

**GCSE MODERN WORLD HISTORY**

# **BLACK CIVIL RIGHTS**

**USA 1920-1970**

*Interactive*



## **WORK BOOKLET**

**How successful was the Civil Rights Movement in achieving its aims?**

# GCSE MODERN WORLD HISTORY BLACK CIVIL RIGHTS USA Interactive WORK BOOKLET



## Section 1. AFTER THE AMERICAN CIVIL WAR

**SLIDE 3** Read the learning outcomes.

**Learning outcomes** are what you will *know and be able to do* after the learning activities in this next section.

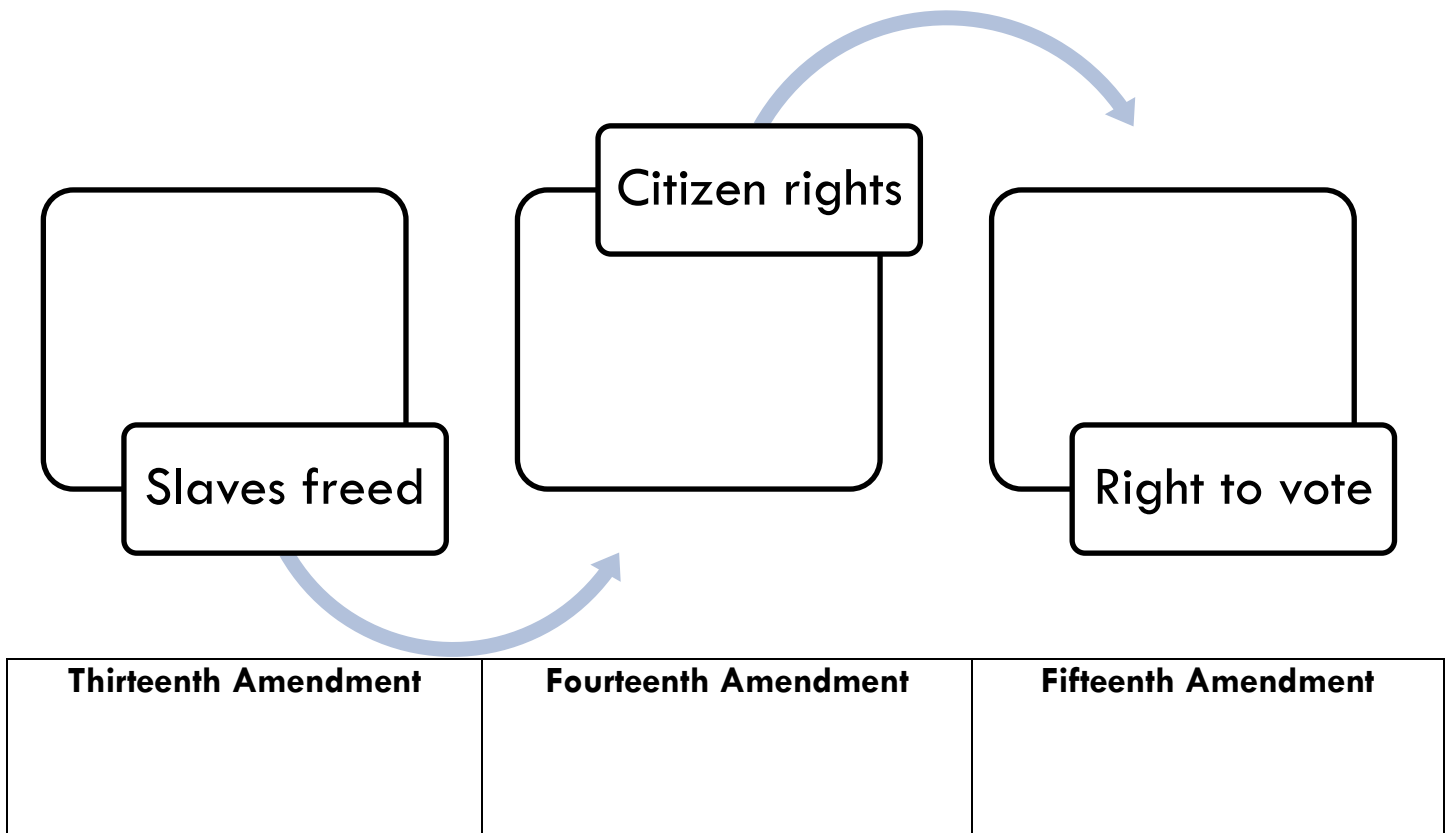
I have read the learning outcomes

I understand the learning outcomes  I do not understand the learning outcomes  [ASK YOUR TEACHER]

### SLIDE 4

#### STATUS OF BLACK AMERICANS

11. When did the American Civil War end?
12. What does the word constitution mean?
13. Complete the diagram to show the changes made to the American Constitution.



