

## Scheme of Work

# Cambridge International AS & A Level History

## 9389 Component 4: Depth study

The History of the USA, 1945–1990

For examination from 2016



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## Contents

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Introduction.....	3
Theme 1: The late 1940s and the 1950s .....	5
Theme 2: The 1960s and 1970s .....	12
Theme 3: The 1980s .....	19
Theme 4: Foreign policy.....	24

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## Introduction

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### Recommended prior knowledge

No prior knowledge is expected or required but a general background understanding of US history in the first part of the twentieth century and the events of the Second World War would be useful. It would also help learners to progress their understanding more quickly if they had a working knowledge of the US political system including federal and state government and the USA's place in the world.

Although this unit follows on from the American Option of Component 2 it can be studied as a course in isolation.

It is assumed that Component 2 (Outline study) of the AS Level has been studied and the key skills of knowledge acquisition, independent learning, understanding, analysis, evaluation and application have been mastered.

### Context

This unit provides the opportunity for really detailed study of two topics (themes) of post-war America in depth from social, economic and political angles. There is ample scope for, and expectation of, substantial independent research and study. The final assessment assumes not only a high degree of knowledge and understanding of the chosen themes, but also high quality extended writing which demonstrates a sophisticated level of analysis and evaluation. The emphasis of teaching should very much be based on analytical questioning of the key themes and looking at how trends of change and continuity develop across the period.

### Outline

This unit requires a detailed study of at least two of the four themes which make up the whole unit. In the final examination on this topic, one open-ended question will be set on each of the four themes and learners will be asked to answer any two of these questions using examples they have studied in depth. The themes are:

Theme 1: The late 1940s and 1950s

Theme 2: The 1960s and 1970s

Theme 3: The 1980s

Theme 4: Foreign policy

A wide range of activities are suggested for all four topics, but it is intended that all activities are capable of being used, with some changing of names and dates, for any of the topics.

It is important to remember that learners will be expected to comment across the themes, such as comparing 1950s and 1960s or looking at development of presidential power. This will enable learners to really get to grips with the questions asked in the Component 4 examination. Equally, it is important that learners should have good depth knowledge of America in this period and appreciate the changing nature of life in the country.

Key: whole class (**W**), group work (**G**), pair work (**P**) and individual activities (**I**), as well as homework (**H**), are indicated within this scheme of work.

### Resources

The resources for this syllabus, including textbooks endorsed by Cambridge, can be found at [www.cie.org.uk](http://www.cie.org.uk) and Teacher Support <http://teachers.cie.org.uk>.

**Endorsed textbooks** have been written to be closely aligned to the syllabus they support, and have been through a detailed quality assurance process. As such, all textbooks endorsed by Cambridge for this syllabus are the ideal resource to be used alongside this scheme of work and are listed on [www.cie.org.uk](http://www.cie.org.uk).

**Non-endorsed textbooks.** Where other textbooks have shown to be useful for some learning objectives they are referred to by the first author. These include:

Brogan, H, *The Penguin History of the United States of America*, Penguin, 2001. ISBN: 9780140252552 [not referenced directly in SOW text]

Farmer, A, and Sanders, V, *An Introduction to American History 1860–1990*, Hodder Education, 2002. ISBN: 9780340803264

Murphy, D, Cooper, K, and Waldron, M, *United States 1776–1992*, Collins Educational, 2001. ISBN: 9780007116218

Although most of the reading is taken from Farmer and Murphy, other reading on the topics would be appropriate providing it is of an A Level standard.

Given that there is often academic controversy over the interpretations of authors of their chosen subjects, it is best to ensure that there are a variety of texts available by authors of similar stature so that learners who are prepared to read widely and independently have a real choice of interpretation.

### Websites

This scheme of work includes website links providing direct access to internet resources. Cambridge International Examinations is not responsible for the accuracy or content of information contained in these sites. The inclusion of a link to an external website should not be understood to be an endorsement of that website or the site's owners (or their products/services).

The particular website pages in the learning resource column of this scheme of work were selected when the scheme of work was produced. Other aspects of the sites were not checked and only the particular resources are recommended.

### Useful websites include:

[www.youtube.com](http://www.youtube.com)

[www.time.com](http://www.time.com)

[www.pbs.org](http://www.pbs.org)

[www.ourdocuments.gov](http://www.ourdocuments.gov)

<http://history.state.gov>

[www.ushistory.org](http://www.ushistory.org)

[www.ushistoryscene.com](http://www.ushistoryscene.com)

<http://nreionline.com>

<http://www.slideshare.net>

<http://www.trumanlibrary.org>

[www.bbc.co.uk](http://www.bbc.co.uk)

<http://www.loc.gov>

[www.teachersdomain.org](http://www.teachersdomain.org)

[www.dollarsandsense.org](http://www.dollarsandsense.org)

[www.businessweek.com](http://www.businessweek.com)

[www.cliffsnotes.com](http://www.cliffsnotes.com)

[www.infoplease.com](http://www.infoplease.com)

[www.millercenter.org](http://www.millercenter.org)

[www.heritage.org](http://www.heritage.org)

[www.presidentprofiles.com](http://www.presidentprofiles.com)

[www.historylearningsite.co.uk](http://www.historylearningsite.co.uk)

<http://education-portal.com>

[www.boundless.com](http://www.boundless.com)

[www.schmoop.com](http://www.schmoop.com)

<http://nationalhumanitiescenter.org>

[www.npr.org](http://www.npr.org)

<http://www.eeoc.gov>

[www.johndclare.net](http://www.johndclare.net)

[www.teachinghistory.org](http://www.teachinghistory.org)

<http://www.discoveryeducation.com>

[www.archives.gov](http://www.archives.gov)

[www.coldwar.org](http://www.coldwar.org)

[www.washingtonpost.com](http://www.washingtonpost.com)

[www.hoover.org](http://www.hoover.org)

[www.atomicarchive.com](http://www.atomicarchive.com)

