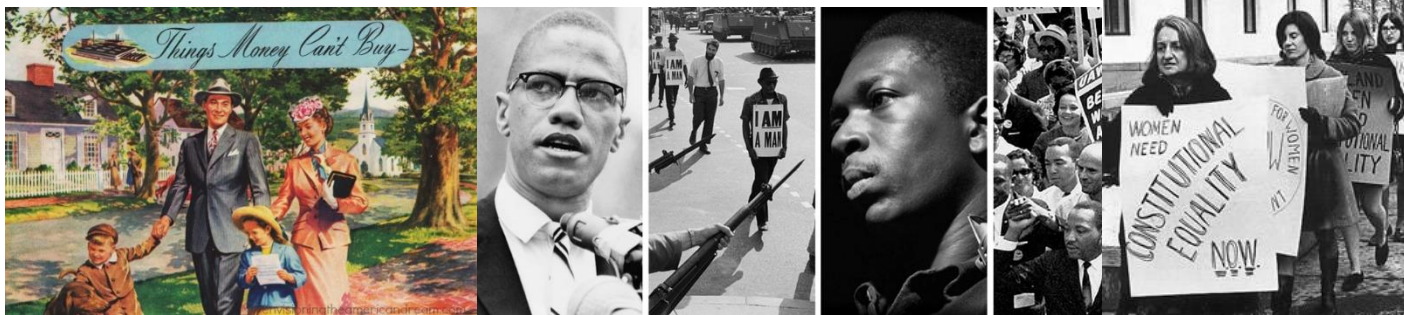


Paper 1:A - America, 1920-1973: Opportunity and inequality

Module 3: Post War



Part 3: Post War America

3:1

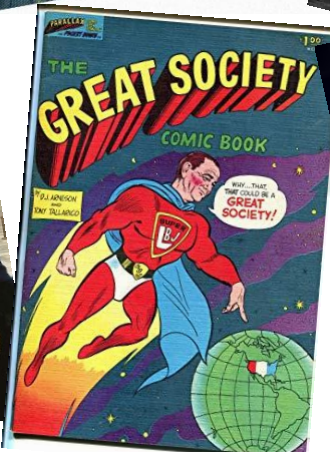
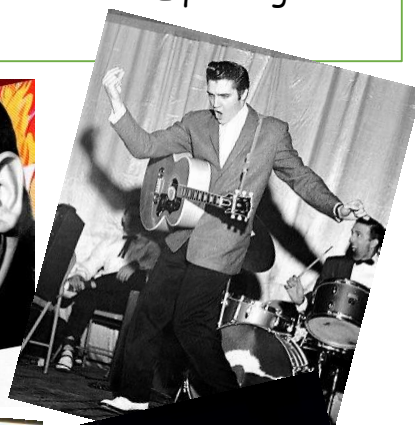
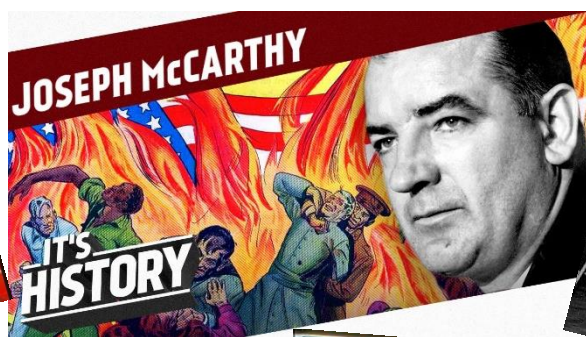
- Post-war American society and economy: consumerism and the causes of prosperity; the American Dream; McCarthyism; Popular culture, including Rock and Roll and film.

3:2

- Racial tension and developments in the Civil Rights campaigns in the 1950s and 1960s: Segregation laws; Martin Luther King and peaceful protests; Malcolm X and the Black Power Movement; Civil Rights Acts of 1964 and 1968.

3:3

- The development and impact of feminist movements in the 1960s and early 1970s, including the fight for equal pay; the National Organisation for Women, Roe v Wade (1973), the Supreme Court ruling on equal rights (1972) and opposition to Equal Rights Amendment.

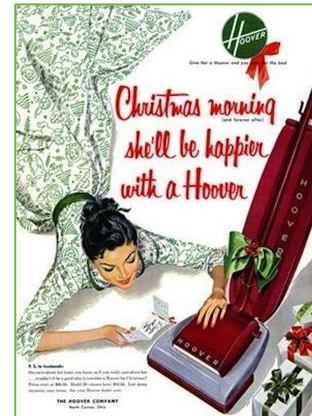
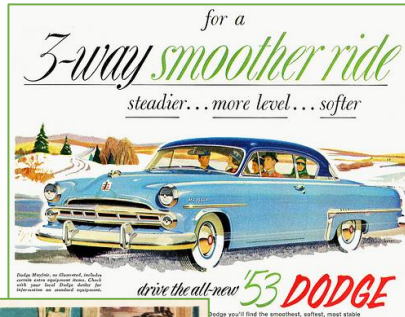


3:1 Post War American society; consumerism and the causes of prosperity.

When WW2 ended in 1945, life slowly began to return to normal in the US. Now the war was over goods were produced in the same, efficient way wartime goods had been. Soon, luxury refrigerators, ovens, vacuum cleaners, cars and televisions were produced at prices millions of Americans could afford!

Advertising:

Advertising again became **big business**, people wanted to buy things that they hadn't been able to get during the war. 'Buy now, pay later' schemes also persuaded people to spend money.



Malls: Many American families now had cars so **out of town shopping centres** started to spring up where people could go and buy these goods, all under one roof.

