

**CIVIL RIGHTS IN
THE USA
COURSEWORK
ASSIGNMENTS**

GCSE HISTORY COURSEWORK ASSIGNMENTS

Teacher Information

Introduction:

These assignments comprise sources, questions and mark schemes which will enable your pupils to fulfil the coursework requirements in history for Edexcel Foundation specifications for first examination in summer 2003. You may use these assignments as they stand. They have been designed to assess the full range of grades targeted by the syllabus (Grades G-A*). Assistance may be given in class to aid the comprehension of the sources.

You may also adapt these assignments if wished by:

- providing additional or replacement sources
- providing additional or replacement questions.

However, if you wish to make changes you should submit these to the Edexcel Foundation for approval to ensure that revised sources or questions give candidates appropriate opportunity to meet the targets specified at the appropriate level.

Management of the assignment:

The assignment has been designed to accommodate some flexibility of classroom practice. The following points should be borne in mind:

- Although all the questions *may* be tackled as part of a single task, this is not necessary. The timing of individual questions within an assignment may be staggered over a period of time and integrated into the programme of study.
- Candidates may use the sources provided in the pack as part of their preparation for Assignment 1 but this is not a requirement.
- Your candidates should draw upon their contextual knowledge when using the sources for Assignment 2. The historical content listed below should be familiar to candidates before they attempt to answer the questions.

Civil Rights in the USA

This assignment should arise from a teaching programme designed to occupy approximately half a term. Before candidates begin this assignment they should have knowledge of:

- The impact of the Second World War on US society
- The Ku Klux Klan
- The Civil Rights movement and its impact on US society in the 1950s and 1960s.

Introduction

During the 1950s Civil Rights became a major issue in the USA for the first time. One reason for this was that many black citizens had served in the US armed forces during the Second World War. They were made to serve in separate units and were treated differently to other soldiers.

When they returned to the USA, however, black soldiers expected to receive the same treatment as other soldiers. After all, if they had fought and died for their country, why could they not be educated on the same terms and be allowed to vote?

During the Korean War from 1950 to 1953, black soldiers were not segregated into separate units. This was the result of the intervention of President Truman. The campaigns for Civil Rights really began, however, in 1954 with the Brown Case and in 1955 when Rosa Parks refused to give up her seat on a bus.

This assignment asks you to consider what happened in the Civil Rights campaigns from 1957 to the late 1960s. How did the movement change? Who were the most important figures and what influence did they have? How successful were the attempts to achieve Civil Rights? These are some of the issues that you will be asked to consider.

SOURCE A: from ‘*The Long Shadow of Little Rock*’, a book published in 1962. These are the words of Elizabeth Eckford, one of the nine black students to enrol at Little Rock High School in 1957

They glared at me with a mean look and I was very frightened and didn’t know what to do. I turned around the crowd came toward me. They moved closer and closer. The crowd began to follow me, calling me names. When I got to the front of the school, I went up to the guard. He didn’t move. When I tried to squeeze past him, he raised his bayonet. Somebody started shouting “Lynch her! Lynch her!”. I tried to see a friendly face in the mob – someone maybe who would help. I looked into the face of an old woman and it seemed a kindly face. But when I looked at her again, she spat at me.

SOURCE B: from an article in the *New York Times*, September 1957; it describes the reaction in Little Rock to the arrival of black students

A man yelled: “Look, they’re going into our school.”

The crowd now let out a roar of rage.

“They’ve gone in,” a man shouted.

“Oh God”, said a woman, “the Negroes are in school.”

A group of six girls, dressed in skirts and sweaters, hair in pony-tails, started to shriek and wail. “The Negroes are in our school,” they howled hysterically.

Hysteria swept from shrieking girls to members of the crowd. Women cried hysterically, tears running down their faces.

SOURCE C: a photograph of Elizabeth Eckford taken on her first day at Little Rock High School in September 1957



SOURCE D: from the magazine *'Liberation'* in 1959. This is part of an article by Martin Luther King.

When the Negro uses force in self-defence he does not lose support, he may even win it, by the courage and self-respect it reflects. When he starts violence he is blamed for its consequences. It is unfortunately true that however the Negro acts, his struggle will not be free of violence begun by his enemies, and he will need great courage and willingness to defeat this violence. But if he seeks it and organises it, he cannot win.