## Theme 1: The late 1940s and the 1950s

Key questions	Key content	Suggested teaching activities	Learning resources
Why and how was this period a time of economic prosperity?	US economic development, 1945–60	<ul style="list-style-type: none"> <li>Teacher-led introduction to what happened to the US economy in this period. The YouTube video gives a good general introduction to the first two key questions. <b>(W)</b></li> <li>Research task. In groups learners research and prepare a giant mind map to answer the question ‘Why was there an economic boom between 1945 and 1960?’ Learners should look at changes in the economy and the impact they had on the American population. Useful themes to start with include:               <ul style="list-style-type: none"> <li>New industries: defence, aerospace, petrochemical</li> <li>Agricultural modernisation</li> <li>Ways of working – labour organisation. <b>(G)</b></li> </ul> </li> <li>Written/homework task. Learners write a summary of reasons for economic development in the period. <b>(I) (H)</b></li> </ul>	<b>Textbooks</b> <ul style="list-style-type: none"> <li>Murphy pp373–5, <i>United States 1776–1992</i></li> <li>Farmer pp282–4, <i>American History 1860–1990</i></li> </ul> <b>Online</b> <ul style="list-style-type: none"> <li><a href="http://www.youtube.com/watch?v=mctiO5FWWWI">http://www.youtube.com/watch?v=mctiO5FWWWI</a></li> </ul>
	The growth of the middle class	<ul style="list-style-type: none"> <li>Teacher-led introduction to class and society in 1950s USA and ideas about how this started to change and develop. The YouTube video is a useful contemporary source on social class. <b>(W)</b></li> <li>Research task. In pairs, research and plan a presentation on ‘The Growth of the Middle Class’ and how this changed America in the 1950s. Learners should think about:               <ul style="list-style-type: none"> <li>Education (The GI Bill of Rights)</li> <li>New approaches to Child Rearing in the Middle Classes</li> <li>White collar jobs and the idea of ‘The Company Man’</li> <li>the lifestyle expected by the ‘Middle Class’. <b>(P)</b></li> </ul> </li> <li>Reading/homework task. Learners read the <i>Time</i> online article on the <i>History of the Middle Class</i>. Learners should write a 10 point summary of how the idea of the Middle Class has changed. <b>(I) (H)</b></li> </ul>	<b>Online</b> <ul style="list-style-type: none"> <li><a href="http://www.youtube.com/watch?v=t7T9WBDLy0w">http://www.youtube.com/watch?v=t7T9WBDLy0w</a></li> <li><a href="http://www.time.com/time/nation/article/0,8599,1882147,00.html">http://www.time.com/time/nation/article/0,8599,1882147,00.html</a></li> </ul>
	The consumer economy	<ul style="list-style-type: none"> <li>Teacher-led overview of how the consumer economy shaped and changed in the 1950s. The YouTube video is a good contemporary source on the role of consumerism in the suburbs (which looks ahead to the next key question). <b>(W)</b></li> <li>Read the online article on <i>The Rise of American Consumerism</i> and make a five point summary on the main changes in the way people consumed goods in the</li> </ul>	<b>Online</b> <ul style="list-style-type: none"> <li><a href="http://www.youtube.com/watch?v=uYCJiS9n34o">http://www.youtube.com/watch?v=uYCJiS9n34o</a></li> <li><a href="http://www.pbs.org/wgbh/american-experience/features/general-">http://www.pbs.org/wgbh/american-experience/features/general-</a></li> </ul>

Key questions	Key content	Suggested teaching activities	Learning resources
		<p>1950s. <b>(I)</b></p> <ul style="list-style-type: none"> <li>• Research task. In groups prepare a presentation on ‘The Consumer Society’ using the website learners have already looked at and other internet resources. Learners should think about the impact of: <ul style="list-style-type: none"> <li>○ cars</li> <li>○ home ownership</li> <li>○ credit cards</li> <li>○ suburban shopping centres. <b>(G)</b></li> </ul> </li> <li>• Reflection/homework task. Learners produce a mind map to show how consumerism changed the lives of many Americans in the 1950s. <b>(I) (H)</b></li> </ul>	<p><a href="#">article/tupperware-consumer/</a> <i>The Rise of American Consumerism</i> article</p> <ul style="list-style-type: none"> <li>• <a href="http://www.historylink.org/index.cfm?DisplayPage=output.cfm&amp;File_Id=3186">http://www.historylink.org/index.cfm?DisplayPage=output.cfm&amp;File_Id=3186</a></li> <li>• <a href="http://prezi.com/a7xovlg_azob/auto-mobiles-impact-in-1950smodern-america/">http://prezi.com/a7xovlg_azob/auto-mobiles-impact-in-1950smodern-america/</a></li> </ul>
	The role of the federal government	<ul style="list-style-type: none"> <li>• Teacher-led introduction to the role of federal spending in a booming economy. Military expenditure and infrastructure. <b>(W)</b></li> <li>• Research task. In pairs one learner researches the Federal Highway Act and the other researches military spending in the 1950s. Together write a summary of which was most important: roads or bombs? <b>(P)</b></li> <li>• Discussion. ‘What was the most important reason for economic boom between 1945 and 1960?’ Learners should look at what they’ve learnt during this key question and analyse different ideas about the impact. <b>(W)</b></li> <li>• Written task. ‘Why and how was this period a time of economic prosperity?’ Generic mark schemes for Unit 4 style questions can be found on the Teacher Support website. The specimen papers may also be useful here for practice exam questions. <b>(I) (H)</b></li> </ul>	<p><b>Online</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.ourdocuments.gov/doc.php?flash=true&amp;doc=88">http://www.ourdocuments.gov/doc.php?flash=true&amp;doc=88</a></li> <li>• <a href="http://history.state.gov/milestones/1945-1952/NSC68">http://history.state.gov/milestones/1945-1952/NSC68</a></li> <li>• <a href="http://nationalatlas.gov/articles/transportation/a_highway.html">http://nationalatlas.gov/articles/transportation/a_highway.html</a></li> </ul>
How great was the social change experienced by the USA in this period?	The growth of suburbs and exurbs	<ul style="list-style-type: none"> <li>• Teacher-led introduction to the meanings of suburbs and exurbs and how they started to grow in 1950s America. The website opposite offers a good overview. <b>(W)</b></li> <li>• Research task. In groups learners should research ‘The Growth and impact of the Suburbs’ and prepare a presentation. Learners should begin to think about: <ul style="list-style-type: none"> <li>○ Government subsidies</li> <li>○ Decline in inner city living and ‘the white flight’</li> <li>○ Rise of the ‘Sunbelt’ and change in living conditions</li> <li>○ Levittowns. <b>(G)</b></li> </ul> </li> <li>• Reading/homework task. Learners read and take notes on the articles opposite. Make a 6 point summary on the success and impact of suburban living. <b>(I)</b></li> </ul>	<p><b>Online</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.ushistory.org/us/53b.asp">http://www.ushistory.org/us/53b.asp</a></li> <li>• <a href="http://www.ushistoryscene.com/un-categorized/levittown/">http://www.ushistoryscene.com/un-categorized/levittown/</a></li> <li>• <a href="http://amhistory.si.edu/onthemove/exhibition/exhibition_15_2.html">http://amhistory.si.edu/onthemove/exhibition/exhibition_15_2.html</a></li> <li>• <a href="http://nreionline.com/mag/1950s-post-war-america-hitches-and-heads-burbs">http://nreionline.com/mag/1950s-post-war-america-hitches-and-heads-burbs</a></li> </ul>

