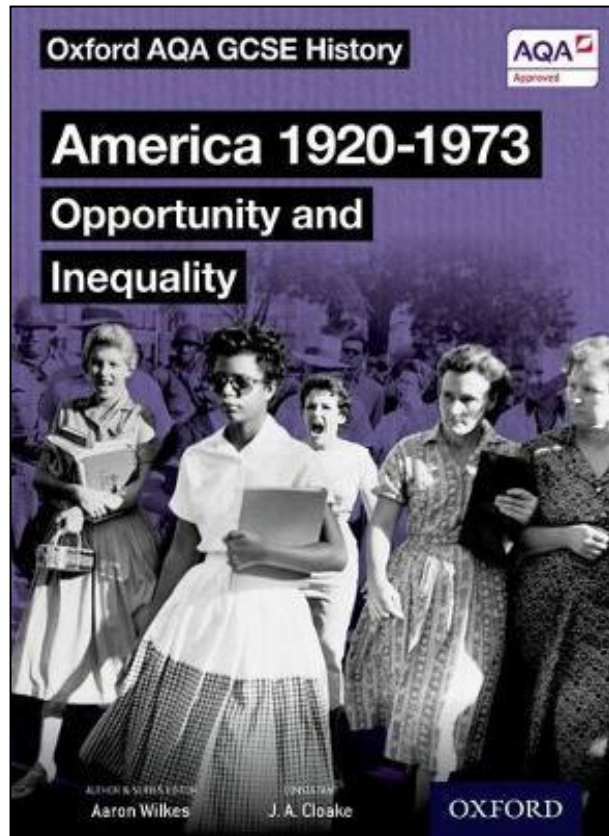


# Great Sankey High School

## AQA GCSE History



### America Work Booklet

### Part 3: Post-war America

**Name:**

**Class:**

**Teacher:**

# How to use your America Workbook

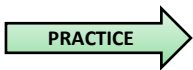
**Use the icons in your work booklet to guide you.**



This is information you are being introduced to for the first time, make sure to read this as carefully as possible and highlight any key words or phrases.



These terms or phrases are key to understanding the topic we are studying make sure you know their meanings and that you feel comfortable using them.



This is your chance to work with the new information you are learning about, these short tasks will help develop your understanding of the topic of the lesson.



These short knowledge quizzes provide you with the opportunity to consolidate the key facts and figures from the lesson in one convenient place for revision.



At the conclusion of the lesson you will use this space to consider the enquiry question from the lesson and practice extended writing in your exercise book.



# Lesson 1: What caused there to be post-war prosperity in American society?



LO: To know the impact of WWII on America.

LO: To be able to explain how the war led to a period of prosperity.



The strength of the post-war US economy meant that the American Dream — the belief that any person has an equal opportunity to gain wealth and success through hard work — became more achievable for some.

## The Post-War Economy was Booming

- 1) The US economy had thrived during the Second World War (see p.28). Increased wages and levels of employment meant that many Americans were wealthier than ever before in the post-war period. Industries prospered after the war, which meant that the USA was producing a lot of goods.
- 2) This helped to create a rise in consumerism. There were lots of things available to buy, like fridges and dishwashers, and more people could afford them. Demand for these goods further boosted the economy.
- 3) In 1944, Roosevelt had introduced the Servicemen's Readjustment Act (otherwise known as the 'G.I. Bill'). It offered veterans free college tuition, and loans to help them buy a home. By 1956, just under 10 million veterans had benefited from the bill.
- 4) The Cold War (see p.42) led to an increase in military spending. As tensions grew, the USA invested in new industries, such as nuclear technology and space exploration and research, which created new jobs.

**Comment and Analysis**

This prosperity was a welcome contrast to the poverty and hardships many experienced as a result of the Depression.



Complete the table below, explaining what each key phrase means

Key Term	Definition / Explanation
The American Dream	<hr/> <hr/> <hr/> <hr/>
Consumerism	<hr/> <hr/> <hr/> <hr/>
Cold War	<hr/> <hr/> <hr/> <hr/>



# Lesson 1: What caused there to be post-war prosperity in American society?



LO: To know the impact of WWII on America.

LO: To be able to explain how the war led to a period of prosperity.

## PRACTICE 1

Describe the state of America's economy during the post-war period.  
In the outline of the icon, write key words to remind you of the reasons.



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**Include the following words and phrases to improve your answer:**

Second World War

Wages

Industry

Employment

this meant that

## PRACTICE 2

What was the 'serviceman's readjustment act'?

In the outline of the icon, write key words to remind you of the reasons.



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**Include the following words and phrases to improve your answer:**

Roosevelt

G.I. Bill

Veterans

College

Loans

10 Million



# Lesson 1: What caused there to be post-war prosperity in American society?



LO: To know the impact of WWII on America.

LO: To be able to explain how the war led to a period of prosperity.



## Key Knowledge Check

What happened to the US economy after WW2?	What is meant by consumerism?	Name a good people were buying	What was the G.I Bill?	What was the significance of the G.I Bill?
Why did military spending increase?	What new industries were created?	What was the 'American Dream'?	When was the G.I Bill introduced?	Which president introduced it?



## Key Knowledge Question

What caused there to be post-war prosperity in American society?




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Include the following words and phrases to improve your answer:

Prosperity relief economy war jobs as a result



## Lesson 2: In what ways did post-war prosperity affect the lives of the American people?



LO: To know the impact of WWII on America.

LO: To be able to explain how post war prosperity affected peoples lives.



### Prosperity Changed American Society

- 1) Wages continued to increase after the war up until the 1970s. This meant that people could afford a much higher standard of living than before. Many Americans became 'middle class'.
- 2) As veterans returned home and more people were becoming wealthy enough to support a family, the population experienced a 'baby boom'. The birth rate increased dramatically, and between 1945 and 1950, the American population grew by over 12 million.
- 3) A house-building boom occurred at the same time as the baby boom, as demand for housing grew. Low housing costs and money provided by the G.I. Bill meant that more people could afford these homes.
- 4) Many of these new houses were built in the suburbs — huge housing estates on the edges of cities and towns. These houses appealed to many Americans, and the population of both rural areas and cities declined as people moved to live in these purpose-built homes. The popularity of the suburbs reflected a rise in car ownership — people no longer needed to live close to their place of work.
- 5) The growth of suburbia led to impressive shopping malls being built in the suburbs. They gave people an accessible place to both shop and socialise, and soon became an important part of post-war American culture.
- 6) The growing population, rising wages and the birth of shopping malls all helped to encourage the post-war 'consumer boom'. More and more people were buying luxury goods like cars, record players and televisions. Television adverts became more widespread and were very influential.

Levittown in New York was one of the first purpose-built suburbs. It contained over 17,400 mass-produced houses.

Many American families aspired to 'suburbia' — a comfortable life where the husband drove to work in the city from their house in the suburbs, while the wife looked after the home, using all the latest household appliances.



Complete the table below, explaining what each key phrase means

Key Term	Definition / Explanation
'baby boom'	<hr/> <hr/> <hr/> <hr/>
'consumer boom'	<hr/> <hr/> <hr/> <hr/>
Suburbia	<hr/> <hr/> <hr/> <hr/>



## Lesson 2: In what ways did post-war prosperity affect the lives of the American people?



LO: To know the impact of WWII on America.

LO: To be able to explain how post war prosperity affected peoples lives.

### PRACTICE 1

Explain what happened to America's population during the post-war period.

In the outline of the icon, write key words to remind you of the reasons.



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### Include the following words and phrases to improve your answer:

Baby-Boom

12 Million

Increase

Suburbs

Purpose Built Homes

### PRACTICE 2

Explain how American lives were affected by each of these post-war developments.

Consumerism	Suburbia	Shopping Malls
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
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<hr/>	<hr/>	<hr/>
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<hr/>	<hr/>	<hr/>



## Lesson 2: In what ways did post-war prosperity affect the lives of the American people?



LO: To know the impact of WWII on America.

LO: To be able to explain how post war prosperity affected peoples lives.



### The American Dream was now a Reality for Some

- 1) The American Dream had come true for a large part of the population. Many Americans were financially secure, had access to consumer goods, and could raise their families away from crowded, 'unsafe' cities.
- 2) For others, the American Dream was an illusion. Outside 'suburbia', around 25% of the population was still living in poverty — African Americans in inner-city neighbourhoods, and white communities in rural areas like Appalachia were particularly hard hit. Segregation (see p.44) and prejudice still denied African Americans equal opportunity, and women were encouraged not to seek employment — they were expected to be suburban housewives instead, which reinforced more traditional gender roles.
- 3) Some people didn't embrace the American Dream. They were concerned about the effect of consumerism on society, and frustrated by the conformity and traditional values of 'suburbia'.



Complete the table below, explaining what each key phrase means

Key Term	Definition / Explanation
Consumer Goods	<hr/> <hr/> <hr/> <hr/>
Segregation	<hr/> <hr/> <hr/> <hr/>
Consumerism	<hr/> <hr/> <hr/> <hr/>





## Lesson 2: In what ways did post-war prosperity affect the lives of the American people?



LO: To know the impact of WWII on America.

LO: To be able to explain how post war prosperity affected peoples lives.

### Interpretation

The interpretation below is from a study of poverty in America by Michael Harrington, published in 1962. Harrington was a writer, professor and political activist who criticised capitalism for creating inequality. He is describing a 'transformation' that took place in America's cities during the 1950s.

Now the American city has been transformed. The poor still inhabit the miserable housing in the central area, but they are increasingly isolated from contact with, or sight of, anybody else. Middle-class women coming in from Suburbia on a rare trip may catch the merest glimpse of the other America on the way to an evening at the theater, but their children are segregated in suburban schools... The failures, the unskilled, the disabled, the aged, and the minorities are right there, across the tracks, where they have always been. But hardly anyone else is.

- 1) Summarise Harrington's views about post-war prosperity in America.
- 2) Why do you think Harrington gives these views about post-war prosperity?  
Use the background information about Harrington to explain your answer.

Q1)

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Q2)

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## Lesson 2: In what ways did post-war prosperity affect the lives of the American people?