SOURCE E: from the autobiography of Malcolm X, 1970

It has always been the case with white people that even though we might be with them, we weren't considered to be part of them. Even though they appeared to have opened the door, it was still closed. Thus they never did really see me.

This is the sort of kindly condescension which I try to point out today to these integration-hungry Negroes about their "liberal" white friends, these so called "good white people".

SOURCE F: results of opinion polls in the USA, 1961 to 1963

The USA's mood: The public's view of the most important Problem facing the country, According to Gallup Poll results, 1961-63	
1961	Prices and inflation
1962	War, peace and international problems
1963	Racial problems
1964	Integration

SOURCE G: a photograph taken in Birmingham, Alabama in May 1963. It shows civil rights protesters being driven away by power-hoses.



SOURCE H: from a school history book written in the 1980s

Birmingham, Alabama, was probably the most segregated city in the south, so Martin Luther King mounted a non-violent campaign in the spring of 1963 to force the authorities to change. The protestors came into the conflict with Police Commissioner Eugene 'Bull' Connor. His men broke up demonstrations with water cannon, dogs and baton charges. They made 500 arrests a day. These events were fully reported by the national press and television and many whites who were previously indifferent to the campaign were now sickened by this brutality.

SOURCE I: a statement by a representative of NBC, a national television network, in the late 1960s

Before television, the public in the USA had no idea of the abuses blacks suffered in the South. We showed what was happening; the brutality, the police dogs, the miserable conditions. We made it impossible for Congress not to act.

Assignment One: Objective 1

1. Describe the disadvantages that Black Americans faced in the early 1950s. **(15)**
2. Why did the Civil Rights movements develop in the 1950s? **(15)**
3. How successful had the Civil Rights movement been by the late 1960s? **(20)**

(Total: 50 marks)

Assignment Two: Objectives 2 and 3

1. Study Source A.
What can you learn from Source A about what happened at Little Rock in September 1957? **(6)**
2. Study Sources A, B and C.
Does the evidence of Sources B and C support Elizabeth Eckford's account of events at Little Rock (Source A)? Explain your answer. **(8)**
3. Study Sources D and E
How useful are these sources in helping you to understand why some black Americans rejected the methods of Martin Luther King? Explain your answer. **(10)**
4. Study Sources F, G and H.
Use the evidence of Sources G and H, and your own knowledge, to explain the changes in public opinion shown in Source F. **(12)**
5. Study all the Sources.
The author of Source I believed that television played a crucial part in ending segregation in the USA. Use the sources, and your own knowledge, to help you explain whether you agree with this view. **(14)**

(Total: 50 marks)

Coursework Assignments Mark scheme

Civil Rights in the USA

Assignment One

1. *Describe the disadvantages that Black Americans faced in the early 1950s.* (15)

Target: Key features/recall of knowledge

Level 1: Simple statements offering some disadvantages eg they were poor, they were oppressed, they were discriminated against. (1-5)

Level 2: Developed statements giving disadvantages of Black Americans supported by relevant knowledge eg Jim Crow Laws, separate facilities, transport, education etc. (6-10)

Level 3: Explores the implications of a range of disadvantages experiences by Black Americans eg In considering education examines its implications in a range of contexts: political, social and economic. (11-15)

2. *Why did the Civil Rights movements develop in the 1950s?* (15)

Target: Causation/recall of knowledge

Level 1: Simple statements giving reasons for the development of Civil Rights supported by some knowledge, eg The Second World War, discrimination, the role of important individuals etc. (1-5)

Level 2: Developed statements giving reasons supported by relevant knowledge, eg The War brought blacks and whites together, legal cases, Rosa Parks etc. (6-10)

Level 3: Developed explanation supported by appropriately selected knowledge showing understanding of the sequence of events in the 1940s and 1950s and the links between them, eg. The war led to a general heightened awareness, Brown Case and Rosa Parks focused attention, MLK provided leadership etc. (11-15)

3. *How successful had the Civil Rights movement been by the late 1960s?* (20)

Target: Reaching a judgement about consequence/recall of knowledge

Level 1: Simple statements giving some successes supported by some knowledge, eg use of the vote, education, desegregation etc. (1-5)