Key questions	Key content	Suggested teaching activities	Learning resources
		<ul style="list-style-type: none"> <li>• Discussion. 'How much did the suburbs change the way Americans lived?' <b>(W)</b></li> </ul>	
	The role and status of women	<ul style="list-style-type: none"> <li>• Teacher-led introduction to the contradictory status of women in the 1950s: ideas between 'perfect housewife' and new roles of working women. The YouTube video gives a good contemporary view of family life. <b>(W)</b></li> <li>• Reading task. Read the article on women's roles opposite. Make a summary of changes and contradictions. <b>(I)</b></li> <li>• Research task. In pairs learners research women's roles and produce a comparison between 'The Ideal Housewife' and 'New Pressures'. Learners could begin by thinking about: <ul style="list-style-type: none"> <li>○ women's role in the home</li> <li>○ women's role in the workforce</li> <li>○ the role of the Kinsey Reports and Playboy (1953)</li> <li>○ the introduction of the contraceptive pill. <b>(P)</b></li> </ul> </li> <li>• Discussion. How much did women's lives change in the period? <b>(W)</b></li> </ul>	<b>Online</b> <ul style="list-style-type: none"> <li>• <a href="http://www.youtube.com/watch?v=h8kJzBJrOkU">http://www.youtube.com/watch?v=h8kJzBJrOkU</a></li> <li>• <a href="http://www.pbs.org/wgbh/amex/pill/peoplevents/p_mrs.html">http://www.pbs.org/wgbh/amex/pill/peoplevents/p_mrs.html</a></li> </ul>
	The impact of new mass media	<ul style="list-style-type: none"> <li>• Teacher-led introduction to the changing nature of media in the 1950s including the impact of the TV. The YouTube video will support this. <b>(W)</b></li> <li>• Research task. In groups research the way in which people used mass media and how it changed the way Americans lived. Prepare a presentation on 'The impact of new mass media'. Learners could begin by researching: <ul style="list-style-type: none"> <li>○ TV – family comedies, differences in living, 1960s TV debates</li> <li>○ Religion and mass media – the role of Billy Graham</li> <li>○ Teen Culture – Rock n Roll, James Dean, Catcher in the Rye. <b>(G)</b></li> </ul> </li> <li>• Reflection task. In pairs each learner makes a different list about what they have learnt about the 1950s. Either: <ul style="list-style-type: none"> <li>○ signs of change and revolution in American lifestyles</li> <li>○ signs of consensus and conformity in American lifestyles.</li> </ul> Together decide how to characterise the decade and prepare for a debate on the subject. <b>(P)</b></li> <li>• Debate. Stage a formal debate on 'This House believes that the 1950s were a decade of revolution and change'. <b>(W)</b></li> </ul>	<b>Online</b> <ul style="list-style-type: none"> <li>• <a href="http://www.youtube.com/watch?v=CwHcklmH-Tk">http://www.youtube.com/watch?v=CwHcklmH-Tk</a></li> </ul>

Key questions	Key content	Suggested teaching activities	Learning resources
How far was this period a time of political stability?	The election of Truman in 1948	<ul style="list-style-type: none"> <li>Teacher-led introduction to the presidency of Truman and the main domestic policies. The online presentation (slideshare.net) gives some good ideas of where to start. <b>(W)</b></li> <li>Research task. Learners research the domestic reforms of Truman from 1945–48 and begin a timeline of his major actions. <b>(I)</b></li> <li>Research task. In pairs produce a case study presentation of the 1948 election. Learners should look at:               <ul style="list-style-type: none"> <li>o candidates</li> <li>o campaign issues</li> <li>o results</li> <li>o issues for Truman to deal with. <b>(P)</b></li> </ul> </li> <li>Research/homework task. Learners complete their timeline of Truman’s domestic reforms to 1952. <b>(I)</b></li> </ul>	<p><b>Textbooks</b></p> <ul style="list-style-type: none"> <li>Murphy pp354–62 <i>United States 1776–1992</i></li> <li>Farmer pp284 <i>American History 1860–1990</i></li> </ul> <p><b>Online</b></p> <ul style="list-style-type: none"> <li><a href="http://www.slideshare.net/ntengowski/trumandomestic-policy">http://www.slideshare.net/ntengowski/trumandomestic-policy</a></li> <li><a href="http://www.pbs.org/wgbh/americanexperience/features/general-article/truman-domestic/">http://www.pbs.org/wgbh/americanexperience/features/general-article/truman-domestic/</a></li> <li><a href="http://www.trumanlibrary.org/teacher/campaign.htm">http://www.trumanlibrary.org/teacher/campaign.htm</a></li> </ul>
	McCarthyism and the Red Scare	<ul style="list-style-type: none"> <li>Teacher-led introduction to main issues involved in McCarthyism and the Red Scare including causes and the actions of the House of Un-American Activities Committee. The YouTube video gives a good historical introduction. <b>(W)</b></li> <li>Research task. In groups research some of the cases which caused the Red Scare to grow. Prepare a presentation on ‘Was there a communist threat in the USA?’ Learners should begin by researching:               <ul style="list-style-type: none"> <li>o Alger Hiss</li> <li>o Klaus Fuchs</li> <li>o Julius and Ethel Rosenberg</li> <li>o the Hollywood Ten. <b>(G)</b></li> </ul> </li> <li>Research/reflection task. In pairs produce a visual diagram looking at the causes, events and impacts of McCarthyism. Learners should think about:               <ul style="list-style-type: none"> <li>o the personality of Senator McCarthy</li> <li>o the role of the HUAC</li> <li>o the role of the FBI</li> <li>o loss of jobs</li> <li>o social, cultural and political impacts. <b>(P)</b></li> </ul> </li> <li>Discussion. ‘What impact did McCarthyism have on American society?’ <b>(W)</b></li> </ul>	<p><b>Online</b></p> <ul style="list-style-type: none"> <li><a href="http://www.youtube.com/watch?v=Nh18dZk8QAY">http://www.youtube.com/watch?v=Nh18dZk8QAY</a></li> </ul>

Key questions	Key content	Suggested teaching activities	Learning resources
	Eisenhower's domestic policies	<ul style="list-style-type: none"> <li>• Teacher-led introduction to Eisenhower including his career and concept of Middle Way Conservatism. The watchmojo video link gives a biography of his career. <b>(W)</b></li> <li>• Research task. In pairs one learner should research Eisenhower's economic policy and the other should look at his social policies. Learners should produce a presentation on 'Did Eisenhower produce a stable country?' Learners should think about:               <ul style="list-style-type: none"> <li>○ Economics – fiscal conservatism; submerged land act; Eisenhower recessions 1953 and 1957–8</li> <li>○ Social policies – social security, National Defence Education Act, Civil Rights Act. <b>(P)</b></li> </ul> </li> <li>• Written task. How far was this period a time of political stability? Generic mark schemes for Unit 4 style questions can be found on the Teacher Support Website. <b>(I) (H)</b></li> </ul>	<p><b>Online</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.watchmojo.com/video/id/11390/">http://www.watchmojo.com/video/id/11390/</a></li> <li>• <a href="http://www.pbs.org/wgbh/americanexperience/features/general-article/eisenhower-domestic/">http://www.pbs.org/wgbh/americanexperience/features/general-article/eisenhower-domestic/</a></li> </ul> <p><b>Textbooks</b></p> <ul style="list-style-type: none"> <li>• Murphy pp368–73 <i>United States 1776–1992</i></li> <li>• Farmer pp289–90 <i>American History 1660–1990</i></li> </ul>
How effective was the civil rights movement?	Relevant Warren Court judgements	<ul style="list-style-type: none"> <li>• Teacher-led overview of situation in Civil Rights at the end of WWII including significance of Jim Crow laws and the role played by African-Americans in the world wars. Introduce the issues of the Warren Court and the NAACP. <b>(W)</b></li> <li>• Research task. In pairs learners research <i>Brown v. Board of Education</i> and <i>The Little Rock 9, Arkansas</i>. Learners should focus on why these cases became important and how the Warren Court dealt with them. Learners should produce a two sided handout on their findings. <b>(P)</b></li> <li>• Discussion. 'How important was Earl Warren to the progress of Civil Rights in the 1950s?' <b>(W)</b></li> </ul>	<p><b>Textbooks</b></p> <ul style="list-style-type: none"> <li>• Farmer pp175–8 <i>American History 1860–1990</i></li> <li>• Murphy pp326 <i>United States 1776–1992</i></li> </ul> <p><b>Online</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.loc.gov/exhibits/brown/brown-aftermath.html">http://www.loc.gov/exhibits/brown/brown-aftermath.html</a></li> <li>• <a href="http://www.youtube.com/watch?v=RGjNqrQBUno">http://www.youtube.com/watch?v=RGjNqrQBUno</a></li> <li>• <a href="http://www.youtube.com/watch?v=TTGHLdr-iaK">http://www.youtube.com/watch?v=TTGHLdr-iaK</a></li> </ul>