Town and City Centres:

These areas now **went into decline** as more and more people went out-of-town to shop.



Prosperity:

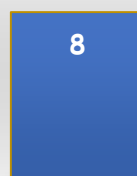
By the end of the 1950's the majority of US households had such luxury goods as:

Economy:

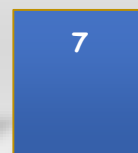
In addition to a Boom in US spending, Europe, devastated by the war, was also keen on buying American goods. By 1952 the **US was supplying the world with 65% of its manufactured goods. The US population was consuming 1/3 of that!!**



Out of every 10 Households



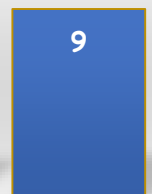
CAR



WASHING MACHINE



TELEPHONE



TV



Veterans:

Government policies also contributed to the Post-War Boom. **The GI Bill** (GI is a nickname for a US soldier):

- **Established hospitals**
- **Made cheap home loans for veterans**
- **Offered grants to pay for ex-soldiers to go to college or a trade school**

From 1944-1949, nearly 9 million veterans received around \$4billion from the government!



The American Dream?

'The American Dream' - refers to the idea that **ANYONE** can succeed in America through hard work.

The picture on the left shows the image of the American Dream - family, house in the suburbs, education, Church and work/industry.



In the 1950's many Americans would have said they were living the 'American Dream'... However, look back through the last 2 pages - what do these Americans look like?

Despite America being the richest country in the world, there were still areas where the majority of people were desperately poor, with sub-standard, unsafe housing and schools.

25% were still living in poverty - people in the South were less well-off than those in the North or on the West Coast.

The elderly also failed to benefit from the booming economy. In 1950, 68% of people over 65 had an income of less than \$1000 - average factory workers' earnings were \$4000.



People living in poverty

Racial group	Millions	% of Population
All groups	39.5	22
White Americans	28.5	18
African-Americans	11.0	56

Post-War Presidents

When Roosevelt died in April 1945, his vice-President, Harry S. Truman, took over. Many people didn't think he was going to do well at the job, he had huge boots to fill. Some felt he didn't have the right experience and the Depression would return...

Truman's 'Fair Deal'



It's right that that the government help Americans most in need!

The TWO things that need my most urgent attention are **POVERTY** and **RIGHTS of AFRICAN-AMERICANS**

- Minimum hourly wage **RAISED** from 40c per hour to 75c per hour.
- Slums were cleared to make way for affordable housing.
- ⊘ National Health Insurance - **BLOCKED** by Republicans.
- ⊘ Civil Rights Bill - voted against by **Southern politicians**



Dwight 'Ike' Eisenhower

In 1952, a **popular war hero**, Dwight Eisenhower, became the new President. He was **REPUBLICAN** who brought lots of business people into the government to keep the economy booming. Throughout Eisenhower's presidency, the **living standards of millions of Americans continued to improve, and wages kept rising.**

Being a war hero was beneficial for Eisenhower as he could continue with socialist policies - looking after the poor - and not be accused of being Communist or unpatriotic!



Should any political party attempt to abolish social security, unemployment insurance, and eliminate labor laws and farm programs, you would not hear of that party again in our political history.

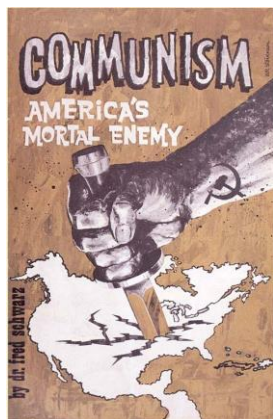
- Dwight D. Eisenhower -

3:1 Post War American society; McCarthyism.



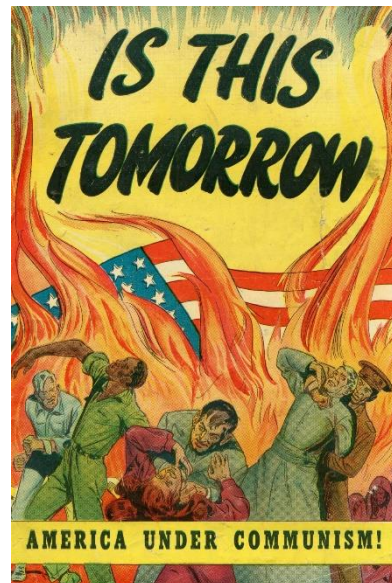
Origins of the 'Red Scare':

During the 1920's a nationwide fear known as the 'Red Scare' swept America - many were frightened that Communism might start a revolution in the US as it had done in Russia. There was a major clamp-down on *suspected* communists living in America - around **6000 people were arrested across 33 cities**. Soon after, the Red Scare died down, but it **set root a deep fear amongst many Americans of 'Reds'!**



Another 'Red Scare':

- After the war the communist **Soviet Union** emerged as a **rival nuclear superpower** to the USA. This period of rivalry became known as the **COLD WAR**.
- Under the Soviet Unions influence many **countries in Eastern Europe were now under communist rule**. Many Americans thought that **communism might spread to the USA**. An official American policy - **containment** - tried to stop the spread of communism. China, another huge nation became communist - **containment didn't seem to be working!**
- A member of the US government, Alger Hiss, was accused of **spying for the Soviet Union**. Two Americans - **Ethel and Julius Rosenberg** - **were also accused of spying and were executed in 1953**. These scandals spread the idea that there were communist spies living amongst 'us'!!