## Exam Skills 1: Source Analysis

19. Study the cartoon. Explain why it was published in 1898.



**A SERIOUS QUESTION...HOW LONG WILL THIS LAST?**

Raleigh News and Observer, August 13, 1898. "A Serious Question—How Long Will This Last?" (file, University of North Carolina).

### Writing Frame

Describe each feature and explain the point the cartoonist is making. Comment on **Date** **Author** and **Motivation**.

1

2

3

4

Overall, the cartoon was published because...

### Extension work

Click on the [Information button](#) for more about the Black Codes.

Click on the [Advanced button](#) and answer the task on 'Worse than slavery'.

### SLIDE 12

## WHAT IS LYNCHING

51. What is lynching?

52. What different ways were people lynched?

53. How many lynchings were there between 1880 and 1920?

54. Why had lynching virtually disappeared by 1950?

55. Study the Lynching Map 1890-1920

- a) When did most lynching take place?
- b) Who was lynched?
- c) Why do you think lynching was so high in the late 1880s?
- d) Why do you think lynching had increased by late 1920s?
- e) Why might the statistics and map not be truly accurate?

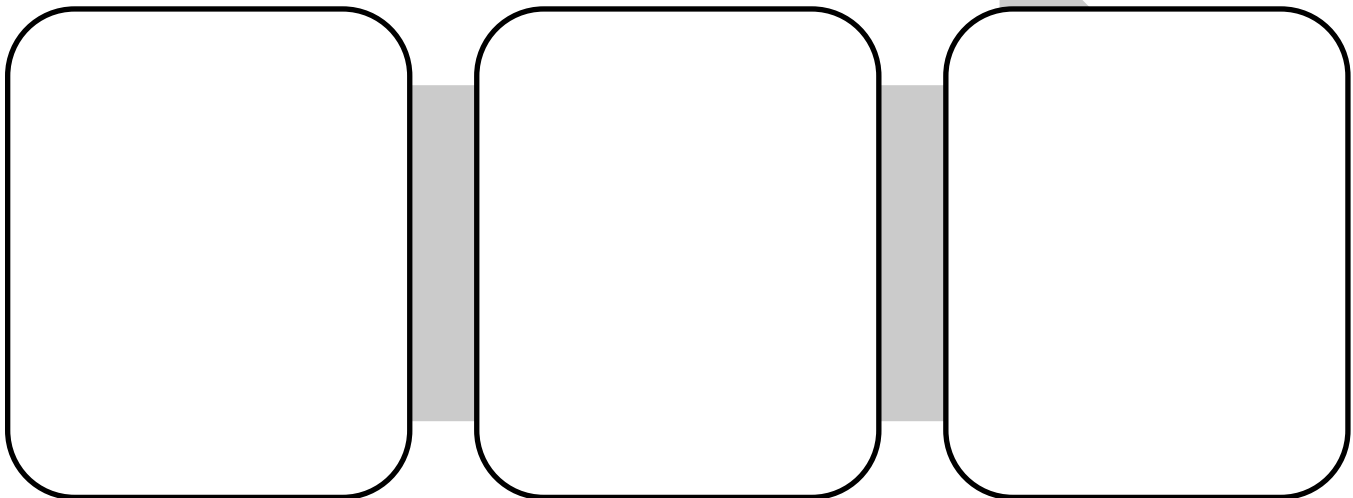
65. Why was there no justice for lynching victims? Complete the diagram below.



## **BLACK AMERICANS IN THE SECOND WORLD WAR**

23. When did the USA enter the Second World War?
24. What was the 'dilemma' for the U.S. government?
25. What was the 'Jim Crow Army'?
26. Study the diagram about the Second World War being a turning point for equality for Black Americans.
- a) What did President Roosevelt ban in 1941?
  - b) What did the Fair Employment Practices Commission do to help Black Americans?
  - c) Who was Philip Randolph?
  - d) How did he put pressure on President Roosevelt in 1941?
  - e) Who were the Tuskegee Airmen?
  - f) What did they achieve in the Second World War?
  - g) Explain the term 'Double V' campaign.
  - h) Why did Black Americans see the 'Double V' campaign as an important step in achieving equality and civil rights?
27. Complete the diagram to show the consequences of the Second World War.