Key questions	Key content	Suggested teaching activities	Learning resources
	The impact of SNCC and CORE	<ul style="list-style-type: none"> <li>Teacher-led introduction to formation and ideas of the SNCC and CORE <b>(W)</b></li> <li>Research task. In groups learners research either the Lunch Centre Protests (1960) or the Freedom Rides (1961) and produce fact files on their chosen event. When finished learners should swap their fact files with another group. <b>(G)</b></li> </ul>	<p><b>Textbooks</b></p> <ul style="list-style-type: none"> <li>Murphy pp330–2 <i>United States 1776–1992</i></li> </ul> <p><b>Online</b></p> <ul style="list-style-type: none"> <li><a href="http://www.ibiblio.org/sncc/index.html">http://www.ibiblio.org/sncc/index.html</a></li> <li><a href="http://www.core-online.org/History/history.htm">http://www.core-online.org/History/history.htm</a></li> <li><a href="http://www.teachersdomain.org/special/friders/">http://www.teachersdomain.org/special/friders/</a></li> <li><a href="http://www.pbs.org/wgbh/americanexperience/freedomriders/watch">http://www.pbs.org/wgbh/americanexperience/freedomriders/watch</a></li> <li><a href="http://americanhistory.si.edu/brown/history/6-legacy/freedom-struggle-2.html">http://americanhistory.si.edu/brown/history/6-legacy/freedom-struggle-2.html</a></li> </ul>
	The role of leading African Americans	<ul style="list-style-type: none"> <li>Research task. In pairs produce a presentation on the role of either Rosa Parks or Martin Luther King in the Civil Rights movement of the 1950s. Learners should think about: <ul style="list-style-type: none"> <li>what they did</li> <li>the impact of their actions</li> <li>the way they have been remembered. <b>(P)</b></li> </ul> </li> <li>Discussion. ‘The Civil Rights movement changed considerably in the 1950s’ How far do you agree? <b>(W)</b></li> </ul>	<p><b>Textbooks</b></p> <ul style="list-style-type: none"> <li>Murphy pp337–41 <i>United States 1776–1992</i></li> </ul> <p><b>Online</b></p> <ul style="list-style-type: none"> <li><a href="http://www.historylearningsite.co.uk/rosa_parks.htm">http://www.historylearningsite.co.uk/rosa_parks.htm</a></li> <li><a href="http://www.slate.com/articles/news_and_politics/obit/2005/10/rosa_parks.html">http://www.slate.com/articles/news_and_politics/obit/2005/10/rosa_parks.html</a></li> <li><a href="http://www.ushistory.org/us/54f.asp">http://www.ushistory.org/us/54f.asp</a></li> </ul>
	The role of state and federal governments	<ul style="list-style-type: none"> <li>Teacher-led overview of the role of States and some governors in trying to prevent the continuation of the Civil Rights movement. <b>(W)</b></li> <li>Research task. Learners mind map or summarise the role of either Truman or Eisenhower in the Civil Rights struggle of the 1950s and the actions taken by federal government. <b>(I)</b></li> <li>Written task. How effective was the civil rights movement in the 1950s? Generic</li> </ul>	<p><b>Textbooks</b></p> <ul style="list-style-type: none"> <li>Murphy pp341–2 <i>United States 1776–1992</i></li> </ul>

Key questions	Key content	Suggested teaching activities	Learning resources
		mark schemes for Unit 4 style questions can be found on the Teacher Support Website. <b>(I)</b>	

## Theme 2: The 1960s and 1970s

Key questions	Key content	Suggested teaching activities	Learning resources
Why did the USA experience a deteriorating economic situation in the 1960s and 1970s?	The economic impact of the Cold War	<ul style="list-style-type: none"> <li>Teacher-led introduction to the Key Question and the idea that economic prosperity came to an end in the late 1960s and early 1970s. It is a good idea to reflect and revise the issues from Theme 1 here. <b>(W)</b></li> <li>Research task. In groups learners produce a presentation on why the US economy began to fail in the late 1960s and early 1970s. Learners should begin to research:               <ul style="list-style-type: none"> <li>the trade deficit</li> <li>spiking energy prices</li> <li>the cost of the space race</li> <li>the revival of Western Europe and Japan. <b>(G)</b></li> </ul> </li> <li>Reading/homework task. Read the article on the 1970s crisis and summarise in 10 bullet points what reasons it gives for economic difficulties. <b>(I) (H)</b></li> </ul>	<b>Online</b> <ul style="list-style-type: none"> <li><a href="http://www.dollarsandsense.org/archives/2009/1109reuss.html">http://www.dollarsandsense.org/archives/2009/1109reuss.html</a></li> </ul>
	The end of the gold-dollar standard, 1971	<ul style="list-style-type: none"> <li>Teacher-led overview of what the end of the dollar standard meant for the US.</li> <li>Class discussion ‘What changes can we see in the US economy so far?’</li> <li>Introduce the idea of the ‘Nixon Shock’. Students can use the websites to research and make notes on this. <b>(W)</b></li> </ul>	<b>Online</b> <ul style="list-style-type: none"> <li><a href="http://en.wikipedia.org/wiki/Nixon_Shock">http://en.wikipedia.org/wiki/Nixon_Shock</a></li> <li><a href="http://www.businessweek.com/magazine/the-nixon-shock-08042011.html">http://www.businessweek.com/magazine/the-nixon-shock-08042011.html</a></li> <li><a href="http://online.wsj.com/article/SB10001424053111904007304576494073418802358.html">http://online.wsj.com/article/SB10001424053111904007304576494073418802358.html</a></li> </ul>
	The oil crises of 1973 and 1979	<ul style="list-style-type: none"> <li>Teacher-led introduction to the importance of oil as a political tool and definition of OPEC. The YouTube video gives a good contemporary account of the 1973 crisis. <b>(W)</b></li> <li>Research task. In pairs use the website on the 1970s oil crisis to produce a diagram of causes, events and impacts of the oil crisis of 1973 and research the crisis of 1979. <b>(P)</b></li> </ul>	<b>Online</b> <ul style="list-style-type: none"> <li><a href="http://www.youtube.com/watch?v=VCLRIVxOH-Q">http://www.youtube.com/watch?v=VCLRIVxOH-Q</a></li> <li><a href="http://cr.middlebury.edu/es/altenergylife/70's.htm">http://cr.middlebury.edu/es/altenergylife/70's.htm</a></li> </ul>