LO: To know the impact of WWII on America.

LO: To be able to explain how post war prosperity affected peoples lives.

CONSOLIDATE

### Key Knowledge Check

What is a baby boom?	How did the population increase from 1945-50?	What did the baby boom trigger?	What is a suburb?	Why did suburbs help car sales?
What is 'suburbia'?	What was built in suburbs which drove the consumer boom?	How did TV adverts help the consumer boom?	What % of America were still living in poverty?	Who was continually denied equal opportunities?

APPLY

### Key Knowledge Question

In what ways did post-war prosperity affect the lives of the American people?

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Include the following words and phrases to improve your answer:

Baby boom

consumerism

suburbia

prosperity

American dream



### Lesson 3: What caused there to be such a strong fear of communism in America?



LO: To know the how communism began to develop.

LO: To be able to explain how this led to rising fears in society.



In the 1950s, a senator called Joseph McCarthy investigated possible communists in the US government. His anti-communist campaign wasn't based on reliable evidence, and it became known as McCarthyism.

#### Americans saw **Communism** as a threat at Home and Abroad

1) From around the end of the Second World War in 1945, people in the USA were becoming more and more worried about the USSR. The two countries were ideologically opposed to each other:

The USA was capitalist. It had a democratically elected government, and its economy was based on private ownership of property, free competition and forces of supply and demand.

The USSR was communist. It was a single-party state, and its economy was controlled by the government, with no private ownership of property.

2) Rising tension between the USA and the USSR led to a Cold War from 1945 to 1991. At this time, a climate of fear and panic started to grow in the USA — another Red Scare had begun (see p.12).

3) In the late 1940s, communism seemed to be spreading in countries around the world and becoming more powerful. The USA feared that the USSR wanted world domination.

- In the aftermath of the Second World War, the USSR developed a sphere of influence in Eastern Europe. Most Eastern European countries had communist governments installed by the USSR.
- In 1950, communist North Korea invaded non-communist South Korea. This led to the Korean War (1950-53) — the USA sent troops to Korea to try and stop the spread of communism.

4) Some politicians feared that communism was also a threat within the USA. They thought that communists were hostile to American values and that they wanted to destroy American capitalism and society.

5) There was a growing fear that, if communists were allowed to work for the American government, they would try to undermine it from the inside.



Complete the table below, explaining what each key phrase means

Key Term	Definition / Explanation
Communism	<hr/> <hr/> <hr/> <hr/>
Red Scare	<hr/> <hr/> <hr/> <hr/>



### Lesson 3: What caused there to be such a strong fear of communism in America?



LO: To know the how communism began to develop.

LO: To be able to explain how this led to rising fears in society.

#### PRACTICE 1

In what way were America and the USSR 'ideologically opposed' to each other.

In the outline of the icon, write key words to remind you of the reasons.




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#### Include the following words and phrases to improve your answer:

Capitalist

Communist

Democratically

Single-Party

Ownership

#### PRACTICE 2

Explain why there was a 'climate of fear' in America at the end of the Second World War.

In the outline of the icon, write key words to remind you of the reasons.




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#### Include the following words and phrases to improve your answer:

Cold-War

Eastern Europe

Korea



### Lesson 3: What caused there to be such a strong fear of communism in America?



LO: To know the how communism began to develop.

LO: To be able to explain how this led to rising fears in society.

CONSOLIDATE

## 📍 Key Knowledge Check 📍

Who was Joseph McCarthy?	What is capitalism?	What is communism?	When did the Cold War start and end?	What is the red scare?
When was the first Red Scare?	What is a sphere of influence?	Where did the USSR have a sphere of influence?	What happened in 1950?	What did the USA fear the USSR wanted?

APPLY

## 📍 Key Knowledge Question 📍

What caused there to be such a strong fear of communism in America?




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Include the following words and phrases to improve your answer:

Mccarthyism

red scare

fear

threat

ideologies

## Lesson 4: What impact did 'McCarthyism' have on American society?



LO: To know the how McCarthyism began to develop.

LO: To be able to explain the impact this had on American society.

NEW INFO

### McCarthy increased Fear of Communism in the USA

- 1) In 1950, Senator Joseph McCarthy gave a speech during which he waved what he claimed was a list of 205 communists in the State Department (the US Foreign Office). He claimed some were putting America at risk by giving information to the USSR.
- 2) No one else ever saw the list, but many people believed McCarthy. His claims received huge media attention, which gave him a platform to make more accusations.
- 3) McCarthy was involved in Senate committees investigating possible communists in the US government. At hearings, he made accusations with little evidence, intimidated witnesses and pressured people to accuse others. He destroyed the careers and reputations of thousands of people.
- 4) People became more fearful of communism — McCarthy's accusations made it seem like communism really was a serious threat to the USA. This fuelled anti-communism and helped create an atmosphere of hysteria. People who criticised McCarthy risked accusations that they were communist sympathisers.
- 5) However, some did speak out. In 1950, a group of Republican senators, led by Margaret Chase Smith, condemned McCarthy's tactics (although they didn't directly criticise McCarthy himself).
- 6) As it became clear that McCarthy's investigations had found very little evidence of communist activity, criticism of McCarthy became stronger and public opinion turned against him. This led to his downfall:

McCarthy's anti-communist stance made him popular with voters, and this increased his political power.

- The TV journalist Edward Murrow used his documentary series 'See It Now' to criticise McCarthy. An episode which aired in 1954 condemned McCarthy's tactics and argued that his 'witch-hunts' were a greater threat to US society than communism.
- In 1954, the Army-McCarthy hearings were held to investigate communism in the US Army. McCarthy's bullying of witnesses during these televised hearings made him unpopular with the public. In December 1954, the Senate voted to censure him (express strong disapproval of him).

KEY TERMS

Complete the table below, explaining what each key phrase means

Key Term	Definition / Explanation
Senate	<hr/> <hr/> <hr/> <hr/>
Hysteria	<hr/> <hr/> <hr/> <hr/>

## Lesson 4: What impact did 'McCarthyism' have on American society?



LO: To know the how McCarthyism began to develop.

LO: To be able to explain the impact this had on American society.

### PRACTICE 1

Explain what Senator McCarthy claimed about the US State Department in his speech.

In the outline of the icon, write key words to remind you of the claims.



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**Include the following words and phrases to improve your answer:**

List

205

State Department

Communists

Risk

How did McCarthy's anti-Communist stance affect his political power?

In the outline of the icon, write key words to remind you of the reasons.



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**Include the following words and phrases to improve your answer:**

Popular

Increase

Voters

Anti-Communist

Power

## Lesson 4: What impact did 'McCarthyism' have on American society?



LO: To know the how McCarthyism began to develop.

LO: To be able to explain the impact this had on American society.

### PRACTICE 3

Give three methods that McCarthy used during his investigations.

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### PRACTICE 4

Why might people have been reluctant to criticise McCarthy?

In the outline of the icon, write key words to remind you of the reasons.



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**Include the following words and phrases to improve your answer:**

Popular

Increase

Voters

Anti-Communist

Power



## Lesson 4: What impact did 'McCarthyism' have on American society?

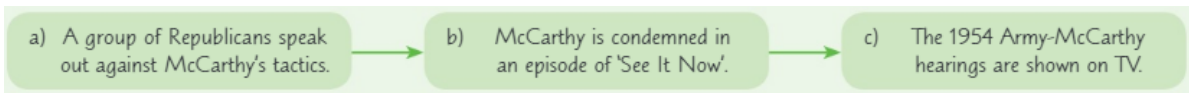


LO: To know the how McCarthyism began to develop.

LO: To be able to explain the impact this had on American society.

### PRACTICE 5

Complete the flow chart below explaining how each event led to McCarthy's downfall.



### PRACTICE 6

Which event do you think was most significant in McCarthy's downfall?

In the outline of the icon, write key words to remind you of the reasons.



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**Include the following words and phrases to improve your answer:**

Republicans 'See it Now' Television This meant that

## Lesson 4: What impact did 'McCarthyism' have on American society?



LO: To know the how McCarthyism began to develop.

LO: To be able to explain the impact this had on American society.

CONSOLIDATE

### Key Knowledge Check

How many communists did McCarthy claim to have a list of?	What did McCarthy do to witnesses?	What was the impact of these accusations?	What led to McCarthy's downfall?	Who criticised McCarthy's tactics?
What did Edward Murrow claim?	What did the Senate vote to do against McCarthy?			

APPLY

### Key Knowledge Question

What impact did 'McCarthyism' have on American society?



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Include the following words and phrases to improve your answer:

Scare      **fear**      intimidate      **little evidence**      criticised<sup>18</sup>



## Lesson 5: In what ways did American popular culture change during the 1950s?

LO: To know the how 'teenagers' began to be part of life.

LO: To be able to explain the impact of popular culture on American society.



Television and rock and roll were both major developments in popular culture in post-war USA. At this time, popular culture often highlighted the contrasting views of different generations in America.

### **Economic Prosperity made Popular Culture more Accessible**

- 1) The strength of the American economy after the Second World War (see p.38) meant that people had more money to spend on different elements of popular culture.
- 2) New technology, such as television, led to entertainment becoming more accessible than ever before.
- 3) People who had grown up during the Depression now had families. They wanted to enjoy their new affluent society and make sure that their children had access to everything they hadn't had themselves.

On average, people had five times as much money to spend on things like music, cinema and fashion in 1955 as in 1940.



Complete the table below, explaining what each key phrase means

Key Term	Definition / Explanation
Generations	<hr/> <hr/> <hr/> <hr/>
Prosperity	<hr/> <hr/> <hr/> <hr/>
Affluent	<hr/> <hr/> <hr/> <hr/>

## Lesson 5: In what ways did American popular culture change during the 1950s?



LO: To know the how 'teenagers' began to be part of life.

LO: To be able to explain the impact of popular culture on American society.

### PRACTICE 1

Give two ways in which popular culture became more accessible during the post-war period.


### PRACTICE 2

How did economic prosperity encourage popular culture to develop?  
In the outline of the icon, write key words to remind you of the reasons.