HUAC:

The **House of Un-American Activities Committee**. A Republican policy to seek out any communists working in the government, in workplaces, the media and in the movie industry.



Hyperlink in pic

McCarthyism:

In 1950, politician Joseph McCarthy wanted to **further his political career - and used the fear of communism to help him**.

In a sensational speech he **claimed he had a list of over 200 communists working for the government**.

Driven by fear of communism, many saw McCarthy as a hero... For the next **5 years** he waged a wild campaign of 'investigations', which were more like a **'witch hunt'**...



- People who spoke out about McCarthy looked like a communist supporter.
- Being accused was enough to get someone sacked, and then **'blacklisted'** from any other job.
- Charlie Chaplin, one of the most famous actors in America, was accused and later forced to leave America to find work.



The End:

Only when McCarthy **accused 45 Army Officers(!)** of being communist did he begin to lose popularity. He was - only then - asked to prove his accusations, but **he had no evidence**.



3:1 Post War American society; Popular culture, including Rock 'n' Roll and film.

In the early 1900's people used the word 'adolescence' to describe the period between childhood and adulthood. Children went to school until the age of 14, and then left to get a job and become 'adults'. The word **TEENAGER** only became common in the 1950's.

Before the war:

Young people in the 1930's (The Great Depression) had to take life very seriously. On leaving school a young man was expected to get a job or join the **Armed Forces** in order to earn money and support his family. Some young men even became hobos.

A young woman would most likely leave school and get a 'woman's' job - machine operator in a factory, secretary, teacher or nurse for example. Graduating High School (18) and going to college (university) was not very common.

Before 1950 fewer than 2 out of 3 students completed compulsory education!



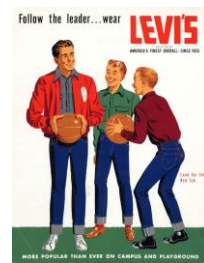
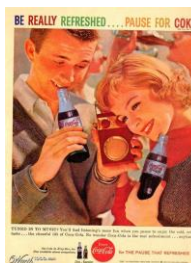
After the war:

With a booming economy young people no longer HAD to leave school to get work to support their families - parents could help their children stay in school, go to college and achieve more than they ever could before. This tied in with the idea of the 'American Dream' - the next generation is more successful than the previous one.

Parents that had struggled through the Great Depression wanted to give their children all the opportunities they hadn't had.

Spending power:

These teenagers had more leisure time and money to spend than previous generations and became a new target market for music, films, cars and fashion. On average teenagers spent \$10-\$15 per week in the 1950's compared to \$1-\$ in the 1940's.



Wild Reputation:

Some teenage boys became 'thrill-seekers' who raced cars, drank heavily and formed gangs.

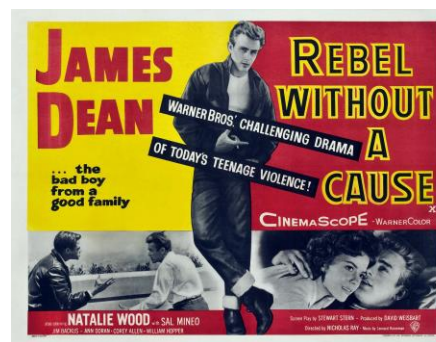
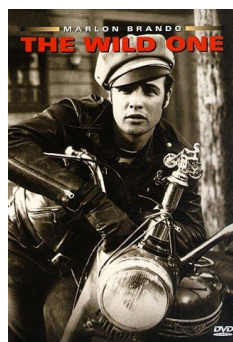
Teenagers soon got a reputation for being independent, rebellious, secretive and aggressive - sound familiar?!

The way teenagers dressed - girls wearing jeans(!) - behaved and even spoke differed hugely to their parents and a 'generation gap' developed between teenagers of the 1950's and their parents.

Teens on Film:

Teen actors such as James Dean and Marlon Brando became symbols of teenage rebellion.

In his 1953 film *the Wild One*, Brando plays the leader of a motorcycle gang who is asked what he's rebelling against. Brando's character replies, "What've you got?", meaning he was rebelling against everything!



3:1 Post War American society; Popular culture, including Rock 'n' Roll and film.

6



The birth of Rock 'n' Roll!

A **new** type of music, blending 'country and western' (typically 'white' music) and 'rhythm and blues' (typically 'black' music).

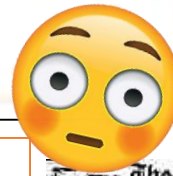
It had a strong rhythm and was easy to dance to, which appealed to teenagers.



'C'mon everybody' a rock 'n' roll song by Eddie Cochran (left), a hit in 1958.

See how the lyrics are encouraging **rule-breaking and 'naughty' behaviour!**

Well, c'mon everybody and let's get together tonight
I got some money in my jeans and I'm really gonna spend it right
Well, I've been a-doin' my homework all week long
Now the house is empty and the folks are gone
Oh, c'mon everybody
Well, we'll really have a party but we gotta put a guard outside
If my folks come a-home I'm afraid they're gonna have my hide
There'll be no more movies for a week or two
No more runnin' round with the usual crew
Who cares? C'mon everybody



'Dangerous' Rock 'n' Roll:

This music was SO different from what had come before it was incredibly UN-popular with older Americans... Which made it even MORE popular with teenagers!

Before long **Rock 'n' Roll was seen as 'dangerous' and was linked to teenage crime, immoral behaviour (pelvic-thrusting dance moves!) and gang culture.** Radio stations and TV shows rushed to book popular performers. A 1956 performance by Elvis Presley (top right) was watched by 82% of American households!