Key questions	Key content	Suggested teaching activities	Learning resources
	Stagflation	<ul style="list-style-type: none"> <li>• Research task. Read the online article and write a definition of Stagflation and its impact. <b>(I)</b></li> <li>• Research task. Produce a more in-depth revision guide on the causes and effects of Stagflation in the 1970s. <b>(I)</b></li> <li>• Written/reflection task. 'Why, after 30 years of economic growth, did the USA experience such severe economic problems in the 1970s?' In groups start to plan this essay using knowledge from across the course. <ul style="list-style-type: none"> <li>○ Learners could begin by looking at paragraph structure and ways of using evidence.</li> <li>○ This is a specimen question and the mark scheme can be found on the Teacher Support Website. This is a good point to stop and really concentrate on the requirements of Unit 4 style questions as a class. <b>(G)</b></li> </ul> </li> <li>• Homework task. Complete specimen essay. <b>(I) (H)</b></li> </ul>	
How far did the USA experience a social revolution in the 1960s and 1970s?	The growth of a counterculture	<ul style="list-style-type: none"> <li>• Teacher-led introduction to the meaning and definition of counter culture in 1960s and 1970s America. Again it is worth pointing out the notion of change and continuity with 1950s society studied in Theme 1. <b>(W)</b></li> <li>• Research task. In groups learners research the counter culture including <i>Woodstock</i>, <i>Violence</i> and <i>Campus Unrest</i> and prepare a presentation on 'The Significance of the Counter Culture'. Learners should think about and include: <ul style="list-style-type: none"> <li>○ the major events of counter culture</li> <li>○ what sort of people were involved</li> <li>○ how widespread the evidence of involvement is</li> <li>○ how significant the counter culture really was. <b>(G)</b></li> </ul> </li> </ul>	<b>Online</b> <ul style="list-style-type: none"> <li>• <a href="http://www.cliffsnotes.com/more-subjects/history/us-history-ii/the-new-frontier-and-the-great-society/the-counterculture-of-the-1960s">http://www.cliffsnotes.com/more-subjects/history/us-history-ii/the-new-frontier-and-the-great-society/the-counterculture-of-the-1960s</a></li> <li>• <a href="http://americanhistory.si.edu/lisala/w/4.htm">http://americanhistory.si.edu/lisala/w/4.htm</a></li> </ul>
	The rise of feminism	<ul style="list-style-type: none"> <li>• Research task – in pairs learners research and gather notes on the following important aspects of the feminist movement: <ul style="list-style-type: none"> <li>○ Betty Friedan</li> <li>○ Gloria Steinman</li> <li>○ NOW</li> <li>○ Court cases i.e. Roe v. Wade. <b>(P)</b></li> </ul> </li> <li>• Reflection tasks. <b>(P)</b> <ul style="list-style-type: none"> <li>○ In pairs learners create a timeline of the key moments in the feminist movement in the 1960s and 1970s.</li> <li>○ Learners choose two people or events from the timeline and write a revision</li> </ul> </li> </ul>	<b>Online</b> <ul style="list-style-type: none"> <li>• <a href="http://www.nwhm.org/education-resources/biography/biographies/betty-friedan/">http://www.nwhm.org/education-resources/biography/biographies/betty-friedan/</a></li> </ul>

Key questions	Key content	Suggested teaching activities	Learning resources
		fact file to share with the rest of the class. These fact files could be shared as part of an online community or VLE.	
	The rise of the gay rights movement, e.g. Stonewall	<ul style="list-style-type: none"> <li>Teacher-led introduction to issue of gay rights and growing awareness during the 1960s. The online video is a powerful introduction to the Stonewall riots. <b>(W)</b></li> <li>Research task. In pairs learners produce a timeline of the gay rights movement through the 1960s and 1970s <b>(P)</b></li> <li>Discussion. How far do the 1960s and 1970s appear to have been revolutionary in social attitudes? <b>(W)</b></li> </ul>	<b>Online</b> <ul style="list-style-type: none"> <li><a href="http://www.pbs.org/wgbh/americanexperience/features/trailer/stonewall-trailer/">http://www.pbs.org/wgbh/americanexperience/features/trailer/stonewall-trailer/</a></li> <li><a href="http://www.pbs.org/wgbh/americanexperience/features/timeline/stonewall/">http://www.pbs.org/wgbh/americanexperience/features/timeline/stonewall/</a></li> <li><a href="http://www.infoplease.com/ipa/A0194028.html">http://www.infoplease.com/ipa/A0194028.html</a></li> <li><a href="http://www.time.com/time/interactive/0,31813,1904681,00.html">http://www.time.com/time/interactive/0,31813,1904681,00.html</a></li> </ul>
	The emergence of the silent majority	<ul style="list-style-type: none"> <li>Teacher-led introduction to the idea of the Silent Majority. Watch clip of Nixon and discuss with learners what he might mean and who he might be appealing to in this speech. <b>(W)</b></li> <li>Research/homework task. Learners research whether there was a silent majority and who they were. Write a 5 point summary. <b>(I)</b></li> <li>Reflection task. In pairs each learner makes a different list about what they have learnt about the 1960s. Either: <ul style="list-style-type: none"> <li>signs of change and revolution in American lifestyles</li> <li>signs of consensus and conformity in American lifestyles.</li> </ul> Together decide how to characterise the decade. <b>(P)</b></li> <li>Written task. How valid is the assertion that the USA experienced greater social change in the 1950s than it did in the 1960s? This is a question from the specimen paper, the indicative content mark scheme can be found on the Teacher Support website. <b>(I) (H)</b></li> </ul>	<b>Online</b> <ul style="list-style-type: none"> <li><a href="http://www.youtube.com/watch?v=v3K2N7FZSXC">http://www.youtube.com/watch?v=v3K2N7FZSXC</a></li> </ul>
Why was this period a time of short-lived presidencies?	The Kennedy Presidency	<ul style="list-style-type: none"> <li>Teacher-led introduction to the key question. Explain to learners that they will concentrate on the themes that run through the years of the 5 presidents in the section. Looking at domestic issues, the powers of the president, successes and failures. <b>(W)</b></li> <li>Research task. In groups learners begin to prepare and produce a giant thematic</li> </ul>	<b>Textbooks</b> <ul style="list-style-type: none"> <li>Murphy pp375–80 <i>United States 1776–1992</i></li> <li>Farmer pp290–2 <i>American History 1860–1990</i></li> </ul>