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**Include the following words and phrases to improve your answer:**

Average

5 times

Television

Music

Fashion



## Lesson 5: In what ways did American popular culture change during the 1950s?



LO: To know the how 'teenagers' began to be part of life.

LO: To be able to explain the impact of popular culture on American society.



### Some Popular Culture presented the Ideal American Society

- 1) Post-war American society was built around the 'traditional' family. People were encouraged to marry early and have children, and women were mainly seen as wives and mothers who stayed at home. Families were expected to hold American values, such as patriotism, faith and morality.
- 2) These values were both encouraged and reflected by popular culture. TV programmes like 'Leave it to Beaver' and 'Father Knows Best' portrayed idealised and wholesome American families.
- 3) Popular culture reflected traditional values partly because of fears over communism (see p.42) — people felt that the American way of life had to be protected from the communist threat. Hollywood responded by making traditional films, such as westerns and musicals, that conformed to American ideals.

The popularity of cinema declined as more families bought televisions. Sales rose sharply throughout the 1950s, and by 1960 around 50 million households owned a TV. Watching the same shows encouraged the population to conform to the same values.

Filmmakers often avoided difficult or controversial topics to prevent suspicion that they were communists trying to undermine US society.



Complete the table below, explaining what each key phrase means

Key Term	Definition / Explanation
Traditional	<hr/> <hr/> <hr/> <hr/>
Patriotism	<hr/> <hr/> <hr/> <hr/>
Corruption	<hr/> <hr/> <hr/> <hr/>

## Lesson 5: In what ways did American popular culture change during the 1950s?

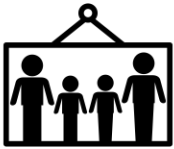
LO: To know the how 'teenagers' began to be part of life.

LO: To be able to explain the impact of popular culture on American society.

### PRACTICE 1

How was a 'traditional family' expected to behave in the 'post-war' period?

In the outline of the icon, write key words to remind you of the reasons.



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**Include the following words and phrases to improve your answer:**

List

205

State Department

Communists

Risk

### PRACTICE 2

How did the fear of communism affect the way that films and television were made?

In the outline of the icon, write key words to remind you of the reasons.



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**Include the following words and phrases to improve your answer:**

Traditional

Communism

Way of Life

Western

Values

## Lesson 5: In what ways did American popular culture change during the 1950s?

LO: To know the how 'teenagers' began to be part of life.

LO: To be able to explain the impact of popular culture on American society.

NEW INFO

### Popular Culture helped to create a Generation Gap

- 1) Many **young people** (who became known as '**teenagers**' in the post-war period) began to **rebel** against **conformity** and **adult authority** in society. Teenagers had more **money** and **free time** than before, which helped them create their own **distinct culture** — one that was very **different** to previous generations.
- 2) An exciting new **genre** of music called **rock and roll** emerged. It was **designed** to **appeal** to young people and encouraged **freedom** and **defiance**. Rock and roll **quickly** became **extremely popular**.

- **Rock and roll** developed from the **blues** and **country music**. It was **energetic**, **loud** and **aggressive**.
- The genre combined **black** and **white culture** and gave **African-American** stars, such as **Little Richard** and **Chuck Berry**, mainstream success.
- In 1956, **Elvis Presley** rose to become the **icon** of rock and roll. He was well-known for his **good looks**, **suggestive dancing** and **daring lyrics**.
- Many in society, especially **parents**, **politicians** and **religious figures**, were **outraged** by rock and roll. They thought that it encouraged behaviour amongst teenagers, such as **sex**, **rebellion** and **crime**, that went against American values. It was labelled '**the Devil's music**'.



© Michael Ochs Archives / Stringer / Michael Ochs Archives / Getty Images

The actor **James Dean** starred in '**Rebel Without a Cause**'. Like **Elvis**, he became an **icon** of the **post-war generation**. Many young people identified with his **frustrated persona** and **disregard for authority** in the characters that he played. Adults, however, did not see Dean as a **suitable role model** for young people.

- 3) Throughout the post-war era, films which reflected **rock and roll culture**, like '**Rebel Without a Cause**', '**The Wild One**' and '**Blackboard Jungle**' were released.
- 4) These films portray **teenagers** who are **angry** at **older** figures of **authority** or **society**, so **rebel** against them. Young Americans **embraced** these stories and the characters within them.

KEY TERMS

Complete the table below, explaining what each key phrase means

Key Term	Definition / Explanation
Teenagers	<hr/> <hr/> <hr/> <hr/>
Rock and Roll	<hr/> <hr/> <hr/> <hr/>
Culture	<hr/> <hr/> <hr/> <hr/>

**Lesson 5: In what ways did American popular culture change during the 1950s?**



LO: To know the how 'teenagers' began to be part of life.

LO: To be able to explain the impact of popular culture on American society.

**PRACTICE 1**

What was 'Rock and Roll'? Who was it meant to appeal to?

In the outline of the icon, write key words to remind you of the reasons.



Five horizontal lines for writing key words.

**Include the following words and phrases to improve your answer:**

Teenagers    Freedom    Defiance    Extremely Popular

**PRACTICE 2**

Who were the following people? For each one explain why people had contrasting views on them.

**Elvis Presley**

**James Dean**

Eight horizontal lines for writing about Elvis Presley.

Eight horizontal lines for writing about James Dean.



**Lesson 5: In what ways did American popular culture change during the 1950s?**

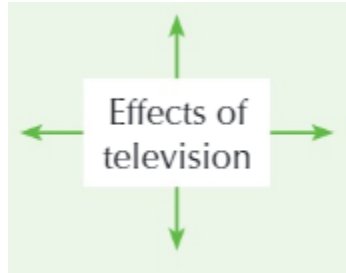


LO: To know the how 'teenagers' began to be part of life.

LO: To be able to explain the impact of popular culture on American society.



Complete the diagram below explaining the effects of television on American Society.



Explain why older generations might have opposed the development of a separate 'teenage culture' in the 1950s.

In the outline of the icon, write key words to remind you of the reasons.

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**Include the following words and phrases to improve your answer:**

Traditional    Communism    Way of Life    Western    Values

## Lesson 5: In what ways did American popular culture change during the 1950s?



LO: To know the how 'teenagers' began to be part of life.

LO: To be able to explain the impact of popular culture on American society.

CONSOLIDATE

### Key Knowledge Check

What developed in post war USA?	What did people have more of in post war USA?	What did young people become known as?	What new genre of music emerged?	What did rock and roll develop from?
Who became the star of rock and roll?	What did critics call rock and roll?	Name a film from the rock and roll era	Who was James Dean?	What did he become to young people?

APPLY

### Key Knowledge Question

In what ways did American popular culture change during the 1950s?



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Include the following words and phrases to improve your answer:

Rock and roll

teenager

independence

rebel



## Lesson 6: What impact did segregation have on American Society?



LO: To know the different features of segregation.

LO: To be able to explain the impact of the Jim Crow laws on American Society.



Black Americans and white Americans were segregated by law in the South — this meant that they had to use separate facilities. The facilities for black Americans were often inferior, which denied them equality.

### Jim Crow Laws enforced Segregation in the South

- 1) Segregation was legally enforced by Jim Crow Laws, which were introduced throughout the South from the late 19th century.
- 2) Workplaces, schools, public transport, parks, beaches and swimming pools were all segregated, as were restaurants, drinking fountains and public toilets.
- 3) Facilities for white people and African Americans were supposed to be 'separate but equal', but the ones provided for black people were usually much worse.

The 'separate but equal' doctrine was created in 1890 to justify racial segregation. This policy was often ignored and Jim Crow Laws were used to deny equality to African Americans. Many black people were forced to live as second-class citizens.



© Mary Evans / Library of Congress

This bus station had segregated waiting rooms. One of the signs reads 'colored waiting room'.



Complete the table below, explaining what each key phrase means

Key Term	Definition / Explanation
Segregation	<hr/> <hr/> <hr/> <hr/>
Jim Crow Laws	<hr/> <hr/> <hr/> <hr/>
Facilities	<hr/> <hr/> <hr/> <hr/>



## Lesson 6: What impact did segregation have on American Society?



LO: To know the different features of segregation.

LO: To be able to explain the impact of the Jim Crow laws on American Society.

### PRACTICE 1

How did segregation effect the lives of African-Americans?

In the outline of the icon, write key words to remind you of the reasons.




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**Include the following words and phrases to improve your answer:**

Segregated

Law

Facilities

Quality

Poor

### PRACTICE 2

In what ways did the Jim-Crow Laws effect the lives of African-Americans in the South.

In the outline of the icon, write key words to remind you of the reasons.




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**Include the following words and phrases to improve your answer:**

Work Places

Separate

Schools

Transport

Poor



## Lesson 6: What impact did segregation have on American Society?



LO: To know the different features of segregation.

LO: To be able to explain the impact of the Jim Crow laws on American Society.



### Segregation limited **Opportunities** for African Americans

- 1) **Education** was segregated in the South, with **separate schools** for white and black students. This made it **difficult** for African-American children to get a **good education**. Schools for African Americans relied on white-controlled local governments for their funding, so they received far **less money** than white schools. As a result, most African-American schools were **overcrowded**, had **poor quality buildings** and **lacked books** and other resources.
- 2) In the South, most African Americans worked as **farm labourers**. Their employment opportunities outside of farming were limited because they were **barred** from **skilled jobs** in industry and from most **professional** and **office jobs**.

The majority of African Americans didn't complete secondary school — in the late 1930s, only **19%** of African Americans aged 14-17 were enrolled in **high school**.

In the **North**, there were no Jim Crow Laws, but black people still faced discrimination, especially in **employment** and **housing**. For example, **homeowners' associations** discouraged selling houses in white communities to African Americans, which limited black people to **run-down** and **overcrowded** neighbourhoods. African Americans were also often restricted to **unskilled jobs** which were **badly paid**.



Complete the table below, explaining what each key phrase means

Key Term	Definition / Explanation
Education	<hr/> <hr/> <hr/> <hr/>
Opportunities	<hr/> <hr/> <hr/> <hr/>
Industry	<hr/> <hr/> <hr/> <hr/>



## Lesson 6: What impact did segregation have on American Society?



LO: To know the different features of segregation.