Women after the War

During the war millions of women had done vital and demanding war work, but when the war finished women went back to their traditional roles as housewives and mothers.

WAGES: During the war women were earning 2/3 of that of men. Earnings for women then **fell back to 53%** during the 1950's!

#genderpaygap



Inequalities:

Women were often 'only' employed in traditional female roles; teaching, nursing, secretarial work. Those who tried to pursue high-flying business careers were often viewed with hostility, suspicion and **regularly faced discrimination.**



The Housewife:

By 1950, the **average age at which women got married was 20** - the lowest since 1890! A widespread - mostly male - view was that a **'woman's place was in the home'**. Also, a woman was considered to be living the 'American Dream' if she had all the latest gadgets to help her. There was widespread use and abuse of anti-depressants at this time amongst housewives, which got the nickname **'mother's little helper'**. A growing number of women by the late 1950's were becoming **increasingly frustrated with their limited lives...**

3:2 Racial tension and developments in the Civil Rights campaigns in the 1950s and 1960s: Segregation laws.

America - a country of contrasts:

During the 1950's whilst many Americans were enjoying a better standard of living and greater opportunities than ever before, African-American citizens continued to be treated as second-class citizens. Despite the fact that both the US Constitution and Federal (National) Laws declared that everyone was equal, many states got around this by passing racist 'Jim Crow Laws'.

African-Americans lived separate, or segregated lives to white Americans



This is a picture of **Elizabeth Eckford**, a 15-year-old school girl at Central High in **Little Rock, Arkansas** on the first day of the school year in **September 1957**.

Notice the soldiers behind her and the hostile stares and shouts from her fellow students...

A growing movement:

The Civil Rights Movement was a campaign that took place from the 1940's to the late 1960's, to achieve civil rights for African-Americans equal to those rights of white Americans.

□ **Civil Rights** = equal opportunity and access to employment, housing, and education, as well as the right to vote and free from discrimination.

Brown vs Board of Education of Topeka, 1954:

In 1951, in Topeka, Kansas, the father of a black girl called Linda Brown took the local education authority (the Board of Education) to court. He was unhappy that his daughter had to walk two miles to an all-black school, even though there was a school for white people around $\frac{1}{2}$ a mile away.

Oliver Brown (father) was helped in his case by the **NAACP (National Association for the Advancement of Colored People)**, an organisation that aimed to get rid of segregation. He lost the case but appealed against its decision and took it to the Supreme Court, America's highest court.

In **May 1954**, the Chief Judge **declared EVERY education board had to end segregation in schools**. Within weeks, many cities and towns began to de-segregate their schools, but some refused...



Extension



14-year-old Emmett Till was a significant individual in the history of the Civil Rights Movement. Research and outline his murder in 1955 and the court case that followed. What impact did the murder have on the Civil Rights Movement?



Opposition:

In Mississippi a White Citizens Council was formed to ensure segregation would continue. In fact, in **1956, not a single African-American child was attending any school where there were white students in SIX Southern states.**

3:2 Racial tension and developments in the Civil Rights campaigns in the 1950s and 1960s: Segregation laws.



The Little Rock Nine:

In **September 1957**, nine African-American pupils - including Elizabeth Eckford - tried to attend Central High School in Little Rock, Arkansas.

Despite the Supreme Court ruling of 1954, **Arkansas had refused to de-segregate schools**, and Central High Remained a school for white children.

The Governor of Arkansas, **Orville Faubus**, sent the **National Guard to Prevent the black children from going into school!**



Outcome:

A large, angry crowd greeted the students.

- The **'Little Rock Nine'** took **Faubus to court... They won** and the soldiers were forced to leave.
- The student won and now had the right to go to school.
- Despite this, by 1960, out of Arkansas' **TWO MILLION black students, only 2500 were going to the same school** as white children.
- By 1962, there were still **NO black children attending white schools** and in **Alabama, South Carolina or Mississippi** - look at the pictures on the right - can you imagine why?!



Rosa Parks and the Montgomery Bus Boycott

The Refusal:

Rosa Parks was arrested and jailed in December 1955 for refusing to move when the 'white' section of the bus filled up and a white man demanded her seat.



Impact:

The whole of America - and the world - followed the events of the bus boycott.

King made passionate speeches and appeared in newspapers and on TV. This highlighted the great divisions in American society - the country that claimed to be **'the land of the free'**(!) Finally, the **Supreme Court ruled that segregated busses, like schools were illegal.**



Montgomery Bus Boycott:

Rosa Parks was secretary for the local NAACP and news of her arrest spread fast. Community leaders agreed to boycott (refuse to use) all the city's busses. Local church preacher, **Martin Luther King Jr., was chosen to lead the boycott.**

The boycott lasted a whole year. African-Americans had provided 75% of the **bus company's business and it soon ran into financial difficulties.** Protestors received **threatening phone calls, their homes were vandalised, and a BOMB exploded at King's house!** Many protesters wanted to fight back. King urged them to keep calm, stay peaceful - as that was the only way he saw that equal rights could be achieved: **peacefully.** He called this **'direct action'**.

3:2 Racial tension and developments in the Civil Rights campaigns in the 1950s and 1960s: Martin Luther King Jr. and Peaceful Protests.

Key Biography

Martin Luther King (1929–68)

- Born in Atlanta, Georgia, King became a Baptist minister.
- He believed passionately in non-violent protest, including sit-ins and boycotts.
- He led the Montgomery Bus Boycott of 1955 and helped organise the 1963 March on Washington, where he delivered his famous 'I have a dream' speech.
- He was awarded the Nobel Peace Prize in 1964.
- He was assassinated in 1968 by James Earl Ray.