Level 2: Developed statements giving successes supported by relevant knowledge, eg the ways that education had changed, extension of voting rights, changes in employment etc. (6-10)

Level 3: Developed explanation supported by appropriately selected knowledge showing understanding of the degree of success, eg legal equality but show surviving discrimination in a range of contexts. (11-15)

Level 4: Sustained argument supported by precisely selected knowledge which explores the degree of success in a range of aspects: social, economic, political, cultural. (16-20)

Coursework Assignments Mark scheme

Civil Rights in the USA

Assignment Two

1. *Study Source A. What can you learn from Source A about what happened at Little Rock in September 1957?* (6)

Target: Comprehension of and inference from a source

Level 1: Simple statements taken from the source at face value, e.g. details of what happened to Elizabeth Eckford. (1-3)

Level 2: Developed statements making inferences from the source, e.g. details of what happened to show the degree/nature of opposition, even the guard appeared to be against her. (4-6)

2. *Study Sources A, B and C. Does the evidence of Sources B and C support Elizabeth Eckford's account of events at Little Rock (Source A)?* (8)

Target: Analysis and cross referencing of sources

Level 1: Simple statements matching details of content taken at face value from Source B and C eg they clearly show opposition to the admission of Negroes. (1-3)

Level 2: Developed statements making inferences from the sources or identifying the tone eg both Sources B and C show a great deal of hostility, which supports the impression given in Source A. (4-6)

Level 3: Developed explanation, using the sources as evidence eg shows that Sources B and C indicate a great deal of hostility and the way that this supports the impression given in Source A. Eckford's own recollections are supported by two independent witnesses, both probably from the national press etc. (7-8)

3. *Study Sources D and E. How useful are these sources in helping you to understand why some black Americans rejected the methods of Martin Luther King? Explain your answer.* (10)

Target: Utility of sources/recall of knowledge

Level 1: Simple statements using the Sources as information, e.g. violence/non-violence, integration/non-integration etc. (1-3)

Level 2: Developed statements evaluating nature, origin and purpose of the sources, e.g. MLK says if blacks use violence they can't win (Source D), Malcolm X wants to reject white society, he does not trust white Americans. (4-6)

Level 3: Developed explanation evaluating the sources as evidence e.g. MLK was prepared to work within the system and accept its limitations, MX was not (7-10)

4. *Study Sources F, G and H. Use the evidence of Sources G, H and your knowledge to explain the changes in public opinion shown in Source F.* (12)

Target: Analysis of sources/recall of knowledge to explain change

Level 1: Simple statements using the sources as information at face value and/or some contextual knowledge, eg violence of police methods, racial problems grew worse etc. (1-3)

Level 2: Developed statements using the sources and relevant own knowledge, eg references to impact of publicity – the photograph, compared with the changes in national opinion in F. (4-6)

Level 3: Developed explanation of the situation in 1961 to 1964, using the sources as evidence and selected knowledge, eg 1962 was Cuba, 1964 - King won Peace Prize, these along with the death of JFK produced a change of attitude in the USA; possible references to Johnson etc. (7-10)

Level 4: Sustained argument using the sources as evidence and precisely selected knowledge, eg refers to situation before and after and explains factors that brought about change etc. (11-12)

5. *Study all the sources. The author of Source 1 believed that television played a crucial part in ending segregation in the USA. Use the sources, and your own knowledge, to help you explain whether you agree with this view.* (14)

Target: Analysis of sources and recall of knowledge to make a judgement about an historical interpretation

Level 1: Simple statements offering point in support using sources or own knowledge, eg television was important, Americans could see what was going on etc. (1-3)

Level 2: Developed statements offering points in support of choice using sources and supported by relevant knowledge, eg specific instances quoted of television, Birmingham, marches etc. (4-6)

Level 3: Developed explanation giving a judgement about view making confident use of sources and supported by appropriately selected knowledge, eg considers the nature of the impact of television coverage on different groups in the USA. (7-11)

Level 4: Sustained argument giving reasoned choice using the sources as evidence and supported by precisely selected knowledge, which critically evaluates the relative significance of the role of television against other factors, eg feature films, the press, the Civil Rights movements etc (12-14)