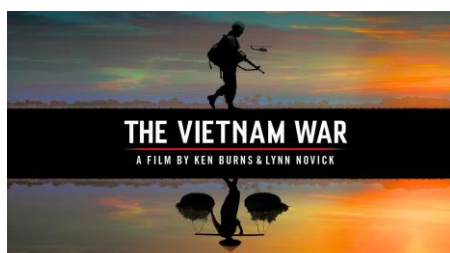
<https://www.youtube.com/watch?v=HkpMju9SzL8>

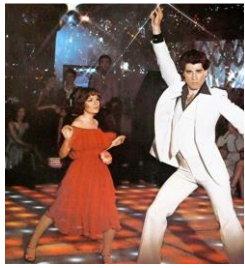


1. How does the narrator summarise the 1950s in the beginning?
2. What had Russia done that shocked the US? Why was this a shock? What did the US government suspect?
3. What were the Rosenberg's accused of?
4. What war happened at the beginning of the 1950s? Why did USA get involved? How was this war resolved see (later)?
5. What was the economy like in America?
6. Where did new young families look for space to live?
7. What was the role of William Levitt? What did they build?
8. Why did this appeal to American families?
9. What did they test in the Las Vegas desert?
10. What measures were put in place to protect people from an atomic bomb attack?
11. What did American's fear about threat of communism from within? Who was Joseph McCarthy? What did he claim? Who does McCarthy target?
12. Who does McCarthy then target? Why was this a gamble?
13. What does the narrator credit as aiding McCarthy's power?
14. Why is it significant that over 50% of American's have a television?
15. What other industry was stimulated by this?
16. How did cars help transform the nation? What was the significance of the vast new road network?
17. What was life like for black people living in the South?
18. What is the significance of the Brown Vs Topeka Board of Education case?
19. How did white supremacists react to this ruling?
20. What shocked the nation in 1955?
21. Why did Mamie Till insist on having an open coffin?
22. How did television play a role in American reaction to Emmett Till's murder? What did it expose to the whole nation?
23. What did black people in Montgomery decide to do after Rosa Parks was forced to give up her seat?
24. What was the outcome?
25. What type of music began to emerge during this time? How did producers try to market Rock N Roll?
26. What happened in at Little Rock? How was President Eisenhower forced to intervene?
27. What was Sputnik?
28. What did USA finally do by 1958? What was the new government agency? What was their aim? Did they achieve this?



STRETCH: Other documentaries to watch: Eyes on the Prize, Ken Burns: The Vietnam War, The Century: American's time





History In Films

Wider reading and preparation for A-Level: Task 4 History depicted in films and television. If like us you google facts whilst watching films based on a certain time in History, you know that films can provide significant amounts of information.

Please see below a list of films we recommend you watch to enrich your understanding of the time period. Whilst watching the films we would like you to do the following:

- 1) Note down the film and what era/event it is centred around
- 2) 5 facts you have looked up to confirm the films accuracy
- 3) If the film is based on real life people, look them up, note down wider knowledge to explain their Historical significance? What did the actors do to prepare for this role?
- 4) How useful is this film as a source?
- 5) What would you include to make the film a more accurate source?

Civil Rights

The Help

Hidden Figures

Selma

Mississippi Burning

Suburbicon

Hairspray

The Butler

Malcolm X

Milk

The 70s

Saturday Night Fever

Knight Rider

The 1950s

Mad Men

Pleasantville

Vietnam War

Forrest Gump

Deer Hunter

Born on the 4th July

Apocalypse Now

Youth Culture

That 70s Show

Happy Days

Grease 1 & 2

Back to the Future

Rebel Without a Cause

The Breakfast Club

Stand by Me

My Girl 1 & 2

Boyz in da Hood

AIDS

Philadelphia

Dallas Buyers Club

Straight Outta Compton

Cold War

JFK

Bridge of Spies