A new Civil Rights Law:

In **1957** President Eisenhower passed a **Civil Rights Act** to ensure that all African-Americans could have the right to vote.

The Act banned another person from interfering with any other person's right to vote, and he created a Civil Rights Commission to prosecute anyone breaking that law.

In reality very little was done to enforce that Act. However, it did show the Southern states they could no longer ignore federal government when it came to the rights of African-Americans.

On a roll...

- ❑ Martin Luther King (MLK) and his followers did not stop after the success of the Montgomery Bus Boycott and continued to organise marches, boycotts and demonstrations wherever local laws discriminated against African-Americans.
- ❑ King travelled 780,000 miles and made 208 speeches campaigning for civil rights.



Freedom Rides:

In **1961** both black and white civil rights supporters organised 'freedom rides' where they travelled around the Southern states sitting next to each other in 'whites only' sections, through areas where local authorities had refused to de-segregate their busses. Freedom Riders faced threats and violence as they travelled but they attracted huge publicity, and many white people, particularly in the North were disgusted by the violence.



Sit-ins:

Another common, non-violent method was to organise 'sit-ins'. African-American students, sometimes accompanied by white students, would take a seat in a 'white only' part of a café or restaurant and refuse to leave.

First started by 4 African-American students at a Woolworth's counter in 1960, within 18 months over 70,000 had staged 'sit-in' protests across the South. Over 3000 protestors were arrested during this time, but this only drew attention to the discrimination!

'Thank God for "Bull" Connor':

In **May 1963**, King organised a non-violent protest march in one the most segregated cities in the US - Birmingham, Alabama. 30,000 people took part, many children and students.

Police Chief Eugene "Bull" Connor ordered the police to attack the protesters with dogs, water cannons, tear gas, cattle prods, and batons.

Hundreds of protestors were arrested, including 900 children. All of this was shown on TV - after days of protest President Kennedy sent in troops to restore order and ordered Birmingham city council to put an end to segregation.



3:2 Racial tension and developments in the Civil Rights campaigns in the 1950s and 1960s: Malcolm X and the Black Power Movement.

Slow Progress...:

By 1965, non-violent direct action protests had achieved an awful lot. But **many African-Americans - particularly in the North of America - remained angry and frustrated.**

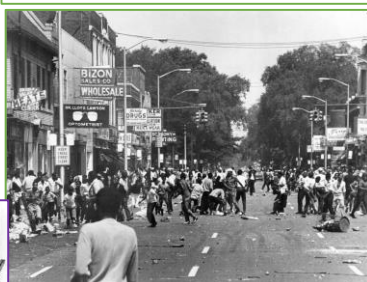
They still faced **poverty, low wages, inadequate housing** and **poor education.**

They argued that the Civil Rights Movement had done little to deal with these day-to-day issues.



Riots:

Between **1965 and 1968**, there were riots in most of America's major cities. Investigations into the key causes showed that people were **frustrated with their living conditions and were annoyed with the Police** for not protecting the rights of African-Americans. In fact, many felt that the Police treated African-Americans very unfairly and that there were **high rates of Police brutality** towards young black men.



The Black Panthers:

Formed in California in 1966, the Black Panthers had around 5000 members by 1968. They were an extreme, **militant group** who believed African-Americans **needed to protect themselves** from white racists - including a racist Police force - by using violence if necessary.

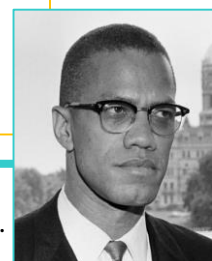
New Movements:

Some civil rights campaigners rejected the approach of people like Martin Luther King. They felt **change was not happening quickly enough**, and a number of organisations promoting '**Black Power**' grew in the 1960's.



1968 Olympics:

Left; you can see **Tommie Smith and John Carlos** who came 1st and 3rd in the 200m and used the medal ceremony to protest the plight of African-Americans in the US. The **black gloves** represent the Black Power Movement and **neither of the athletes wore their shoes** to symbolise the severe poverty faced by so many.



The Nation of Islam:

The Nation of Islam was started in the 1930's and argued for **separatism** (keeping the races separate, but having equal rights). It said that white society was racist and corrupt, and they rejected Christianity as a white man's religion; forced upon the slaves by their masters, urging African-Americans to follow Islam. Their best-known member was Malcolm Little, better known as Malcolm X.

Malcolm X (1925-'56)

- Born in Nebraska as Malcolm Little, seventh of 11 children.
- His family moved several times because of the KKK.
- His **father was murdered by KKK** when Malcolm was 6, his mum couldn't cope and was sent to a mental hospital.
- He was a good student at school but left at 15, after a teacher told him not to bother pursuing a career in law, as he was black!
- He moved to New York after leaving school and became **involved in gangs and was sent to prison for burglary and drug dealing in 1946**. It was in prison where Malcolm **discovered the Nation of Islam** and changed his name to Malcolm X. He left prison in 1952.
- He became a leader of a Mosque in Harlem, New York. **A powerful speaker, he encouraged African-Americans to take pride in their heritage and culture.** He believed that violence was necessary to bring about change.
- Malcolm **became less extreme in his views after 1964** and left the Nation of Islam. He was assassinated at an Organization of Afro-American Unity meeting in 1965.

3:2 Racial tension and developments in the Civil Rights campaigns in the 1950s and 1960s: Civil Rights Acts of 1964 and 1968.