### **Consequences of the Second World War**



### **EXAM SKILLS 2**

## SHORT ANSWER QUESTIONS

28. Was the Second World War a positive or negative experience for Black Americans?  
[8 marks]

Use the information on slide 19, the mark scheme and outline plan to help you answer this question.

### Extension work

Click on the Information button for more on the impact of the Second World War.

Click on the Advanced button and answer the tasks on Black soldiers in the Second World War.

### **SLIDE 22**

## CHALLENGING SCHOOL SEGREGATION

45. What does the term segregation mean?

46. How many states had segregated schools in 1953?

47. Complete the map to show schools segregated by state in 1954.



**Separate but not equal**

48. Complete the table to show the differences between Black and White schools in Carolina.

<b>All-Black schools</b>	<b>All-White schools</b>

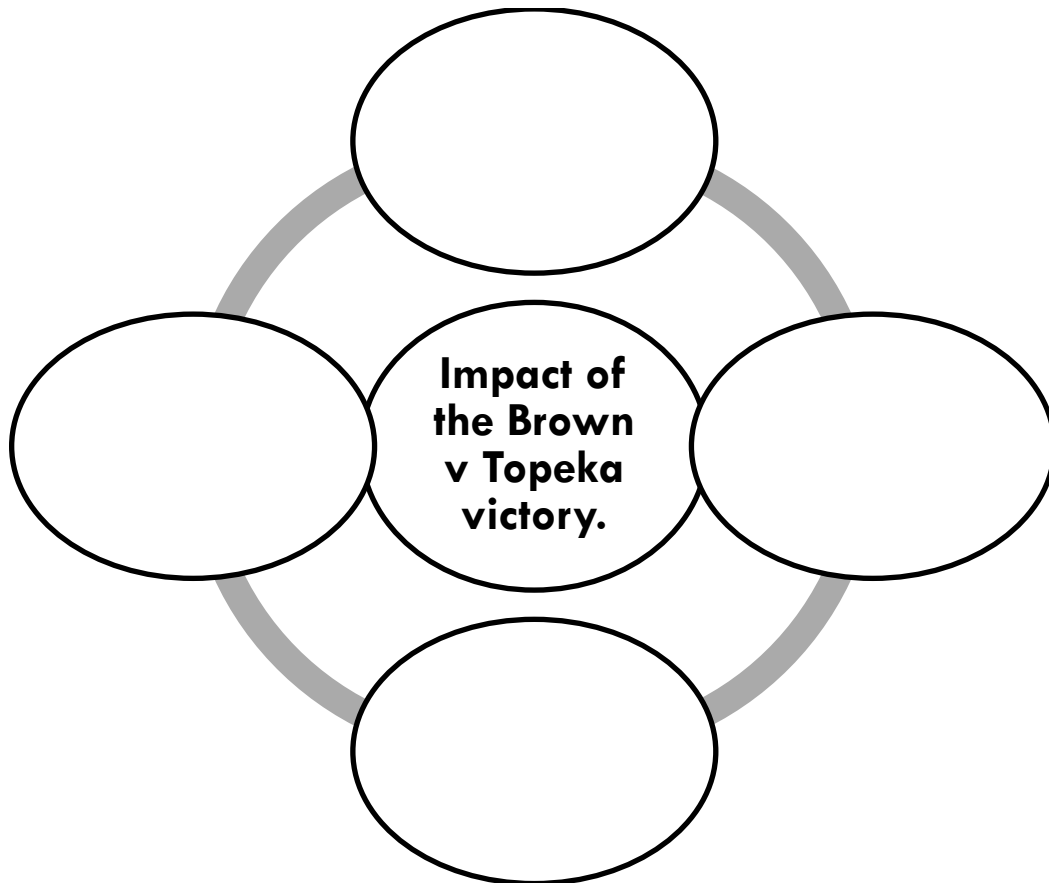
**Extension work**

Click on the Advanced button and answer the tasks on schools in South Carolina.

**A LEGAL VICTORY FOR BLACK AMERICANS**  
**Brown versus Topeka**

49. What is the Supreme Court?
50. Explain what happened in the Brown versus Topeka case in 1954 including what the Supreme Court decided.

51. Complete the diagram to show the impact of the Brown versus Topeka victory.



**Extension work**

Click on the [Information button](#) for more about the Brown versus Topeka case.