LO: To be able to explain the impact of the Jim Crow laws on American Society.

### PRACTICE 1

How did segregation effect the education of African-Americans?

In the outline of the icon, write key words to remind you of the reasons.




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Include the following words and phrases to improve your answer:

Education   Separate   Schools   Funding   Poor

### PRACTICE 2

In the North, what discrimination did African Americans face in the following areas?

Housing	Employment
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>



## Lesson 6: What impact did segregation have on American Society?



LO: To know the different features of segregation.

LO: To be able to explain the impact of the Jim Crow laws on American Society.



### Most African Americans in the South were Unable to Vote

- 1) The **15th Amendment** to the US Constitution was introduced in 1870. It says that no US citizen should be denied the **right to vote** because of their **race** or **colour**.
- 2) However, the 15th Amendment **wasn't enforced** in the **South** — **racist laws** prevented most African Americans from voting. These laws included:

- **Poll taxes**, which voters had to pay in order to vote. Many poor African Americans couldn't afford to pay.
- **Property requirements** — only those who owned property over a certain value could vote. Few African Americans owned such properties.
- **Literacy or understanding tests** — African Americans rarely passed, because the tests were carried out by white officials who deliberately failed black entrants.

#### Comment and Analysis

These laws meant that African Americans living in the South had **no voice** in politics. As a result, **state governments** in the South were dominated by the **Democratic Party**, which **supported segregation**. These southern Democrats were also **powerful** in the **federal (national) government** and, along with many Republicans, **blocked** attempts to get rid of segregation and give African Americans **equal rights**.

- 3) The laws preventing African Americans from voting also **stopped** them serving on **juries**. This made it very **difficult** for an African-American defendant to get a **fair trial** in a southern court.



Complete the table below, explaining what each key phrase means

Key Term	Definition / Explanation
Opposition	<hr/> <hr/> <hr/> <hr/>
Depression	<hr/> <hr/> <hr/> <hr/>
Corruption	<hr/> <hr/> <hr/> <hr/>



## Lesson 6: What impact did segregation have on American Society?



LO: To know the different features of segregation.

LO: To be able to explain the impact of the Jim Crow laws on American Society.

### PRACTICE 1

Explain what the '15<sup>th</sup> Amendment' is.

In the outline of the icon, write key words to remind you of the reasons.




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**Include the following words and phrases to improve your answer:**

U.S Constitution

15<sup>th</sup> Amendment

Vote

Race

### PRACTICE 2

Explain how each law effected African-Americans from voting.

#### Poll Taxes

#### Property Requirements

#### Literacy Tests

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## Lesson 6: What impact did segregation have on American Society?



LO: To know the different features of segregation.

LO: To be able to explain the impact of the Jim Crow laws on American Society.

### PRACTICE 3

The laws preventing African-Americans voting also prevented them from serving on juries.

How did this effect African-Americans?

In the outline of the icon, write key words to remind you of the reasons.




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**Include the following words and phrases to improve your answer:**

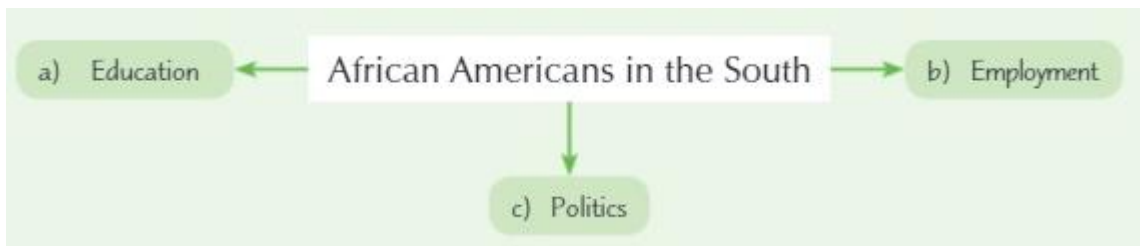
U.S Constitution

15<sup>th</sup> Amendment

Vote

Race

### PRACTICE 4





## Lesson 6: What impact did segregation have on American Society?



LO: To know the different features of segregation.

LO: To be able to explain the impact of the Jim Crow laws on American Society.

CONSOLIDATE

### Key Knowledge Check

What law legalised segregation?	What facilities were segregated?	What was meant by 'separate but equal'?	What % of African Americans were enrolled in high school in the 1930s?	How were African Americans discriminated in the North?
What was the 15 <sup>th</sup> Amendment?	Where was the 15 <sup>th</sup> Amendment not enforced?	What prevented African Americans from voting?	Why did African Americans rarely get a fair trial in court?	What jobs did most African American workers do in the South?

APPLY

### Key Knowledge Question

What impact did segregation have on American Society?




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Include the following words and phrases to improve your answer:

Inequality

discrimination

voting

education

this meant that<sup>34</sup>

# Lesson 7: What impact did the Civil Rights movement have on African-Americans?

LO: To know the key protests of the Civil Rights movement.

LO: To be able to explain the impact that it had on African-Americans.



Civil Rights activists protested against segregation in the South and were often successful in changing laws.

## The Supreme Court ruled against Segregated Education

- 1) The US Supreme Court is the highest court in the USA. It has the final say on whether state and federal laws obey the Constitution.
- 2) Following campaigns by the NAACP, the Supreme Court ruled in the case Brown v Board of Education of Topeka (1954) that racial segregation in schools was unconstitutional (went against the US Constitution). This meant that southern states were supposed to desegregate their public schools.
- 3) The Brown v Board of Education ruling weakened the legal basis for the southern states' Jim Crow Laws and segregation. It also inspired activists to challenge discrimination in other areas of life.

The NAACP (National Association for the Advancement of Colored People) aimed to ensure equality for all. It funded several important court cases challenging discrimination.

However, there was strong opposition to the desegregation of public schools — state authorities often tried to defy the Supreme Court's ruling. Also, the lack of a national Civil Rights law meant that it was difficult for the federal government to enforce desegregation in individual states. This caused problems such as those seen in Little Rock, Arkansas in 1957. Nine African-American students were enrolled at Central High School in Little Rock, but on their first day they were met by an angry mob. The state governor, Orval Faubus, sent the National Guard (soldiers controlled by the state) to keep the black students out. President Eisenhower intervened and sent in US Army troops to enforce desegregation. These problems continued into the 1960s. In 1963, Governor Wallace blocked black students from enrolling at the University of Alabama. President Kennedy took control of the Alabama National Guard and ordered them to ensure that the students were admitted.



Complete the table below, explaining what each key phrase means

Key Term	Definition / Explanation
Supreme Court	<hr/> <hr/> <hr/> <hr/>
Segregation	<hr/> <hr/> <hr/> <hr/>
NAACP	<hr/> <hr/> <hr/> <hr/>



## Lesson 7: What impact did the Civil Rights movement have on African-Americans?



LO: To know the key protests of the Civil Rights movement.

LO: To be able to explain the impact that it had on African-Americans.

### PRACTICE 1

What role did Brown vs the Board of Education play in the Civil Rights Movement?

In the outline of the icon, write key words to remind you of the reasons.




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**Include the following words and phrases to improve your answer:**

NAACP

Education

Segregation

Topeka

Unconstitutional

### PRACTICE 2

Why were events at Little Rock High School significant to the Civil Rights Movement?

In the outline of the icon, write key words to remind you of the reasons.




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**Include the following words and phrases to improve your answer:**

Little Rock

Arkansas

Schools

1957

Angry Mob



# Lesson 7: What impact did the Civil Rights movement have on African-Americans?



LO: To know the key protests of the Civil Rights movement.

LO: To be able to explain the impact that it had on African-Americans.



## Civil Rights protesters **Successfully Challenged** segregation

Activists staged non-violent **protests** against **segregation**, which received lots of **media coverage**. This helped **raise awareness** of racial discrimination in the South and win **public support** for the Civil Rights movement.

### The Montgomery Bus Boycott (1955)

- **Rosa Parks** was a member of the **NAACP** and a committed Civil Rights **activist**. In **1955**, she was arrested for **refusing** to give up her bus seat to a white passenger in **Montgomery, Alabama**.
- Black ministers, led by **Martin Luther King** (see p.48), organised a **bus boycott** in protest. For **more than a year**, African Americans supported the boycott by walking to work or sharing cars. During the boycott, protesters were **violently attacked**, and four churches and King's home were **bombed**.
- The **Supreme Court** eventually ruled that Alabama's bus segregation laws were **unconstitutional**. The **success** of this peaceful protest was **inspirational** to all who opposed segregation in the South.



Complete the table below, explaining what each key phrase means

Key Term	Definition / Explanation
Non-Violent Protest	<hr/> <hr/> <hr/> <hr/>
Media Coverage	<hr/> <hr/> <hr/> <hr/>
Public Support	<hr/> <hr/> <hr/> <hr/>



# Lesson 7: What impact did the Civil Rights movement have on African-Americans?



LO: To know the key protests of the Civil Rights movement.

LO: To be able to explain the impact that it had on African-Americans.

## PRACTICE 1

Explain how Rosa Parks contributed to the Civil Rights Movement?

In the outline of the icon, write key words to remind you of the reasons.




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**Include the following words and phrases to improve your answer:**

NAACP      Rosa Parks      Activists      Arrested      Refusing

## PRACTICE 2

How did the Bus Boycott develop and was it successful?

In the outline of the icon, write key words to remind you of the reasons.




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**Include the following words and phrases to improve your answer:**

Martin Luther King      Bus Boycott      Attacked      Supreme Court      Alabama



# Lesson 7: What impact did the Civil Rights movement have on African-Americans?



LO: To know the key protests of the Civil Rights movement.

LO: To be able to explain the impact that it had on African-Americans.



