

# CIVIL RIGHTS IN THE USA COURSEWORK ASSIGNMENTS

**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. As 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.

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**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**



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

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".

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**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.**



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**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.

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**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.

**Where a question does not mention a particular source, candidates may refer to any of the sources which they consider to be appropriate, or use their own knowledge.**

**Assignment 1: Assessment Objective 1**

1. Describe the effects of segregation in education on black US citizens in the 1950s. (12)
2. Why did campaigns for civil rights become so important in the late 1950s and early 1960s? (18)

**Assignment 2: Assessment Objectives 2 and 3**

1. What can you learn from Source A about events in Little Rock in 1957? (3)
2. Use Source D and your own knowledge to help you describe the methods of Martin Luther King. (6)
3. Use Sources F and G and your own knowledge to explain why public support for civil rights campaigns increased in the early 1960s. (9)
4. Source I suggests that television played the major role in the increasing support for civil rights campaigners. Do you agree that this was the case? (12)

## Markscheme

### Assignment 1: Assessment Objective 1

#### 1. Target: Recall of knowledge

**Level 1:** Simple statements supported by some knowledge, e.g. different schools, Brown v Board of Education of Topeka, Little Rock etc.

(1-4)

**Level 2:** Developed statements supported by relevant knowledge, e.g. details of Brown, differences, Little Rock etc.

(5-8)

**Level 3:** Developed exposition supported by selected knowledge showing understanding of a range of effects, e.g. lack of opportunities, reasons for differences, Supreme Court judgments etc.

(9-12)

#### 2. Target: Causation/Recall of knowledge

**Level 1:** Simple statements supported by some knowledge, e.g. list of events and individuals, Martin Luther King (MLK), Montgomery, President Kennedy (JFK), Black Power etc.

(1-5)

**Level 2:** Developed statements supported by relevant knowledge, e.g. details of Montgomery Bus Boycott, career of MLK, Freedom Riders, TV, JFK, Black Power etc.

(6-10)

**Level 3:** Developed explanation supported by selected knowledge showing understanding of interrelationship of factors and making links between them, e.g. MLK attracted support and offered leadership, SC showed that constitution supported civil rights, Eisenhower forced to take action by TV etc.

(11-15)

**Level 4:** Sustained argument supported by precisely selected knowledge assessing importance of factors, e.g. key role of TV and MLK and support of JFK, but LBJ crucial in success etc.

(16-18)

## Assignment 2: Assessment Objectives 2 and 3

### **1. Target: Comprehension of a source**

**Level 1:** Points taken at face value from the source, e.g. Eckford was very badly treated, list of events etc,  
(1-2)

**Level 2:** Inferences made, e.g. shows the extent of hostility, nature of the abuse that she had to face etc.  
(3)

### **2. Target: Comprehension of source/recall of knowledge**

**Level 1:** Simple statements using the source at face value supported by some own knowledge, e.g. peaceful, list of tactics  
(1-2)

**Level 2:** Developed statements making inferences from the source supported by relevant knowledge, e.g. details Montgomery Bus Boycott, follower of Gandhi, Freedom Riders, ‘I Have a Dream’ speech, Washington March etc  
(3-4)

**Level 3:** Developed explanation supported by selected knowledge, e.g. wanted to achieve integration and acceptance did not believe that this could be achieved by violence etc.  
(5-6)

### **3. Target: Comprehension of sources/recall of knowledge**

**Level 1:** Simple statements taking the sources at face value supported by some own knowledge, e.g. actions taken by opponents were very violent, civil rights campaigners were peaceful etc.  
(1-3)

**Level 2:** Developed statements making inferences from the sources supported by relevant knowledge, e.g. reactions against campaigners helped to win them sympathy, Birmingham and Bull Connor etc.  
(4-6)

**Level 3:** Developed explanation making inferences from the sources supported by selected own knowledge, e.g. shows understanding of the range of effects, MLK moderate, TV publicised actions etc.  
(7-9)



#### **4. Target: Evaluation of an interpretation/recall of knowledge**

**Level 1:** Simple statements using the sources at face value, supported by some own knowledge, e.g. yes it was TV in sources; no it was not in sources etc.

(1-3)

**Level 2:** Developed statements making inferences from the sources supported by relevant own knowledge, e.g. yes, because it highlighted the actions of campaigners (examples); no, because MLK was very important etc.

(4-6)

**Level 3:** Developed explanation making inferences from the sources supported by selected own knowledge, e.g. can make a judgement that TV was important because it forced Eisenhower to act in 1957 and showed what was happening in Birmingham etc.

(7-9)

**Level 4:** Sustained argument using the sources supported by precisely selected knowledge, reaches a balanced judgement that TV made the public aware, but it would have been useless if MLK had not used non-violent campaigns to attract support etc.

(10-12)