

Implementation: Scheme of Learning

Subject: History

Year: 11

Unit Title: **The USA: conflict at home and abroad**

Summary of unit: Modern depth study – The USA, 1954-1975: conflict at home and abroad

This Scheme of Work covers the depth study on the USA: conflict at home and abroad. The depth study focuses on a substantial and coherent short time span (1954-1975) and requires students to understand the complexity of American society, historical situations and the interplay of different aspects within it. These include social, economic, political, cultural and military aspects.

The main content is divided into four key topics. There is some chronological overlap between key topics – this structure helps highlight the complexity and interplay of different aspects within the society. Please see below for key topics. Paper 3 leads students through the analysis of linked sources and interpretations. Each part breaks down the process into a manageable portion, embedding the idea that interpretations are grounded in evidence, the sources, and allowing pupils across the ability range to access a potentially tough aspect of history.

Assessment Objectives:

AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

AO2: Explain and analyse historical events and periods studied using second-order historical concepts.

AO3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.

AO4: Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

GCSE Examination details

- Paper 3
- Option 33
- 52 Marks
- 30% of the GCSE qualification

Key Concepts: causation and consequence; chronological understanding; interpretations; inferences; interplay of different aspects; complexity of situations

Key topic 1: The development of the civil rights movement, 1954–60

1. The position of black Americans in the early 1950s

Segregation, discrimination and voting rights in the Southern states; the work of civil rights organisations, including the NAACP and CORE.

2. Progress in education

The key features of the Brown v. Topeka case (1954); the immediate and long-term significance of the case; the significance of the events at Little Rock High School, 1957.

3. The Montgomery Bus Boycott and its impact, 1955–60

Causes and events of the Montgomery Bus Boycott; the significance of Rosa Parks; reasons for the success and importance of the boycott; the Supreme Court ruling; the Civil Rights Act 1957; the significance of the leadership of Martin Luther King; the setting up of the SCLC.

4. Opposition to the civil rights movement

The Ku Klux Klan and violence, including the murder of Emmet Till in 1955; opposition to desegregation in the South; the setting up of White Citizens' Councils; congress and the 'Dixiecrats'.

Key topic 2: Protest, progress and radicalism, 1960–75

1. Progress, 1960–62s

The significance of Greensboro and the sit-in movement; the Freedom Riders; Ku Klux Klan violence and the Anniston bomb; the James Meredith case, 1962.

2. Peaceful protests and their impact, 1963–65

King and the peace marches of 1963 in Birmingham, Alabama, and Washington. Freedom summer and the Mississippi murders; the roles of Presidents Kennedy and Johnson and the passage of the Civil Rights Act 1964; Selma and the Voting Rights Act 1965.

3. Malcolm X and Black Power, 1963–70

Malcolm X, his beliefs, methods and involvement with the Black Muslims; his later change of attitude and assassination; reasons for the emergence of Black Power; the significance of Stokely Carmichael and the 1968 Mexico Olympics; the methods and achievements of the Black Panther movement.

4. The civil rights movement, 1965–75

The riots of 1965–67 and the Kerner Report, 1968; King's campaign in the North; assassination of Martin Luther King and its impact; the extent of progress in civil rights by 1975.

Key topic 3: US involvement in the Vietnam War, 1954–75

1. Reasons for US involvement in the conflict in Vietnam, 1954–63

The battle of Dien Bien Phu and the end of French rule in Vietnam; reasons for greater US involvement under Eisenhower, including the domino theory and weaknesses of the

Key topic 4: Reactions to, and the end of US involvement in Vietnam

1. Opposition to the war

Reasons for the growth of opposition, including the student movement, TV and media coverage of the war and the draft system; public reaction to the

Diem government; greater involvement under Kennedy, including the overthrow of Diem and the Strategic Hamlet Program.

2. Escalation of the conflict under Johnson

The increasing threat of the Vietcong; the Gulf of Tonkin incident, 1964, and increased US involvement in Vietnam.