The assassination of MLK:

- On the 4th April 1968, King was assassinated in Memphis, Tennessee, while standing on a hotel balcony. He was shot by a racist named James Earl Ray.
- Immediately riots broke out across the country and President Johnson called for a national day of mourning.
- King is remembered today across the world for **staying true to his principle of non-violent protest** and his vision of **freedom and equality**.
- He remains the **ONLY** African-American with a US national holiday dedicated to him.
- While riots took place in protest at his assassination, **the Civil Rights Act of 1968 (known as the Fair Housing Act)** became law, banning discrimination in housing and making it a federal crime to 'by force or by threat of force, injure, intimidate, or interfere with anyone... By reason of their race, colour, religion or national origin'.



Timeline



Kennedy's 'New Frontier'

Kennedy gave more important government jobs to African-Americans.

He created the Commission on Equal Employment Opportunity (CEEEO).

JFK stood up to Southern politicians who had failed to defend civil rights.

Kennedy cut taxes, and made \$900million available to invest in new businesses, equipment and training. He also created more jobs in the Armed Forces.

JFK increased the hourly wage from \$1 to \$1.25.

He made \$4.9 billion available for loans to improve housing, clear slums and build roads and telephone lines.

He established the Peace Corps, which sent young people abroad to volunteer in poorer countries - as doctors, nurses, teachers.

Johnson's 'Great Society'

'Operation Headstart' gave money to schools in crisis to provide better education in poorer areas.

A Housing Act funded low-income housing.

The Volunteers In Service to America (VISTA) was set up as a domestic version of the Peace Corps.

The Elementary and Secondary Education Act provided major funding for schools. The Jobs Corps was introduced to get high school leavers get jobs.

Raised minimum wage from \$1.25 to \$1.40.

Medicare was eventually created (a JFK idea) to fund healthcare for the elderly and low income families.

Air and Water Quality Acts tightened controls over pollution.

The development and impact of feminist movements in the 1960s and early 1970s, including the fight for equal pay, the National Organisation for Women.

Go back and remind yourself of the role of women in the 1950's... p.6.

The Status Commission:

A report set up by **President Kennedy** - under pressure from **Eleanor Roosevelt** - to look at women in the workplace, 1963.

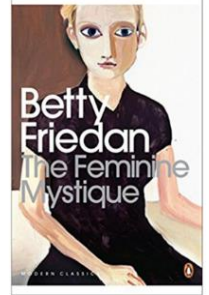
Findings:

- Women earned **60% less** than men for the **SAME** job.
- **95%** of managers were men - the majority of work for women was part-time and with limited responsibility.
- Only **4%** of lawyers and **7%** of doctors were women.
- In some jobs (such as cabin crew on aeroplanes) women could legally be **dismissed** if they got married.



The Feminine Mystique by Betty Friedan

'The only way for a woman, as for a man, to find herself, to know herself as a person, is by creative work of her own.'



Hundreds of female college students feel **depressed** and **undervalued** because they have excellent qualifications but got married and had children instead of advancing in a career.

Women should have the same rights as men in the workplace, and should be able to pursue a **fulfilling career**.

Equal Pay Act:

June 1963 - it was made law that women and men receive equal pay for equal work



The Feminist Movement:

The Civil Rights Movement led many people to believe that other rights, including women's rights, should be addressed.

The Equal Pay Act was followed by the **Civil Rights Act, 1964**, that **banned discrimination in employment on the basis of race and sex**.

However - there was still widespread discrimination!

In **1966** **Betty Friedan and others** established the **National Organisation for Women (NOW)** to demand complete equal rights for women in US law and a woman's right to make her own decisions regarding reproduction - at the time abortion was illegal across the US.

Other women's groups that emerged at this time included: the **Women's Campaign Fund**, the **North American Indian Women's Association**, and the **National Black Feminist Organisation**.

Collectively - all of these groups, with a similar aim became known as the 'women's movement' or the '**feminist movement**'



The development and impact of feminist movements in the 1960s and early 1970s, Roe v Wade (1973), the Supreme Court ruling on equal rights (1972) and opposition to Equal Rights Amendment.


Timeline: Laws relating to women's rights

1965	1969	1972
All married couples should be allowed to use contraceptives	California is the first state to adopt a 'no fault' divorce law, allowing couples to divorce by 'mutual consent'	Educational Amendment Act bans sexual discrimination in education, enabling girls to study the same subjects as boys. Courses are rewritten to encourage girls to aim for more interesting careers

Equal Rights Amendment, 1972:

A change to the Constitution was passed by Congress. It stated that 'Equality of rights under the law shall not be denied by the United States or by any State on account of sex.'

Opposition to Equal Rights:

The Stop ERA campaign, led by **Phyllis Schlafly** opposed the change. Schlafly argued that ERA would lead to **women in combat, higher abortion rates, unisex bathrooms and homosexual marriages** - just imagine!?! 
 This campaign was **SUCCESSFUL**
 - **The ERA failed to become part of the US Constitution** because not enough States voted for it.

No change...

- Women's **average pay remained lower** than that of men's.
- Widespread sex discrimination still common.
- Even now only **126 politicians in Congress are women** - out of 535 seats!



#EVERYDAY SEXISM

Roe vs Wade, 1973:

One of the **KEY** campaigns was to **legalise abortion**. Feminists argued that women should be free to decide what happens to their own body, and should not be forced to have a child if they didn't want to. During the case, lawyers argued successfully that 21-year-old Jane Roe had the right to an abortion. She already had two children, both of whom had been put up for adoption. In **1973**, the Supreme Court ruled that **women had the right to safe and legal abortion**, overriding the anti-abortion laws of many states.