Key questions	Key content	Suggested teaching activities	Learning resources
		<p>timeline which they will build throughout this key question. For each of the 5 presidents it should have space for recording:</p> <ul style="list-style-type: none"> <li>○ Economic policies</li> <li>○ Social policies</li> <li>○ Changes in presidential powers</li> <li>○ Key successes</li> <li>○ Key failures. <b>(G)</b></li> </ul> <ul style="list-style-type: none"> <li>● Research task. Learners begin their timeline by looking at the presidency of Kennedy and recording appropriate information. <b>(G)</b></li> </ul>	<p><b>Online</b></p> <ul style="list-style-type: none"> <li>● <a href="http://www.maryferrell.org/wiki/index.php/Kennedy_Domestic_Policy">http://www.maryferrell.org/wiki/index.php/Kennedy_Domestic_Policy</a></li> <li>● <a href="http://millercenter.org/president/kennedy/essays/biography/4">http://millercenter.org/president/kennedy/essays/biography/4</a></li> <li>● <a href="http://www.pbs.org/wgbh/americanexperience/features/general-article/jfk-domestic/">http://www.pbs.org/wgbh/americanexperience/features/general-article/jfk-domestic/</a></li> </ul>
	LBJ and the Great Society	<ul style="list-style-type: none"> <li>● Teacher-led introduction to LBJ and career. The BBC video provides some good talking points. <b>(W)</b></li> <li>● Research task. In groups learners research Johnson and his Great Society programme and add details to their thematic timeline <b>(G)</b></li> </ul>	<p><b>Textbooks</b></p> <ul style="list-style-type: none"> <li>● Murphy pp380–7 <i>United States 1776–1992</i></li> <li>● Farmer pp292–4 <i>American History 1860–1990</i></li> </ul> <p><b>Online</b></p> <ul style="list-style-type: none"> <li>● <a href="http://www.ushistory.org/us/56e.asp">http://www.ushistory.org/us/56e.asp</a></li> <li>● <a href="http://www.heritage.org/initiatives/first-principles/primary-sources/lbj-launches-the-great-society">http://www.heritage.org/initiatives/first-principles/primary-sources/lbj-launches-the-great-society</a></li> <li>● <a href="http://www.pbs.org/johngardner/chapters/4c.html">http://www.pbs.org/johngardner/chapters/4c.html</a></li> </ul>
	Nixon and Watergate	<ul style="list-style-type: none"> <li>● Teacher-led introduction career and scandal of Richard Nixon. The BBC video provides some good opening talking points. <b>(W)</b></li> <li>● Research task – in groups learners research Nixon and the Watergate scandal and add details to their thematic timeline. <b>(G)</b></li> </ul>	<p><b>Textbooks</b></p> <ul style="list-style-type: none"> <li>● Murphy pp390–402 <i>United States 1776–1992</i></li> <li>● Farmer pp294–99 <i>American History 1860–1990</i></li> </ul> <p><b>Online</b></p> <ul style="list-style-type: none"> <li>● <a href="http://www.pbs.org/wgbh/americanexperience/features/general-article/nixon-politics/">http://www.pbs.org/wgbh/americanexperience/features/general-article/nixon-politics/</a></li> </ul>

Key questions	Key content	Suggested teaching activities	Learning resources
	The Ford and Carter Presidencies	<ul style="list-style-type: none"> <li>• Research task. In groups continue to add detail to thematic timelines on the Ford and Carter presidencies. <b>(G) (F)</b></li> <li>• Reflection task. In pairs prepare for a debate on the powers of the Presidency in the period from 1949–1979. <b>(P)</b></li> <li>• Debate. Learners hold a formal debate 'This house believes the powers of the Presidency increased between 1949 and 1979'. <b>(W)</b></li> <li>• Written/homework task. How far did the power of the presidency grow between 1945 and 1979? This is question from the specimen paper, the indicative content mark scheme can be found on the Teacher Support Website. <b>(I) (H)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://watergate.info/">http://watergate.info/</a></li> </ul> <p><b>Textbooks</b></p> <ul style="list-style-type: none"> <li>• Murphy pp402–5 <i>United States 1776–1992</i></li> <li>• Farmer pp299–301 <i>American History 1860–1990</i></li> </ul> <p><b>Online</b></p> <ul style="list-style-type: none"> <li>• <a href="http://millercenter.org/president/ford/essays/biography/4">http://millercenter.org/president/ford/essays/biography/4</a></li> <li>• <a href="http://www.pbs.org/wgbh/americanexperience/features/biography/presidents-ford/">http://www.pbs.org/wgbh/americanexperience/features/biography/presidents-ford/</a></li> <li>• <a href="http://millercenter.org/president/carter/essays/biography/4">http://millercenter.org/president/carter/essays/biography/4</a></li> <li>• <a href="http://www.presidentprofiles.com/Kennedy-Bush/Jimmy-Carter-Domestic-affairs.html">http://www.presidentprofiles.com/Kennedy-Bush/Jimmy-Carter-Domestic-affairs.html</a></li> <li>• <a href="http://www.pbs.org/wgbh/americanexperience/features/biography/presidents-carter/">http://www.pbs.org/wgbh/americanexperience/features/biography/presidents-carter/</a></li> </ul>
How great was the change in the treatment and status of ethnic minorities in the 1960s and 1970s?	African American Civil Rights movements	<ul style="list-style-type: none"> <li>• Teacher-led introduction to the position of ethnic minorities at the beginning of 1960s. Again it is important to refer back to the knowledge gained in Theme 1 about the 1950s. <b>(W)</b></li> <li>• Research task. In groups learners research and prepare a presentation on one important event in the Civil Rights movement. A good start would be to include: <ul style="list-style-type: none"> <li>○ Birmingham &amp; March on Washington 1963</li> <li>○ Freedom Summer 1964</li> <li>○ Civil Rights Act 1964</li> <li>○ Selma &amp; Voting Rights Act 1965.</li> </ul> </li> </ul> <p>For their chosen event learners should also prepare a two sided handout including:</p> <ul style="list-style-type: none"> <li>○ main events</li> </ul>	<p><b>Textbooks</b></p> <ul style="list-style-type: none"> <li>• Murphy pp332–335 <i>United States 1776–1992</i></li> <li>• Farmer pp178–185 <i>American History 1860–1990</i></li> </ul> <p><b>Online</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.historylearningsite.co.uk/civil1.htm">http://www.historylearningsite.co.uk/civil1.htm</a></li> <li>• <a href="http://education-portal.com/academy/lesson/what-is-the-civil-rights-act-of-1964-">http://education-portal.com/academy/lesson/what-is-the-civil-rights-act-of-1964-</a></li> </ul>