3. The nature of the conflict in Vietnam, 1964–68

The guerrilla tactics used by the Vietcong; the methods used by the USA, including Search and Destroy, Operation Rolling Thunder and chemical weapons; the key features and significance of the Tet Offensive, 1968.

4. Changes under Nixon, 1969–73

The key features of Vietnamisation; reasons for its failure; the Nixon Doctrine and the withdrawal of US troops; attacks on Cambodia, 1970, and Laos, 1971, and the bombing of North Vietnam, 1972

My Lai Massacre, 1968; the trial of Lt. Calley; the Kent State University shootings, 1970.

2. Support for the war

Reasons for support for the war, including the fear of communism; the ‘hard hats’ and the ‘silent majority’.

3. The peace process and end of the war

Reasons for, and features of, the peace negotiations, 1972–73; the significance of the Paris Peace Agreement 1973; the economic and human costs of the war for the USA.

4. Reasons for the failure of the USA in Vietnam

The strengths of North Vietnam, including the significance of Russian and Chinese support, Vietcong tactics and the Ho Chi Minh Trail; the weaknesses of the US armed forces; the failure of US tactics; the impact of opposition to the war in the USA.

Key Processes: historical enquiry; using evidence; communicating about the past.

Mid Unit assessment: GCSE assessment practice: Paper 3

End of Unit assessment: GCSE assessment practice: Paper 3

Links to future learning/key stage 4:

NA

Links to prior learning:

Key_concepts and key skills (KS3 and KS4)
 Explain why (Papers 1 and 2 – KS3 & KS4)
 Source skills and utility (Crime & Punishment –

Curriculum Opportunities: explore the ways in which the past has helped shape identities, shared cultures, values and attitudes today; use ICT to research information about the past, process historical data and select, categorise, organise and present their finding; make links

	<p>KS4 and KS3 e.g. Ice Maiden; Elizabeth; WW1)</p> <p>Interpretations (Ks3 e.g. key skills unit in Y7)</p> <p>Civil rights (Ks3)</p> <p>Segregation and discrimination (Holocaust – Ks3)</p> <p>Passive and non-violent resistance (Empire – Ks3 and Middle East – Ks4)</p> <p>Guerrilla tactics (Middle East – Ks4)</p>	<p>between history & other subjects.</p>
<p><u>RWCM:</u></p> <p><u>Reading:</u> Identify key words from a passage; make connections between key words and define key words; identifying key words in a game format e.g. scrabble; use glossaries; class reading; paired reading and individual reading; reading a variety of literature e.g. articles, song (Derek Bentley), interpretations e.g. Schama; use of challenging vocabulary when explaining concepts;</p> <p><u>Writing:</u> using key words; summarising longer extracts e.g. six word story; extended writing tasks such as written arguments, role play scripts, leaflets, news articles, diary extracts and argumentative speeches; comprehension questions; strength and challenge questions; official reports; non-fiction e.g. leaflets; discussion of writing strategies to be employed for questions on similarity and difference; significance and causation; provision of writing frames, sentence starters and word banks; self and peer-assessment to enable reflection; improving exemplar GCSE answers; creating mnemonics for knowledge retention; writing historically tasks from the Pearson textbook;</p> <p><u>Communication:</u> varied tasks to show development and learning e.g. class discussions, extended writing tasks (see above), ordered debates, peer quizzes; use of podcasts, documentaries and videos for content delivery; pupil led learning with pupils as teachers making presentations; tweets, text messages, face book profiles; making lists; annotating; role plays; quick fire verbal quizzes; brain builders at beginning of lessons;</p>	<p><u>Cross Curricular Links: (see RWCM) Further:</u></p> <p>Religious Education e.g. role of the church in support for/opposition to Civil Rights Movements and Martin Luther King being influenced by his faith</p> <p>Citizenship e.g. patriotism, civil liberties, communism vs. democracy (Vietnam War), opposition to war and protests, revolution</p> <p>Art e.g. pictorial graphs and timelines and protest posters</p> <p>Geography e.g. weaknesses of the USA based on geographical location of Vietnam; Vietnam’s terrain</p> <p>English e.g. Protest Writing</p>	

Mathematics: emphasis on chronology in narrative account; construction of timelines; reading and plotting data on graphs and charts (bar graphs, line graphs, pie graphs, pictorial graphs and flow diagrams); prioritising and ranking significance of factors; data handling; using logic and reasoning to create arguments.