Now do test 1. Write your score here

%
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## **Section 3. MARTIN LUTHER KING**

**SLIDE 28** Read the learning outcomes.

**Learning outcomes** are what you will *know and be able to do* after the learning activities in this next section.

I have read the learning outcomes

I understand the learning outcomes  I do not understand the learning outcomes  [ASK YOUR TEACHER]

### **MARTIN LUTHER KING**

1. Complete the timeline about Martin Luther King.

<b>1929</b>	
<b>Education</b>	
<b>1953</b>	
<b>Church</b>	
<b>1957</b>	
<b>His beliefs</b>	

2. Give 4 reasons why Martin Luther King was important in the Civil Rights Movement?

- ①
- ②
- ③
- ④

3. Most African Americans would not speak out about the unfairness of segregation because they were afraid of losing their jobs. What advantage did Martin Luther King have?

#### **Extension work**

Click on the **Information button** for more about the life of Martin Luther King.

Click on the **Advanced button** and answer the task on problems for Black Americans.

**SLIDE 29**

### **ORIGINS OF NON-VIOLENT PROTEST**

4. Who was Gandhi?

5. How did he influence Martin Luther King?

6. Explain the following terms:-

**Civil disobedience**

**Direct action**

7. Complete the table below to explain the non-violent protests used by the Civil Rights Movement.

<b>Non-violent protest strategies</b>	<b>What did this form of protest involve?</b>	<b>What was the intended effect of this form of protest?</b>	<b>Rating out of 10 for its likely impact 1 = not very effective 10 = would have a massive impact</b>
<b>Sit-ins</b>			
<b>Boycotts</b>			
<b>Marches</b>			
<b>The courts</b>			
<b>Voter registration</b>			
<b>Newspaper ads</b>			