### The Greensboro Sit-Ins (1960)

- In **February 1960**, a group of black and white college students staged **sit-ins** at the segregated lunch counter in the **Woolworths** department store in **Greensboro, North Carolina**. The protests continued for **several months** and were eventually **successful** — the counter was **desegregated** in **July 1960**.
- The sit-ins **quickly spread** throughout the country. It's estimated that more than **50,000 students** had participated in a sit-in by **April 1960**. These protests were often **successful** in forcing desegregation.
- **Police officers** and other **government officials** sometimes used force to remove protesters.



Complete the table below, explaining what each key phrase means

Key Term	Definition / Explanation
Sit-Ins	<hr/> <hr/> <hr/> <hr/>
Desegregated	<hr/> <hr/> <hr/> <hr/>
Force	<hr/> <hr/> <hr/> <hr/>



## Lesson 7: What impact did the Civil Rights movement have on African-Americans?



LO: To know the key protests of the Civil Rights movement.

LO: To be able to explain the impact that it had on African-Americans.

### PRACTICE 1

What were the Greensboro Sit-Ins and how successful were they?

In the outline of the icon, write key words to remind you of the reasons.




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**Include the following words and phrases to improve your answer:**

Sit-Ins      Woolworths      Greensboro      Desegregated      North Carolina

### PRACTICE 2

Explain how the Greensboro Sit-Ins contributed to the wider Civil Rights Movement.

In the outline of the icon, write key words to remind you of the reasons.




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**Include the following words and phrases to improve your answer:**

Students      Spread      Police Officers      Government Officials





# Lesson 7: What impact did the Civil Rights movement have on African-Americans?



LO: To know the key protests of the Civil Rights movement.

LO: To be able to explain the impact that it had on African-Americans.



## The Freedom Rides (1961)

- In **1961**, protesters began to challenge segregation on **interstate bus** services. Groups of **African Americans** and **white Americans** boarded **interstate buses** in the **North** (where they were **desegregated**) and travelled **together** to southern states that enforced segregation.
- When they reached the **South**, protesters were often **attacked** by violent mobs or **arrested** by local authorities. The widespread violence forced President Kennedy to act — on **1st November 1961**, the federal government issued a **desegregation order** on all interstate buses and trains.



Complete the table below, explaining what each key phrase means

Key Term	Definition / Explanation
Interstate	<hr/> <hr/> <hr/> <hr/>
Federal Government	<hr/> <hr/> <hr/> <hr/>
Order	<hr/> <hr/> <hr/> <hr/>



# Lesson 7: What impact did the Civil Rights movement have on African-Americans?



LO: To know the key protests of the Civil Rights movement.

LO: To be able to explain the impact that it had on African-Americans.

## PRACTICE 1

How did the Freedom Riders contribute to the Civil Rights Movement?  
In the outline of the icon, write key words to remind you of the reasons.




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### Include the following words and phrases to improve your answer:

Interstate Busses

White Busses

Desegregated

## PRACTICE 2

What challenges did the freedom riders face and were they successful?  
In the outline of the icon, write key words to remind you of the reasons.




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### Include the following words and phrases to improve your answer:

Inter-state Busses

African-Americans

Desegregated Attacked

## Lesson 7: What impact did the Civil Rights movement have on African-Americans?

LO: To know the key protests of the Civil Rights movement.

LO: To be able to explain the impact that it had on African-Americans.

CONSOLIDATE

### Key Knowledge Check

What was the NAACP?	What did the Supreme Court rule in the BvB case?	Which president sent in troops to Little Rock High School?	What year was Rosa Park arrested?	What was she arrested for?
Where did the event take place?	What is a 'sit in'?	By 1960, how many people took part in sit ins?	What were the Freedom Rides?	What happened in 1961 to interstate buses and trains?

APPLY

### Key Knowledge Question

What impact did the Civil Rights movement have on African-Americans?

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Include the following words and phrases to improve your answer:

Desegregation

protest

equality

liberty

as a result<sup>43</sup>



## Lesson 8: What impact did MLK and peaceful protests have on the Civil Rights movement?



LO: To know the role that was played by MLK during the Civil Rights movement.

LO: To be able to explain the impact that he had.



All Civil Rights leaders, like [Martin Luther King](#) and [Malcolm X](#), had a similar aim — [justice](#) for African Americans in the USA. However, they didn't always agree on the best [method](#) for achieving that aim.

### Martin Luther King promoted Non-Violent protest

- 1) [Martin Luther King](#) was a Christian minister. He believed in [non-violence](#) and encouraged activists to use non-violent [direct action](#) to gain equality.
- 2) King thought that [non-violence](#) would encourage [understanding](#) and [integration](#). He didn't want to treat white people as the [enemy](#).
- 3) King helped to establish the [SCLC \(Southern Christian Leadership Conference\)](#) in [1957](#). It organised [non-violent protests](#) such as sit-ins and marches.
- 4) King and the SCLC pushed for [meaningful](#) Civil Rights laws:



© Mary Evans / Sueddeutsche Zeitung Photo

#### Birmingham

- In [April 1963](#), the SCLC organised marches and sit-ins to try to desegregate [Birmingham](#). The protesters were arrested, including King.
- Police [attacked children](#) who joined the marches in [May 1963](#). Images of this led to public [outrage](#). A [desegregation agreement](#) was reached, which some white people [opposed](#). [Bombers](#) then targeted King, which led some African Americans to [riot](#).
- These events increased [sympathy](#) for the Civil Rights movement and persuaded President [Kennedy](#) that strong action was needed. In June, he presented a [Civil Rights bill](#) to Congress.

#### March on Washington

- King and the SCLC organised a huge march on Washington DC on [28th August 1963](#). More than [250,000](#) people attended.
- During the march, King gave his famous '[I Have a Dream](#)' speech, calling for an end to racism in the USA.
- The march showed that there was massive [support](#) for action on Civil Rights, and it received [huge media attention](#). This put [pressure](#) on [Congress](#) to pass Kennedy's [Civil Rights bill](#).



Complete the table below, explaining what each key phrase means

Key Term	Definition / Explanation
Justice	<hr/> <hr/> <hr/> <hr/>
Integration	<hr/> <hr/> <hr/> <hr/>



**Lesson 8: What impact did MLK and peaceful protests have on the Civil Rights movement?**



LO: To know the role that was played by MLK during the Civil Rights movement.

LO: To be able to explain the impact that he had.

**PRACTICE 1**

Create a mind map of key information about Martin Luther King



**PRACTICE 2**

How did Martin Luther King feel about the following issues?

Use of Violence	Integration	White People
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



## Lesson 8: What impact did MLK and peaceful protests have on the Civil Rights movement?



LO: To know the role that was played by MLK during the Civil Rights movement.

LO: To be able to explain the impact that he had.

CONSOLIDATE

### Key Knowledge Check

What type of protest did MLK promote?	What type of protest did MLK promote?	What did King establish in 1957?	What did King organise in Birmingham?	What year was the Civil Rights bill put to congress?
How many people attended the march on Washington?	What year did it take place?	What is MLK famous speech?	What did the march show?	Why did the march put pressure on Kennedy?

APPLY

### Key Knowledge Question

What impact did MLK and peaceful protests have on the Civil Rights movement?

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Include the following words and phrases to improve your answer:

Non-violent

peaceful

understanding

protest

## Lesson 9: What impact did Malcom X and Black Power have on the Civil Rights movement?

LO: To know the role that was played by Malcom X during the Civil Rights movement.

LO: To be able to explain the impact that he had.



NEW INFO

### Other leaders promoted **Black Separatism** and **Violent protest**

- 1) **Malcolm X** was an influential leader in an African-American organisation called the **Nation of Islam**. The Nation of Islam encouraged **black separatism** — the idea that, if black people couldn't achieve **freedom, justice** and **equality** in US society, then they should leave and form their own **separate nation**.
  - 2) Malcolm X **criticised** the Civil Rights movement — he thought that non-violence was **ineffective** and would not achieve change. He said that African Americans should use '**any means necessary**', even **violence**, to get equality.
  - 3) Unlike Martin Luther King, **Malcolm X** saw white people as the **enemy** — he openly **condemned** them for their role in oppressing African Americans.
  - 4) Malcolm X encouraged black people to take **pride** in their **African heritage**. His preaching helped to raise African-American **confidence** and **self-esteem**.



© Mary Evans / Everett Collection

After he left the Nation of Islam in 1964, Malcolm X moved away from black separatism and began to preach non-violence. He was **killed** by Nation of Islam members in **February 1965**.

- 5) In **1966**, the idea of '**Black Power**' was popularised by **Stokely Carmichael**, chairman of the **SNCC** (Student Nonviolent Coordinating Committee). Under his influence, the SNCC became **more radical**.
  - Carmichael argued that the racism and inequality in US society could only be tackled by **strengthening** black communities and making them more **independent** of white society.
  - The **Black Panther Party**, founded in 1966 by **Huey Newton** and **Bobby Seale**, embraced 'Black Power'. Its members went on **armed patrol**, claiming to defend African Americans from police violence.
  - The party also tried to **strengthen black communities** by carrying out **education** and **healthcare** programmes. They became **extremely popular**, especially in deprived inner-city areas.

KEY TERMS

Complete the table below, explaining what each key phrase means

Key Term	Definition / Explanation
Opposition	<hr/> <hr/> <hr/> <hr/>
Depression	<hr/> <hr/> <hr/> <hr/>
Corruption	<hr/> <hr/> <hr/> <hr/>

**Lesson 9: What impact did Malcom X and Black Power have on the Civil Rights movement?**

LO: To know the role that was played by Malcom X during the Civil Rights movement.

LO: To be able to explain the impact that he had.



**PRACTICE 1**

How did Malcom X's views change after he left the Nation of Islam in 1964?

In the outline of the icon, write key words to remind you of the reasons.




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**Include the following words and phrases to improve your answer:**

Nation of Islam

Black Separatism

Killed

**PRACTICE 2**

Give three ways the Black Panther Party tried to improve the lives of African-Americans.

<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>



**Lesson 9: What impact did Malcom X and Black Power have on the Civil Rights movement?**

LO: To know the role that was played by Malcom X during the Civil Rights movement.

LO: To be able to explain the impact that he had.



**PRACTICE 3**



Describe the views of Martin Luther King and Malcom X on the following topics.