This is no simple reform. It really is a revolution. **Sex and race** because they are easily and visible differences have been the primary ways of organising human beings into superior and inferior groups and into cheap labour on which this system still depends. We are talking about a society in which there will be no roles other than those chosen or those earned.



Gloria Steinem - a leader and a spokeswoman for the American feminist movement in the late 1960s and 1970s.



SHOW US THE MONEY

BREAK THE WAGE GAP!

PAY RIGHTS

WOMEN DEMAND EQUAL PAY

WE ARE WORTH MORE

EQUAL PAY OR WE WALK AWAY

TASK 1:

Using Pages 1, 2 and 3 you need to:

- a) Make a list of reasons America boomed after the end of the Second World War.
- b) Explain which of the reasons you think is most important.
- c) Create a poster depicting the 'American Dream' - use no more than 15 words in your poster.
- d) Copy and complete the following table of the ways in which the American Dream was both a reality and a myth.
- e) Page 3: Do you think Truman's Fair Deal was successful?

Reality	Myth

TASK 2:

Using page 4.

1. Dived your page into 4, in each section explain how the following factors contributed to the second Red Scare:
 - a) Nuclear weapons
 - b) Spies
 - c) China
 - d) Communism in eastern Europe.
2. Create a newspaper report. Include the emergence of the HUAC and the Loyalty Programme. Explain the rise and decline of Joseph McCarthy and McCarthyism. Describe the effects of McCarthyism on the accused - use Google to find some real life accounts. (Research the 'Hollywood 10')

TASK 3:

Using pages 5 and 6.

On the final page of this guide, use the speech bubbles to:

- a) give reasons for the development of the 'teenager',
- b) Give examples of what teens would be doing/or thought to be doing in the 1950's.



TASK 4:

Using pages 7-11.

- Create a Tweet with a definition of the Civil Rights Movement.
- On a flash card, for each of the following, explain the role they played in the 'Brown vs Board of Education of Topeka' case:
 - Oliver Brown
 - the Supreme Court
 - the NAACP
- Create a list of reasons why the 'success' of the case was limited.
- Look at Source B.
 - What do you think was meant by 'Drag her over this tree!'
 - Why do you think the white people acted so aggressively?
- Complete the following table with details of the campaigns of MLK and Malcom X (Black Power).
(On the second-to-last page)

▼ **SOURCE B** Elizabeth Eckford, describing her first day at school to a journalist a few weeks later:

I stood looking at the school – it looked so big! Just then the guards let some white students through. I walked up to the guard who had let the white students in. He didn't move. When I tried to squeeze past him, he raised his bayonet and then the other guards moved in and they raised their bayonets. They glared at me with a mean look and I was very frightened and didn't know what to do. I turned around and the crowd came toward me. They moved closer and closer. Somebody started yelling, 'Drag her over this tree! Let's take care of that nigger!'

TASK 5:

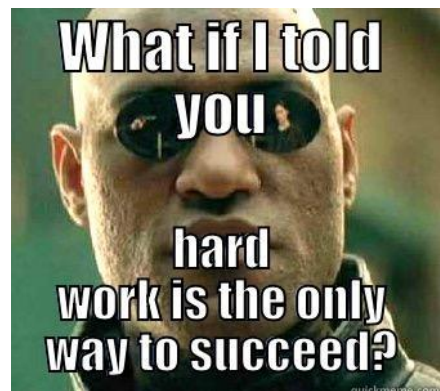
Using page 11.

- Analyse Kennedy's 'New Frontier'. Make a list of reasons why it wasn't successful. Why was it difficult for Kennedy to implement his policies?
- Research and make a list of other policies introduced by Johnson for his 'Great Society'.
How was Johnson able to implement/pass so many of these ideas into policy?

TASK 6:

Using pages 12 and 13.

- a) Create a leaflet FOR the Stop ERA campaign. Include at least 3 arguments why this campaign was against the ERA.
- b) Create a flow chart to show why contraception and legalised abortions are so significant to women's rights. (Think about the consequences for women NOT having these provisions)
- c) Burning bra's was a key protest during the feminist movement. What did this symbolise? Why do you think this was such a popular protest?



Post War -Quiz

1. What industry boomed during the 1950's, with people transferring into it after having created propaganda during the war?
2. Name 4 things that Americans would have in their homes that they considered showed they were living the 'American Dream'.
3. What areas of America went into decline?
4. Explain the reason(s) for this decline.
5. How much of the world's manufactured goods came from the US?
6. Calculate the percentage of that which Americans consumed.
7. What 3 things did the GI Bill offer?
8. Give 3 examples, including statistics, that the 'American Dream' was a myth.
9. What did Truman want to achieve with his 'Fair Deal'?
10. How was the 'Fair Deal' successful?
11. Who was the president after Truman?
12. What made him popular?
13. Name 3 Americans who were accused of spying for the Soviet Union.
14. Give 3 reasons for the second Red Scare.
15. What consequences were there for people targeted by McCarthyism?
16. Why hadn't there been teenagers before the 1950's?
17. Why were teenagers targeted by advertising?
18. Give an example of a teen icon of the 50's. What reputation did they have?
19. What year was the court case of Brown vs Board of Education Topeka? What was the outcome?
20. Why did the Governor of Little Rock, Arkansas send in the National Guard in 1957?
21. Whose civil rights career started in Montgomery? What protest took place there?
22. What Laws did Martin Luther King's protests want to abolish?
23. What was meant by "Thank God for 'Bull' Connor"?
24. Where did the Black Power Movement focus their protests?
25. Define 'separatism'.
26. Give 3 problems facing African-Americans in cities.
27. How did the Civil Rights Movement lead to the feminist movement?
28. What was the name of the book written by Betty Friedan?
29. Name 3 women's campaigns of the 1960's.
30. What was the Status Commission? Name the two people who set it up.
31. Who was Phyllis Schlafly?
32. What law legalised abortion? Including the year!