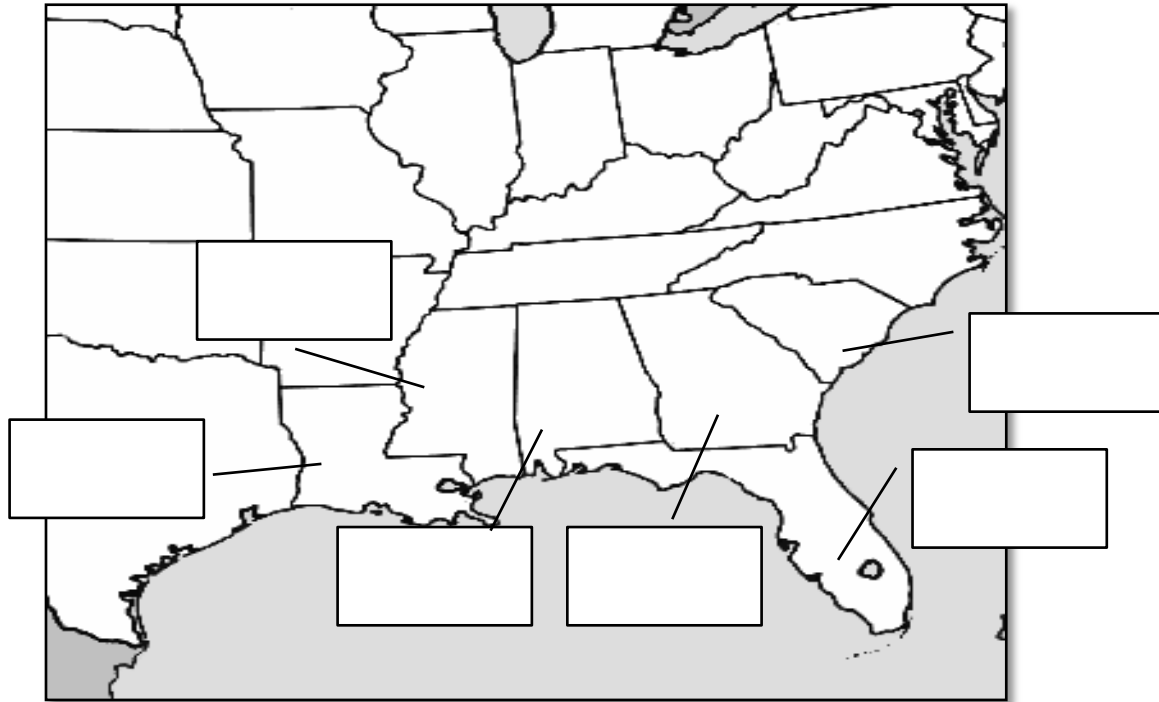
**SLIDE 37**

**CIVIL RIGHTS NORTH versus SOUTH**

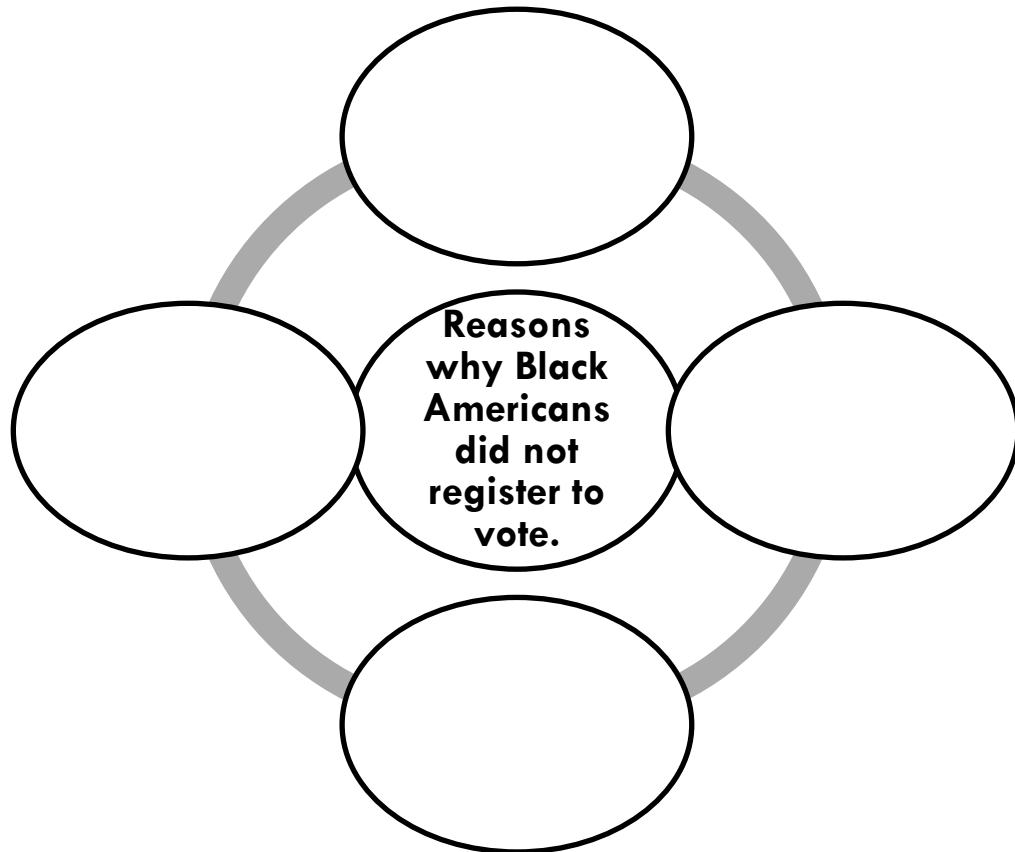
44. What were the differences between North and South and their attitude to civil rights?

45. What did the Civil Rights Act not protect?

48. Complete the map below to show voter registration in the Deep South in 1940.



49. Complete the diagram to show reasons why Blacks did not register to vote in the South.



**SLIDE 40**

**WHAT HAD THE CIVIL RIGHTS MOVEMENT ACHIEVED BY 1965?**

56. What had the civil rights movement achieved by 1965? Complete the diagram below.

	<b>Achievement 1</b>	<b>Achievement 2</b>
<b>Education</b>		
<b>Public Facilities</b>		
<b>Protest</b>		
<b>Civil Rights Act 1965</b>		
<b>Voter Registration Act 1965</b>		

**SLIDES 47**

**THE END OF THE CIVIL RIGHTS MOVEMENT**

31. What did the Civil Rights Movement achieve? Complete the diagram below.

<b>Fighting Segregation</b>	<b>Non-Violent Protest</b>	<b>Voting Rights</b>	<b>Splits and Changes</b>

32. Which of Martin Luther King's achievements in the Civil Rights Movement do you think had the most lasting influence on American society, and why?

**Extension work**

Click on the [Information button](#) for positive and negative views on Martin Luther King.

'Martin Luther King has been given far too much credit. There were other more important reasons why Black people achieved civil rights in the USA.' To what extent do you agree with this statement? Give arguments for and against this statement.

**Now do test 2.** Write your score here

Click on the [Homework button](#) and choose a task.

**SLIDE 48**

**EXAM SKILLS 3: ESSAY WRITING**

**Question: How successful was the Civil Rights Movement in achieving its aims?**

**[15 marks]**

You are expected to write at least 400 words. This is a typical exam question. Use all the help available to produce the best answer you can.

I used the following help

Writing frame

Peer Assessment sample answer

Mark Scheme

**SLIDE 49**

**REVIEW YOUR LEARNING**

The review process is important because it gives you a chance to reflect on what you have learned and then target set for more progress in the future.

Now complete the [end of module self-assessment grid](#).

**Congratulations you have reached the end of the module.**