Strategies to Support & Stretch: optional tasks to be undertaken as an extension activity and to pursue interest; recommended websites and reading links for independent exploration; historical misconceptions to reflect on at beginning of lesson; paired and group work according to ability; challenge tasks; targeted and scaffolded questioning; opportunity to lead teams/be nominated as a representative or speaker; option to choose type of task e.g. comprehension task or DIY flash cards; using full sentences vs. brain storming and note form; stretch and challenge questions in course content provided by Edexcel; differentiated worksheets e.g. semi-completed tables; sentence starters; word banks; assessment question templates provided; option to choose discussion questions to research and present; model answers; teacher modelling tasks; pictures as prompts; varied delivery styles suitable for audio-visual learners e.g. YouTube videos, newsreels, podcasts, cartoons; self-assessment opportunities.

SMSC & British Values

Social: Encouraging understanding of human feelings and emotions by placing them in their shoes through various creative empathy tasks e.g. role play scripts and journalistic writing. Nurturing a sense of enjoyment in learning through multi-sensory, active tasks e.g. class presentations, organised debates, team problem solving and think-pair-share tasks. This means pupils are encouraged to consider their personal backgrounds when answering questions within the classroom and are taught to value all opinions and ideas.

Moral: Decisions and laws impacted and influenced by individuals, governments and societies are central to the study of the Vietnam War and the Civil Rights Movement. Pupils will consider the moral and ethical decisions made by such figures and their impact as well as subsequent interpretations of them e.g. Martin Luther King, Malcom X, Presidents Nixon and Johnson etc. Pupils will have the chance to evaluate these actions both in a historical context and with our C21 values in mind; they will use careful consideration of criteria and analytical skills to develop reasoned answers to difficult questions.

Spiritual: The nature of historical truth encourages students to develop their meta-understanding of concepts such as interpretation. Pupils are encouraged to be critical yet understanding of the views of others; including

Cultural Capital:

Listed below are examples of learning tasks within the lesson and set homework which allow learners to adopt the role of and/or research and make links to issues affecting Britain and the world today:

Optional tasks for most lessons e.g. History Channel website to view video footage; historical news reels and a brief summary of the Selma to Montgomery march.

Black History Month (Olympics and the black power salute)

historians, interpretations of the past and primary sources, and other pupils. Through carefully planned debates and discussions, Pupils learn to take interest in and respect the views of others. Pupils also learn how to come to an informed conclusion having taken on board a range of different viewpoints. Lessons are interactive and imaginative (see PowerPoint for examples of tasks) so that pupils develop a sense of enjoyment and fascination in learning about how the world they live in has changed over time.

Cultural: Through peer assessment, group discussions, class feedback sessions and debates, pupils are introduced to peer concepts, values and events not encounterable otherwise e.g. think-pair-share templates. Pupils will also be asked to communicate their opinions and knowledge in varied ways including artistic forms. Pupils will consider a range of factors (economical, governmental, and societal) when assessing the consequence of and significance of the roles of different factors in different events.

Passive resistance and non-violent protest

Comparison of Vietnamese Tet Lunar New Year with Western celebration e.g. New Year's Eve

Creating a short biography e.g. Richard Nixon

Opposition movements today and common themes

Write a comparison between the reception received by WWII soldiers and those returning from Vietnam.

Key figures e.g. Malcolm X, Rosa Parks, MLK

Development of Emmett Till case (News article)

The Walters go to Alabama – film