P1:A - USA - Some possible Interpretation based exam Qs

▼ **INTERPRETATION B** From the webpages of the Rosa and Raymond Parks Institute for Self Development, an organisation co-founded in 1987 by Rosa Parks to inspire young people:

Rosa Louise Parks was nationally recognized as the 'mother of the modern day civil rights movement' in America. Her refusal to surrender her seat to a white male passenger on a Montgomery, Alabama bus, December 1, 1955, triggered a wave of protest December 5, 1955 that reverberated throughout the United States. Her quiet courageous act changed America, its view of black people and redirected the course of history.

▼ **INTERPRETATION C** From *Black Profiles in Courage* by Kareem Abdul-Jabbar and Alan Steinberg (1996); Abdul-Jabbar thought that school textbooks tend to diminish the achievements of people of colour in history; he wanted to write a book to provide role models for young African-Americans:

Rosa was aware that in the last twelve months alone three African-American females had been arrested for the same offence. Of four black passengers asked to surrender their seats in no-man's land, two refused – an elderly woman and fifteen-year-old Claudette Colvin. 'I done paid my dime,' Colvin had said. 'I ain't got no reason to move.' Colvin refused to move, so police dragged her, fighting and crying, to the squad car, where she was rudely handcuffed.

1. How does Interpretation C differ from Interpretation B about Rosa Parks' importance in the Civil Rights Movement? [4 marks]
2. Why might the authors of Interpretation C differ from B about Rosa Parks' importance in the Civil Rights Movement? [4 marks]
3. Which Interpretation do you find more convincing about Rosa Parks' importance in the Civil Rights Movement. Use Interpretations B and C and your own knowledge. [8 marks]

Interpretation A: June 1954, *LIFE* magazine, a major weekly news magazine in the US, an article titled "*The Luckiest Generation*".

In Carlsbad (California), as everywhere else, teenagers are not only driving new cars to school but in many cases are buying them out of their own earnings. These are the children who at birth were called "Depression babies." They have grown up to become, materially at least, America's luckiest generation. Since there are fewer of them, each — in the most prosperous time in U.S. history — gets a bigger piece of the nation's economic pie than any previous generation ever got. This means they can almost have their pick of the jobs that are around. . . . To them working has a double attraction: the pay is good and, since their parents are earning more too, they are often able to keep the money for themselves.

Interpretation B: A Chicago woman describes her experiences growing up in the 1950's to a filmmaker for a television series, *Making Sense of the Sixties*, 1991.

"Er, those were the quiet years, and the expectations were not great for young women of my age, my era or my neighbourhood. I grew up in a working class neighbourhood, | where there wasn't a lot expected of you other than to be a 'good girl'. You were expected to be a virgin when you married. So many girls married young and had children by the age of twenty. When I left school the most important thing for me was not college, but I picked something that traditionally something women type of job [sic]; a secretary, a confidential secretary, thinking that was very cool."

1. How does Interpretation B differ from Interpretation A about life as a teenager in 1950's America? [4 marks]
2. Why might the authors of Interpretations A and B differ about life as a teenager in 1950's America? [4 marks]
3. Which Interpretation do you find more convincing about life as a teenager in 1950's America. Use Interpretations A and B and your own knowledge. [8 marks]

P1:A - USA - Some possible knowledge based exam Qs

Question 4: [4 marks]

- Describe 2 problems facing women after WW2.
- Describe 2 problems immigrants faced during the second Red Scare.
- Describe 2 problems faced by African-Americans in the 1950's.
- Describe two problems faced by direct action protestors.
- Describe two problems for African-Americans in the cities in Post-war America.
- Describe 2 problems faced by President Kennedy and President Johnson during the Civil Rights Movement.
- Describe 2 ways by which civil rights campaigners presented a 'challenge' to segregation.

Question 5: [8 marks]

- In what ways were the lives of women affected by the campaigns for more equality during the 1960's and 1970's?
- In what ways were the lives of teenagers affected by the boom in 1950's America?
- In what ways were the lives of African-Americans affected by the Black Power movement in the 1960's?
- In what ways were the lives of women affected by the Roe vs Wade case of 1973?
- In what ways did the Civil Rights Act of 1964 affect the lives of African-Americans?
- In what ways did Johnson's 'Great Society' affect the lives of Americans?

Question 6: [12 marks]

- Which of the following was the more important reason why there were more opportunities for young people in post-war America:
 - Economic growth
 - Cultural changes

Explain your answer with reference to both bullet points.

- Who was more successful in his attempts to make America fairer:
 - President Kennedy
 - President Johnson

Explain your answer with reference to both bullet points.

- Which of the following had a bigger impact on post-war American society:
 - McCarthyism
 - Changes to popular culture.

Explain your answer with reference to both bullet points.

Civil Rights Campaigns 1960's

Martin Luther King



Malcolm X and Black Power



HOW - what were their methods of protest?

WHY - what were they trying to achieve? What were the main reasons for the methods used to protest?

WHO - what groups were involved, and were affected by the campaigns?

WHERE - what areas of America were the campaigns most prevalent in?

WINS - what successes did the campaigns achieve?

WHO - what other figures were involved with these campaigns