Topic	Martin Luther King	Malcom X
Use of Violence	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Integration	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
White People	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

## Lesson 9: What impact did Malcom X and Black Power have on the Civil Rights movement?



LO: To know the role that was played by Malcom X during the Civil Rights movement.



LO: To be able to explain the impact that he had.

CONSOLIDATE

### Key Knowledge Check


APPLY

### Key Knowledge Question

What caused America's economy to 'boom' in the 1920s?

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Include the following words and phrases to improve your answer:

Hire-Purchase Credit

Advertising

Mass Production

this meant that<sup>50</sup>

# Lesson 10: What impact did the Civil Rights legislation of the 1960s have on American society?



LO: To know the role that the government played in the Civil Rights movement.



LO: To be able to explain the impact that the acts had on society.



The Civil Rights Acts of 1964 and 1968 outlawed segregation and racial discrimination in the USA. This was a huge achievement for the Civil Rights movement, but there was still work to be done to gain full equality.

## President Johnson passed the Civil Rights Act in 1964

In June 1963, President Kennedy had presented the Civil Rights bill to Congress (see p.48). However, it is difficult to pass laws in Congress, and Civil Rights was a controversial issue that faced strong resistance from some members of Congress. Therefore, it was unclear how long it would take Kennedy to push the bill through, or whether it was possible at all. Kennedy was assassinated in November 1963 before he could get the bill passed.

- 1) President Lyndon B. Johnson was Kennedy’s successor. Like Kennedy, he was committed to ending segregation. He used the wave of emotion that followed Kennedy’s assassination to gain support for the Civil Rights bill, and his skilful negotiation meant that the bill finally became law in June 1964.
- 2) The eleven sections of the Civil Rights Act:

- Outlawed discrimination in public facilities, such as hotels, restaurants, theatres and parks.
- Encouraged the desegregation of public schools and universities.
- Promoted equal access to job opportunities and banned discrimination in the workplace.
- Strengthened rules against discrimination in voter registration.



Complete the table below, explaining what each key phrase means

Key Term	Definition / Explanation
Segregation	<hr/> <hr/> <hr/> <hr/>
Racial Discrimination	<hr/> <hr/> <hr/> <hr/>
Civil Rights	<hr/> <hr/> <hr/> <hr/>

**Lesson 10: What impact did the Civil Rights legislation of the 1960s have on American society?**



LO: To know the role that the government played in the Civil Rights movement.



LO: To be able to explain the impact that the acts had on society.

**PRACTICE 1**

Why did Lyndon B Johnson succeed in passing the 1964 Civil Rights Act.

In the outline of the icon, write key words to remind you of the reasons.



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**Include the following words and phrases to improve your answer:**

Lyndon Johnson

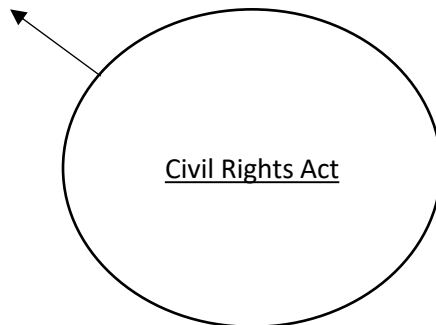
Civil Rights Act

Skillfull

**PRACTICE 2**

What were the eleven sections of the Civil Rights Act? Complete the Mind map.

In the outline of the icon, write key words to remind you of the reasons.



# Lesson 10: What impact did the Civil Rights legislation of the 1960s have on American society?



LO: To know the role that the government played in the Civil Rights movement.



LO: To be able to explain the impact that the acts had on society.



## The Civil Rights Act had a **Lasting Impact** on American Society

- 1) The act forced the **federal government** to **protect minorities** from discrimination. Although the government's powers to enforce the act were **weak at first**, they were **gradually strengthened**.
- 2) It led to the introduction of '**affirmative action**' — businesses and government agencies actively tried to **increase** the number of **African Americans** and other **under-represented groups** that they employed.
- 3) Other groups who faced **discrimination**, such as women (see p.54 and 56), used the act as a **blueprint**.
- 4) Although the act outlawed many forms of discrimination, there were shortcomings:
  - All of the **barriers** that prevented African Americans from **voting** were only officially removed when the **Voting Rights Act** was passed in 1965.
  - The act couldn't immediately end racial **discrimination** or get rid of **racist beliefs**. Many African Americans in the North felt that the Civil Rights movement made **little difference** to their daily lives — they still suffered inequality.

Some African Americans in the North began to believe that change could only be achieved through a more **aggressive** approach (see p.48). Between 1964 and 1972, there were more than **750 inner-city riots** by African Americans. The **assassination** of **Martin Luther King** in April 1968 sparked riots in more than **100 cities**. This violence and King's murder showed that there were still many **problems** to overcome.



Complete the table below, explaining what each key phrase means

Key Term	Definition / Explanation
<b>Federal Government</b>	<hr/> <hr/> <hr/> <hr/>
<b>Affirmative Action</b>	<hr/> <hr/> <hr/> <hr/>
<b>Discrimination</b>	<hr/> <hr/> <hr/> <hr/>

**Lesson 10: What impact did the Civil Rights legislation of the 1960s have on American society?**



LO: To know the role that the government played in the Civil Rights movement.



LO: To be able to explain the impact that the acts had on society.

**PRACTICE 1**

What impact did the 1964 Civil Rights Act have?

In the outline of the icon, write key words to remind you of the reasons.



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**Include the following words and phrases to improve your answer:**

Federal      Minorities      Protect      Affirmative      Action      Blueprint

**PRACTICE 2**

What were the shortcomings of the 1964 Civil Rights Act?

In the outline of the icon, write key words to remind you of the reasons.



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**Include the following words and phrases to improve your answer:**

Limited      Discrimination      Less Obvious      Harder to Prove

# Lesson 10: What impact did the Civil Rights legislation of the 1960s have on American society?



LO: To know the role that the government played in the Civil Rights movement.



LO: To be able to explain the impact that the acts had on society.



## The 1968 Civil Rights Act addressed Housing

The 1964 act opened the way for more Civil Rights legislation.

- 1) The 1968 Civil Rights Act, known as the Fair Housing Act, aimed to eliminate racial discrimination in housing.
- 2) Before 1968, African Americans often found that their attempts to buy or rent homes in certain areas were denied (see p.44). This forced them into overcrowded and poorly built neighbourhoods away from white communities.
- 3) The act made it illegal to refuse to sell or rent a house to anyone because of their race, colour, religion or nationality.
- 4) However, powers to enforce the act were limited and people continued to discriminate against African Americans in housing in ways that were less obvious and harder to prove.

### Comment and Analysis

Continued discrimination against African Americans showed that, although Civil Rights legislation was a very positive step, real change was unlikely to happen while people continued to hold racist attitudes.

For example, many estate agents continued to steer African Americans away from white neighbourhoods. This didn't encourage integration.



Complete the table below, explaining what each key phrase means

Key Term	Definition / Explanation
Opposition	<hr/> <hr/> <hr/> <hr/>
Depression	<hr/> <hr/> <hr/> <hr/>
Corruption	<hr/> <hr/> <hr/> <hr/>

## Lesson 10: What impact did the Civil Rights legislation of the 1960s have on American society?



LO: To know the role that the government played in the Civil Rights movement.



LO: To be able to explain the impact that the acts had on society.

### PRACTICE 1

Why was the 1968 Civil Rights Act introduced? How did it change the law in America?

In the outline of the icon, write key words to remind you of the reasons.



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**Include the following words and phrases to improve your answer:**

Legislation

Fair

Housing

Rent

Buy

### PRACTICE 2

What were the limitations of the 1968 Civil Rights Act?

In the outline of the icon, write key words to remind you of the reasons.



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**Include the following words and phrases to improve your answer:**

Limited

Discrimination

Less Obvious

Harder to Prove



# Lesson 10: What impact did the Civil Rights legislation of the 1960s have on American society?



LO: To know the role that the government played in the Civil Rights movement.



LO: To be able to explain the impact that the acts had on society.

## PRACTICE 3

### Interpretation

The interpretation below is from an article by David Filvaroff and Raymond Wolfinger, published in 2000. Filvaroff worked as a government official in the Justice Department, and was heavily involved in drafting the 1964 Civil Rights Act. Wolfinger worked as an assistant to a senator who was crucial in passing the Civil Rights Act through Congress.

The Civil Rights Act of 1964 was the greatest legislative achievement of the civil rights movement. Enacted amid\* extraordinary public attention, it is arguably the most important domestic legislation of the postwar era. Since [...] nearly a century earlier, Congress had failed to enact any but the most feeble legislation against racial discrimination. This sorry record notwithstanding\*\*, the 1964 act was broader and stronger than informed observers had expected at the outset or during most of the year it was before Congress.

b)

a)

\*among      \*\*aside

- 1) For each highlighted phrase, explain whether or not you think it is convincing about the 1964 Civil Rights Act. Use information from page 50 and earlier in the book to help you.
- 2) Why do you think the interpretation gives a positive view of the 1964 Civil Rights Act? Use the background information about the authors to explain your answer.

Q1)

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Q2)

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# Lesson 10: What impact did the Civil Rights legislation of the 1960s have on American society?



LO: To know the role that the government played in the Civil Rights movement.



LO: To be able to explain the impact that the acts had on society.



## Key Knowledge Check




## Key Knowledge Question



What caused America's economy to 'boom' in the 1920s?



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Include the following words and phrases to improve your answer:

Hire-Purchase Credit

Advertising

Mass Production

this meant that<sup>58</sup>



# Lesson 11: What impact did Kennedy's 'New Frontier' have on American society?



LO: To know the key features of Kennedys 'New Frontier'.

LO: To be able to explain the impact it had on American society.



The USA still had high levels of inequality after the Second World War. In the 1960s, the Democratic Party, led by Presidents Kennedy and Johnson, brought in reforms to try to wipe out poverty in America.