Key questions	Key content	Suggested teaching activities	Learning resources
		<ul style="list-style-type: none"> <li>○ who was involved</li> <li>○ impact and aftermath. <b>(G)</b></li> <li>• Discussion. Were individuals, mass groups or politicians primarily responsible for the changes made in the 1960s? <b>(W)</b></li> <li>• Written/homework task. Learners write a speech giving their opinion on who was most responsible for Civil Rights victories in the 1960s <b>(I) (H)</b></li> </ul>	<a href="#">summary-effects-impact.html</a>
	The rise and fall of Black Power	<ul style="list-style-type: none"> <li>• Teacher-led introduction to the tactics and membership of the Black Power and Black Panther movements. The YouTube video opens some talking points about the Black Power salute at the 1968 Olympics. <b>(W)</b></li> <li>• Research task. In pairs research the Black Power movement including: <ul style="list-style-type: none"> <li>○ Malcolm X</li> <li>○ Stokely Carmichael</li> <li>○ the size and significance of Black Power. <b>(P)</b></li> </ul> </li> <li>• Discussion. How important was the Black Power movement in the fight for Civil Rights? <b>(W)</b></li> </ul>	<b>Textbooks</b> <ul style="list-style-type: none"> <li>• Murphy pp367–7 <i>United States 1776–1992</i></li> <li>• Farmer pp186–192 <i>American History 1860–1990</i></li> </ul> <b>Online</b> <ul style="list-style-type: none"> <li>• <a href="http://www.youtube.com/watch?v=S49Tw679AKc">http://www.youtube.com/watch?v=S49Tw679AKc</a></li> </ul>
	Affirmative action	<ul style="list-style-type: none"> <li>• Teacher-led introduction on the meaning and introduction of affirmative action in the United States. <b>(W)</b></li> <li>• Reading/homework tasks. Learners read the summary of the Supreme Court ruling Regents of University of California v. Bakke and write a 10 point summary of how affirmative action worked. <b>(I) (H)</b></li> </ul>	<b>Online</b> <ul style="list-style-type: none"> <li>• <a href="http://www.infoplease.com/spot/affirmative1.html">http://www.infoplease.com/spot/affirmative1.html</a></li> <li>• <a href="http://www.pbs.org/wnet/supremecourt/rights/landmark_regents.html">http://www.pbs.org/wnet/supremecourt/rights/landmark_regents.html</a></li> </ul>
	Hispanics and American Indians	<ul style="list-style-type: none"> <li>• Teacher-led introduction to how Hispanics and American Indians formed movements which fought for Civil Rights. <b>(W)</b></li> <li>• Research task. In groups learners prepare a presentation on how Hispanics or American Indians fought for equal rights. Ideas to begin include: <ul style="list-style-type: none"> <li>○ American Indian movement</li> <li>○ Trail of Broken Treaties</li> <li>○ The Longest Walk</li> <li>○ The Chicano Civil Rights movement. <b>(G)</b></li> </ul> </li> </ul>	<b>Textbooks</b> <ul style="list-style-type: none"> <li>• Murphy pp347–50 <i>United States 1776–1992</i></li> </ul> <b>Online</b> <ul style="list-style-type: none"> <li>• <a href="https://www.boundless.com/u-s-history/the-sixties-1960-1969/the-expansion-of-the-civil-rights-movement/native-american-rights/">https://www.boundless.com/u-s-history/the-sixties-1960-1969/the-expansion-of-the-civil-rights-movement/native-american-rights/</a></li> <li>• <a href="http://www.mnhs.org/library/tips/history_topics/93aim.html">http://www.mnhs.org/library/tips/history_topics/93aim.html</a></li> <li>• <a href="http://www.loc.gov/item/ihas.20019">http://www.loc.gov/item/ihas.20019</a></li> </ul>

Key questions	Key content	Suggested teaching activities	Learning resources
			<a href="#">7398</a>

## Theme 3: The 1980s

Key questions	Key content	Suggested teaching activities	Learning resources
How far did the US economy improve in the 1980s?	Reaganomics	<ul style="list-style-type: none"> <li>Teacher-led introduction to Ronald Reagan and the basics of Reaganomics including the difference between ‘demand management’ and ‘supply side’ economics. <b>(W)</b></li> <li>Research task. Learners research and write a 5 point summary of Reaganomics. <b>(I)</b></li> </ul>	<b>Online</b> <ul style="list-style-type: none"> <li><a href="http://www.shmoop.com/reagan-era/economy.html">http://www.shmoop.com/reagan-era/economy.html</a></li> <li><a href="http://www.pbs.org/wgbh/american-experience/features/general-article/reagan-domestic/">http://www.pbs.org/wgbh/american-experience/features/general-article/reagan-domestic/</a></li> </ul>
	The impact of foreign competition	<ul style="list-style-type: none"> <li>Research task. In groups prepare a presentation on the impact of foreign competition on the American economy. Learners should research and include:               <ul style="list-style-type: none"> <li>the growing economies of Germany and Japan (and other Pacific Rim economies)</li> <li>how world trade share effected the US economy</li> <li>how buying habits in the US changed. <b>(G)</b></li> </ul> </li> </ul>	
	Changing living standards	<ul style="list-style-type: none"> <li>Reading task. Learners read the article on the 1982 recession and write a summary of how the early Reagan years affects peoples living standards. <b>(I)</b></li> <li>Research task. In pairs learners produce a revision guide to changing living and social standards in 1980s America. Learners can begin by looking at:               <ul style="list-style-type: none"> <li>the changing consumer economy</li> <li>Yuppies and greed</li> <li>the influence of technology. <b>(P)</b></li> </ul> </li> </ul>	<b>Online</b> <ul style="list-style-type: none"> <li><a href="http://www.pbs.org/wgbh/american-experience/features/general-article/reagan-recession/">http://www.pbs.org/wgbh/american-experience/features/general-article/reagan-recession/</a></li> <li><a href="http://www.ushistory.org/us/59d.asp">http://www.ushistory.org/us/59d.asp</a></li> </ul>
	The twin deficits: budget and trade	<ul style="list-style-type: none"> <li>Teacher-led overview of how the 1980s saw the growth of national debt in the US economy and a massive trade deficit. Again it is important to think about this in context of Themes 1 and 2. <b>(W)</b></li> <li>Discussion. How far did the US economy improve in the 1980s? <b>(W)</b></li> </ul>	<b>Online</b> <ul style="list-style-type: none"> <li><a href="https://www.boundless.com/u-s-history/the-conservative-turn-of-america-1968-1989/the-reagan-administration/debt-and-the-stock-market-plunge/">https://www.boundless.com/u-s-history/the-conservative-turn-of-america-1968-1989/the-reagan-administration/debt-and-the-stock-market-plunge/</a></li> </ul>
How effective were the responses to	The war on drugs	<ul style="list-style-type: none"> <li>Teacher-led overview of the change in use and attitude to drugs in 1980s America. The online article gives a good overview of the impact during the decade. <b>(W)</b></li> </ul>	<b>Online</b> <ul style="list-style-type: none"> <li><a href="http://www.druglibrary.org/special/goode/drugpanic.htm">http://www.druglibrary.org/special/goode/drugpanic.htm</a></li> </ul>