## Kennedy wanted to solve **Problems** in American Society

- There were huge economic divisions in American society in the 1950s and 1960s — while many Americans experienced great prosperity, many others were trapped in poverty (see p.38).
- When Kennedy was elected as President in November 1960, he tried to tackle poverty through a programme of reform called the 'New Frontier'. He passed legislation to improve the lives of the poor:
  - The minimum wage was increased from \$1 an hour to \$1.25 for over 27 million workers.
  - Around 4.4 million people received new or increased social security benefits.
  - The Manpower and Training Act of 1962 gave unemployed people the opportunity to retrain.
- However, Congress opposed some of Kennedy's plans to introduce affordable medical care and investment in education — this prevented the reforms from going as far as Kennedy would have liked.



Complete the table below, explaining what each key phrase means

Key Term	Definition / Explanation
Inequality	<hr/> <hr/> <hr/> <hr/>
Poverty	<hr/> <hr/> <hr/> <hr/>
Prosperity	<hr/> <hr/> <hr/> <hr/>



# Lesson 11: What impact did Kennedy's 'New Frontier' have on American society?



LO: To know the key features of Kennedys 'New Frontier'.

LO: To be able to explain the impact it had on American society.

## PRACTICE 1

Give three ways in which 'Kennedy's New Frontier' program improved poor peoples lives.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

## PRACTICE 2

Why didn't the 'New Frontier' program go as far as Kennedy wanted?  
In the outline of the icon, write key words to remind you of the reasons.



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**Include the following words and phrases to improve your answer:**

Congress    Affordable    Medical Care    Prevented    Kennedy



# Lesson 11: What impact did Kennedy's 'New Frontier' have on American society?



LO: To know the key features of Kennedys 'New Frontier'.

LO: To be able to explain the impact it had on American society.

CONSOLIDATE

## Key Knowledge Check


APPLY

## Key Knowledge Question

What caused America's economy to 'boom' in the 1920s?




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Include the following words and phrases to improve your answer:

Hire-Purchase Credit

Advertising

Mass Production

this meant that<sup>61</sup>



## Lesson 12: What impact did Johnson's 'Great Society' have on the American people?



LO: To know the key features of Johnson's 'New Society'.

LO: To be able to explain the impact it had on American society.



### Johnson's 'Great Society' promised to Eradicate Poverty

- 1) After Kennedy's death in 1963, President Johnson wanted to carry on Kennedy's work. He aimed to make America a fairer and more equal society for everyone.
- 2) In 1964, Johnson announced a 'war on poverty' with the goal of making the USA a 'Great Society'. As part of his 'Great Society' programme, Johnson introduced legislation to tackle poverty, and to improve education and healthcare:

Johnson managed to achieve some of the things that Kennedy didn't — he was very skilled at getting reforms through Congress.

Poverty

The 1964 Economic Opportunity Act introduced a Job Corps to give training to young people and help them find jobs. It also gave grants for adult education and gave assistance to needy children.

- 19% of the population were living in poverty in 1964. This had dropped to about 11% by 1973.
- However, levels of poverty never dropped much below the 11% it reached in 1973.

Education

The 1965 Elementary and Secondary Education Act gave funds to schools with poorer children, and the 1965 Higher Education Act gave student loans to people who would struggle to afford university.

- By the end of 1967, about 9 million children had extra funding. In 1970, the number of people who had joined a university had increased by over 4 million compared to ten years before.
- However, there were no measures in place to make schools spend the funds wisely — they were just given money and spent it as they wished. This meant that a lot of money was wasted.



Complete the table below, explaining what each key phrase means

Key Term	Definition / Explanation
Great Society	<hr/> <hr/> <hr/> <hr/>
Congress	<hr/> <hr/> <hr/> <hr/>
Equal Society	<hr/> <hr/> <hr/> <hr/>



## Lesson 12: What impact did Johnson's 'Great Society' have on the American people?



LO: To know the key features of Johnson's 'New Society'.

LO: To be able to explain the impact it had on American society.

### PRACTICE 1

Make a list of the legislation that was introduced as part of the 'Great Society' programme. For each piece of legislation, explain what changed as a result.

Education

Poverty

Healthcare



## Lesson 12: What impact did Johnson's 'Great Society' have on the American people?



LO: To know the key features of Johnson's 'New Society'.

LO: To be able to explain the impact it had on American society.



Healthcare

The 1965 Social Security Act introduced Medicare (which provided basic healthcare for those over 65 years old) and Medicaid (which provided basic healthcare for those too poor to afford it).

- Around 19 million people had signed up to Medicare by the end of 1966.
- Medicare payments were made only to hospitals that kept black and white patients together — so it desegregated many hospitals. This was an improvement for Civil Rights as well as healthcare.

- 3) The 'Great Society' helped to reduce levels of poverty. It was often successful in making it easier for poor people to get a good education and making healthcare more affordable for the poor and the elderly.
- 4) However, the programme didn't manage to eliminate poverty. This created frustration among the poorest in American society, whose hopes had been raised by Johnson's promises.
- 5) The programme was also very expensive for the government. In the 1960s, the Vietnam War was costing the US government billions of dollars every year — this took funding away from the 'Great Society'.
- 6) These limitations played a role in sparking the inner-city riots of the late 1960s and early 1970s (see p.50).



Complete the table below, explaining what each key phrase means

Key Term	Definition / Explanation
Medicare	<hr/> <hr/> <hr/> <hr/>
Affordable	<hr/> <hr/> <hr/> <hr/>
Inner-City Riots	<hr/> <hr/> <hr/> <hr/>





## Lesson 12: What impact did Johnson's 'Great Society' have on the American people?



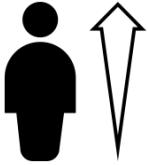
LO: To know the key features of Johnson's 'New Society'.

LO: To be able to explain the impact it had on American society.

### PRACTICE 1

In what ways was the 'Great Society' a success?

In the outline of the icon, write key words to remind you of the reasons.




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**Include the following words and phrases to improve your answer:**

Reduce

Poverty

Good

Education

People

### PRACTICE 2

In what ways was the 'Great Society' not a success?

In the outline of the icon, write key words to remind you of the reasons.




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**Include the following words and phrases to improve your answer:**

Eliminate

Poverty

Frustration

Expensive



## Lesson 12: What impact did Johnson's 'Great Society' have on the American people?



LO: To know the key features of Johnson's 'New Society'.

LO: To be able to explain the impact it had on American society.

### PRACTICE 3

## Interpretation

### Interpretation 1

Under... the Great Society, there was a dramatic acceleration of governmental efforts to ensure the wellbeing of all citizens; to equalize opportunity for minorities and the disadvantaged; to eliminate, or at least mitigate\*, the social, economic, and legal foundations of inequality and deprivation\*\*. Congress moved ahead on a vast range of long-debated social welfare measures and pushed on into uncharted\*\*\* seas.

*An extract from a journal article by Sar Levitan and Robert Taggart, published in 1976. Levitan was an expert on social and economic policy who worked to create policies to tackle poverty under the 'New Frontier'. Taggart worked as Levitan's research assistant.*

\*reduce      \*\*poverty      \*\*\*unexplored

### Interpretation 2

The Great Society programs had poured billions of dollars into supplying a formidable range of social services for the poor; if you could prove that your income was below a certain level you could qualify for any number of free or subsidized\* goods or services. I felt that this kind of approach encouraged a feeling of dependence and discouraged the kind of self-reliance that is needed to get people on their feet. I thought that people should have the responsibility for spending carefully and taking care of themselves.

*An extract from Richard Nixon's memoirs, published in 1978. Nixon was a Republican President who served after President Johnson. He made changes to the 'Great Society' programme and supported a policy of giving money, rather than services, to the poor.*

\*partly paid for

- 1) Which interpretation gives a more positive view of the 'Great Society'?  
Use details from both interpretations to support your answer.
- 2) Why do you think these interpretations give different views about the 'Great Society'?  
Explain your answer, using the background information about each author to help you.

Q1)

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Q2)

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## Lesson 12: What impact did Johnson's 'Great Society' have on the American people?



LO: To know the key features of Johnson's 'New Society'.

LO: To be able to explain the impact it had on American society.

CONSOLIDATE

### Key Knowledge Check


APPLY

### Key Knowledge Question

What caused America's economy to 'boom' in the 1920s?




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Include the following words and phrases to improve your answer:

Hire-Purchase Credit

Advertising

Mass Production

this meant that<sup>67</sup>

**L13: In what ways did the feminist movements in the 1960s and 1970s affect the lives of women?**



LO: To know the key features of the feminists movements of the 60s & 70s



LO: To be able to explain the impact they had on American society.



In the 1960s, feminism gained momentum in the USA and began to challenge discrimination against women.

**Women were Discouraged from pursuing a Career**

- 1) Traditional gender stereotypes discouraged women from pursuing a career. In the ideal American family, women were expected to be housewives and mothers while their husbands worked.
- 2) In the 1960s, women made up around 33-43% of the workforce. They usually worked in low-paid jobs, like cleaning, nursing and teaching. On average, women earned 40% less than men.

**Women began to challenge Discrimination at Work**

- 1) Eleanor Roosevelt persuaded President Kennedy to create the Presidential Commission on the Status of Women (sometimes called Status Commission 1963) with herself as its head. This was the first time that the federal government had taken the question of women's rights and roles seriously as a political issue.
- 2) The Commission's report, which was published in October 1963, showed that discrimination against women was a serious problem and criticised the gender inequality in American society.

The President asked the Commission to investigate inequality between men and women at work and in the USA's taxation and legal systems. The Commission was asked to make recommendations for ways the government could prevent discrimination against women and improve their employment opportunities.

For example, employers often gave different job titles to men and women who were doing the same job. This enabled them to get around the Equal Pay Act and continue paying men more than women for the same job. The EEOC failed to prevent this practice.

- 3) In response to the Commission's report, new laws were introduced to give women equality in employment. The 1963 Equal Pay Act made it illegal to pay women less than men for the same job. A year later, the 1964 Civil Rights Act prohibited discrimination in employment on the basis of sex.
- 4) However, the new laws weren't enforced properly. The Equal Employment Opportunity Commission (EEOC) was supposed to ensure equality at work, but it focused on racial discrimination and failed to take discrimination against women seriously.



Complete the table below, explaining what each key phrase means

Key Term	Definition
<p><b>Stereotype</b></p>	<hr/> <hr/> <hr/> <hr/>
<p><b>Commission</b></p>	<hr/> <hr/> <hr/> <hr/>

**L13: In what ways did the feminist movements in the 1960s and 1970s affect the lives of women?**



LO: To know the key features of the feminists movements of the 60s & 70s



LO: To be able to explain the impact they had on American society.

**PRACTICE 1**

How did each factor challenge gender discrimination?

Presidential Commission on the Status of Women	Equal Pay Act 1963	Civil Right Act 1964
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**PRACTICE 2**

How did the EEOC fail to support Women's Rights?

In the outline of the icon, write key words to remind you of the reasons.



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**Include the following words and phrases to improve your answer:**

New Laws   Enforced   Employment Opportunity Commission

**L13: In what ways did the feminist movements in the 1960s and 1970s affect the lives of women?**



LO: To know the key features of the feminists movements of the 60s & 70s



LO: To be able to explain the impact they had on American society.



**The campaign group NOW was formed in 1966**

- 1) By 1966, activists like [Betty Friedan](#) were frustrated at the EEOC's failure to enforce equality for women at work. They founded the [National Organisation for Women \(NOW\)](#) to campaign for women's [legal](#), [educational](#) and [professional equality](#).
- 2) NOW took the step of drafting their own [Bill of Rights](#) in 1968. The bill demanded that [gender equality](#) was written into the Constitution. They also wanted access to [equal employment rights](#) and [job opportunities](#), paid [maternity leave](#), access to [child care](#) and the right to have an [abortion](#).
- 3) NOW used similar tactics to the African-American Civil Rights movement. They [petitioned](#) the EEOC, [demonstrated](#) at EEOC offices, [disrupted](#) Senate hearings, launched [legal challenges](#) to sex discrimination, and organised [marches](#) and [boycotts](#) of companies that discriminated against women.
- 4) On [26th August 1970](#), NOW supported the [Women's Strike for Equality](#), with demonstrations in more than 90 US towns and cities. Around [20,000](#) people participated in a march in [New York](#).

In 1963, Betty Friedan published '[The Feminine Mystique](#)', based on her research among America's suburban housewives. The book described women's [dissatisfaction](#) with the roles of [housewife](#) and [mother](#). She argued that women were just as [capable](#) of pursuing a [career](#) as men, and that confining women to traditionally feminine roles [wasted their talents and potential](#). '[The Feminine Mystique](#)' was [highly influential](#) and played an [important role](#) in the development of [feminism](#) in the USA in the 1960s.



© Granger/Shutterstock

Women's rights campaigners marching in Washington DC as part of the Women's Strike for Equality.



Complete the table below, explaining what each key phrase means

Key Term	Definition
<p><b>Activists</b></p>	<hr/> <hr/> <hr/> <hr/>
<p><b>Equality</b></p>	<hr/> <hr/> <hr/> <hr/>
<p><b>Petition</b></p>	<hr/> <hr/> <hr/> <hr/>

**L13: In what ways did the feminist movements in the 1960s and 1970s affect the lives of women?**



LO: To know the key features of the feminists movements of the 60s & 70s

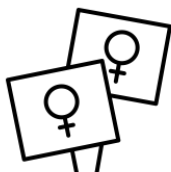


LO: To be able to explain the impact they had on American society.



What was 'NOW' and why was it founded?

In the outline of the icon, write key words to remind you of the reasons.



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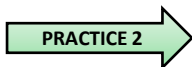
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**Include the following words and phrases to improve your answer:**

Betty Frieden   Frustration   Bill of Rights   Job Opportunities



Complete the mind map below showing the demands made in NOW's 1968 Bill of Rights.



**L13: In what ways did the feminist movements in the 1960s and 1970s affect the lives of women?**



LO: To know the key features of the feminists movements of the 60s & 70s



LO: To be able to explain the impact they had on American society.



The women's movement **achieved** a lot for women — including many basic rights like **equal pay** and **equal educational opportunities**. However, **strong opposition** meant feminists **weren't** able to achieve all their goals.

**Activists improved Equality in Employment and Education**

- 1) Pressure from NOW and other women's rights groups forced the **EEOC** to take discrimination **seriously**. From the late 1960s, it **enforced** the laws that were meant to improve **gender equality** in work (see p.54).
- 2) In **1968**, the EEOC **outlawed** job advertisements that asked for **men only**. This meant that women could apply for **higher paid** jobs from which they had previously been **excluded**.
- 3) In **1971**, the **Supreme Court** ruled in the case **Reed v Reed** that laws discriminating against women were **unconstitutional**. This was the **first time** that the Supreme Court had used the **14th Amendment**, which guarantees equal protection under the law to all citizens, to protect **women's rights**. The Supreme Court also issued rulings against sex discrimination in **employment** in 1971 and 1973.
 

*Reed v Reed* was a case that challenged a law in Idaho which stated that **men** should have **priority** if two people claimed to be equally entitled to a relative's inheritance. The **Supreme Court** ruled that this was **discrimination** under the **14th Amendment**.
- 4) The **Educational Amendments Act** (1972) forced public **educational establishments** to provide equal facilities and opportunities for both sexes. This was an extension of the **1964 Civil Rights Act**, which had outlawed sex discrimination at **work**, but not in **public education**.
 

The Educational Amendments Act also extended the **1963 Equal Pay Act**. The Act had banned **gender discrimination** in pay for a lot of jobs, but it was now **expanded** to include **executive, administrative** and **professional** jobs as well.



Complete the table below, explaining what each key phrase means

Key Term	Definition
Opposition	<hr/> <hr/> <hr/> <hr/>
Outlawed	<hr/> <hr/> <hr/> <hr/>
Unconstitutional	<hr/> <hr/> <hr/> <hr/>



**L13: In what ways did the feminist movements in the 1960s and 1970s affect the lives of women?**



LO: To know the key features of the feminists movements of the 60s & 70s



LO: To be able to explain the impact they had on American society.

**PRACTICE 1**

Explain the importance of Reed vs Reed in the development of Women's Rights.

In the outline of the icon, write key words to remind you of the reasons.



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**Include the following words and phrases to improve your answer:**

Supreme Court

Abortion

Reed vs Reed

Unconstitutional

**PRACTICE 2**

Explain the importance of the Educational Amendments Act 1972.

In the outline of the icon, write key words to remind you of the reasons.



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**Include the following words and phrases to improve your answer:**

Public

Educational

Opportunities

Sexes

**L13: In what ways did the feminist movements in the 1960s and 1970s affect the lives of women?**



LO: To know the key features of the feminists movements of the 60s & 70s



LO: To be able to explain the impact they had on American society.



**There was Strong Opposition to some feminist campaigns**

Much like the Civil Rights movement, feminist campaigns faced determined **resistance**.

**Abortion**

- Feminists believed that women had the **right** to choose **abortion**. The Supreme Court ruled in the case **Roe v Wade** (1973) that state laws banning abortion were **unconstitutional**. Women now had **power** over their own bodies and the right to **choose** whether they wanted an abortion or not.
- But in response to pressure from religious groups, Congress passed the **Hyde Amendment** in **1976**. This stopped **Medicaid** (the medical assistance programme for the poor) from **funding** abortions.
- Without government funding, abortion became **too expensive** for many women on **low incomes**.

**Equal Rights Amendment**

- NOW campaigned for the **Equal Rights Amendment (ERA)**, a constitutional amendment to **guarantee equal rights** for women. It was passed by **Congress** in **1972**, and most of the public supported it. To become law, the bill needed to be **ratified** (approved) by **38** of the **50 states**.
- However, the bill faced **opposition** from women, such as Phyllis Schlafly, who wanted a return to **traditional femininity**. Schlafly, a conservative activist, didn't believe in women having **equality** with men — she wanted women to be **protected** and **provided for** in their role as **wife** and **mother**.
- Schlafly argued that the amendment would lead to more **abortions**, women being **drafted** into the Army and **fighting** on the front line, and a wider acceptance of **homosexuality**. These arguments gained her **support** from **conservative people** and **religious groups** in America.
- Schlafly founded the '**STOP ERA**' campaign. She staged rallies to **pressure** states into **rejecting** the ERA, with her followers **baking pies** for politicians to show their value as **homemakers**.
- As a result of Schlafly's campaign, ratification **slowed** and some states that had already ratified the ERA **withdrew** their support. In the end, only **35** of the required **38** states ratified the ERA, which meant that it **didn't** become **law**.

**Comment and Analysis**

This was a **serious blow** to **feminists** and the fight for **gender equality**. Opposition to the ERA and other feminist campaigns shows that some people in America were still **not convinced** about giving women **more rights**.



Complete the table below, explaining what each key phrase means

Key Term	Definition
Abortion	<hr/> <hr/> <hr/> <hr/>
Femininity	<hr/> <hr/> <hr/> <hr/>

**L13: In what ways did the feminist movements in the 1960s and 1970s affect the lives of women?**



LO: To know the key features of the feminists movements of the 60s & 70s



LO: To be able to explain the impact they had on American society.

**PRACTICE 1**

Explain the importance of Roe vs Wade in the development of Women's Rights.

In the outline of the icon, write key words to remind you of the reasons.



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**Include the following words and phrases to improve your answer:**

Rights      Abortion      Roe vs Wade      Unconstitutional

**PRACTICE 2**

Explain why each of the following was a problem for women in the 1960s.

Use of Violence	Integration	White People
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**L13: In what ways did the feminist movements in the 1960s and 1970s affect the lives of women?**



LO: To know the key features of the feminists movements of the 60s & 70s



LO: To be able to explain the impact they had on American society.

CONSOLIDATE

**Key Knowledge Check**


APPLY

**Key Knowledge Question**

What caused America's economy to 'boom' in the 1920s?

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**Include the following words and phrases to improve your answer:**

Hire-Purchase Credit

Advertising

Mass Production

this meant that<sup>76</sup>