Key questions	Key content	Suggested teaching activities	Learning resources
the social challenges facing the USA in the 1980s?		<ul style="list-style-type: none"> <li>Research task. In groups research and write a summary of the campaigns against drugs in 1980s America. Learners can begin to consider:               <ul style="list-style-type: none"> <li>Nancy Reagan and the Just Say No programme</li> <li>increased use of incarceration as punishment</li> <li>the DARE drug education programme. <b>(G)</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.youtube.com/watch?v=QXgVM30mIY">http://www.youtube.com/watch?v=QXgVM30mIY</a></li> <li><a href="http://www.pbs.org/wgbh/pages/frontline/shows/drugs/cron/">http://www.pbs.org/wgbh/pages/frontline/shows/drugs/cron/</a></li> </ul>
	The impact of AIDS	<ul style="list-style-type: none"> <li>Teacher introduction to the panic caused by the AIDs epidemic in the early 1980s in America. The YouTube video provides some useful discussion points <b>(W)</b></li> <li>Reading task. Learners read the section on Reagan and AIDs from the website and list the difficulties that Reagan had in dealing with the AIDs epidemic. <b>(I)</b></li> <li>Discussion. Did Reagan do as much as he could to tackle the AIDS epidemic in the 1980s? Discussion should include consideration of his political position and the difficulties surrounding his personal views. <b>(W)</b></li> </ul>	<b>Online</b> <ul style="list-style-type: none"> <li><a href="http://www.youtube.com/watch?v=9oenTf9BUcw">http://www.youtube.com/watch?v=9oenTf9BUcw</a></li> <li><a href="http://www.avert.org/aids-history-america.htm#contentTable0">http://www.avert.org/aids-history-america.htm#contentTable0</a></li> <li><a href="http://millercenter.org/president/reagan/essays/biography/4">http://millercenter.org/president/reagan/essays/biography/4</a></li> </ul>
	The position of social minorities	<ul style="list-style-type: none"> <li>Teacher-led introduction to the progress of Women's and Gay rights in the 1980s. The online video gives a good overview on Women. <b>(W)</b></li> <li>Research task. In pairs learners research and prepare a presentation on either the progress of Women's or Gay rights in the 1980s including:               <ul style="list-style-type: none"> <li>methods used to fight for equal rights</li> <li>the progress of legal rights</li> <li>Supreme Court rulings. <b>(P)</b></li> </ul> </li> <li>Discussion. Did the pace of change for equal rights slow down in the 1980s? This discussion should reflect back to the previous decades and knowledge gained about the 1960s and 70s. <b>(W)</b></li> </ul>	<b>Online</b> <ul style="list-style-type: none"> <li><a href="http://video.pbs.org/video/2331419282/">http://video.pbs.org/video/2331419282/</a></li> <li><a href="http://www.helium.com/items/2084244-womens-rights-in-the-1980s-america">http://www.helium.com/items/2084244-womens-rights-in-the-1980s-america</a></li> <li><a href="https://www.boundless.com/u-s-history/the-conservative-turn-of-america-1968-1989/the-reagan-administration/the-gay-rights-movement/">https://www.boundless.com/u-s-history/the-conservative-turn-of-america-1968-1989/the-reagan-administration/the-gay-rights-movement/</a></li> </ul>
	The rise of the religious right	<ul style="list-style-type: none"> <li>Teacher-led introduction to what is meant by the religious right and how they started to feature more in America during the 1980s. <b>(W)</b></li> <li>Research task. Learners research and write a two sided summary of the views of the Religious right on:               <ul style="list-style-type: none"> <li>family</li> <li>education</li> <li>sexuality</li> <li>the place of the Moral Majority. <b>(I)</b></li> </ul> </li> <li>Written task. Learners prepare and write an essay style answer to the question</li> </ul>	<b>Online</b> <ul style="list-style-type: none"> <li><a href="http://nationalhumanitiescenter.org/tserve/twenty/tkeyinfo/chr_rght.htm">http://nationalhumanitiescenter.org/tserve/twenty/tkeyinfo/chr_rght.htm</a></li> </ul>

Key questions	Key content	Suggested teaching activities	Learning resources
		'How far were the social challenges of 1980s America dealt with effectively by the government? Generic mark schemes for Unit 4 style questions can be found on the Teacher Support website. <b>(I)</b>	
How far were the 1980s a time of relative political stability?	The two-term Reagan presidency	<ul style="list-style-type: none"> <li>Teacher-led introduction to the idea of the 1980s as a decade of political instability. Reference should be made here to the instability studied in Theme 2 and what themes might be expected to reoccur. <b>(W)</b></li> <li>Research task. In pairs learners should research and produce a case study of the 1984 election which saw Reagan become a two term president. Learners should include:               <ul style="list-style-type: none"> <li>the candidates</li> <li>the issues surrounding the election</li> <li>the results</li> <li>Reagan's promises for his second term. <b>(P)</b></li> </ul> </li> <li>Research/homework task. Learners construct a timeline of the major events of Reagan's second term focussed on domestic and economic policy. <b>(I)</b></li> </ul>	<b>Online</b> <ul style="list-style-type: none"> <li><a href="https://www.boundless.com/u-s-history/the-conservative-turn-of-america-1968-1989/the-reagan-administration/the-election-of-1984/">https://www.boundless.com/u-s-history/the-conservative-turn-of-america-1968-1989/the-reagan-administration/the-election-of-1984/</a></li> <li><a href="http://www.shmoop.com/reagan-era/timeline.html">http://www.shmoop.com/reagan-era/timeline.html</a></li> </ul>
	The rise of the New Right	<ul style="list-style-type: none"> <li>Teacher-led introduction to the fundamentals of Neo-conservatism and how it changed the ideas of much of the right wing in American politics. Learners should be encouraged to contrast this with the 'Middle Way' Conservatism of Eisenhower and other 'old right' thinkers. <b>(W)</b></li> <li>Research task. In groups learners research aspects of the New Right and the effect it had upon American politics. Learners should then prepare a group fact file for revision including:               <ul style="list-style-type: none"> <li>The Heritage Foundation</li> <li>Pat Robertson</li> <li>Importance of grass roots voters and politics. <b>(G)</b></li> </ul> </li> <li>Discussion. How have New Right ideas affected American politics in the last 3 decades? <b>(W)</b></li> </ul>	<b>Online</b> <ul style="list-style-type: none"> <li><a href="http://www.slideserve.com/kellsie/the-new-right-and-the-reagan-revolution">http://www.slideserve.com/kellsie/the-new-right-and-the-reagan-revolution</a> Some useful ideas which could be adapted</li> </ul>
	The election of George H W Bush	<ul style="list-style-type: none"> <li>Research task. In pairs learners should prepare a presentation on 'Why did George Bush win the election of 1988?' The presentation should include:               <ul style="list-style-type: none"> <li>the candidates</li> <li>the issues of the campaign</li> <li>the way the campaign was conducted including dirty tricks</li> </ul> </li> </ul>	<b>Online</b> <ul style="list-style-type: none"> <li><a href="http://millercenter.org/president/bush/essays/biography/3">http://millercenter.org/president/bush/essays/biography/3</a></li> <li><a href="http://www.pbs.org/wgbh/american-experience/features/general-">http://www.pbs.org/wgbh/american-experience/features/general-</a></li> </ul>

Key questions	Key content	Suggested teaching activities	Learning resources
		<ul style="list-style-type: none"> <li>○ the results. <b>(P)</b></li> <li>● Discussion. Was 1988 an easy win for George H W Bush? <b>(W)</b></li> </ul>	<a href="#">article/bush-election88/</a>
	The decline of the Democrats	<ul style="list-style-type: none"> <li>● Research/homework task. Learners prepare for a discussion on ‘Why did the Democrats seem to decline during the 1980s?’ Learners should be prepared to think about:               <ul style="list-style-type: none"> <li>○ the rise of ‘Reagan Democrats’</li> <li>○ the end of the Democrat coalition of voters</li> <li>○ weaknesses of Democratic politicians</li> <li>○ the issues which appealed to voters in the 1980s. <b>(I)</b></li> </ul> </li> <li>● Discussion. ‘Why did the Democrats seem to decline during the 1980s?’ <b>(W)</b></li> <li>● Written task. Learners complete the essay ‘How far was the 1980s more politically stable than the 1960s and 1970s?’ Generic mark schemes for Unit 4 style questions can be found on the Teacher Support website. <b>(I)</b></li> </ul>	
How far did the position of the ethnic minorities improve in the 1980s?	The impact of Reaganomics	<ul style="list-style-type: none"> <li>● Learners listen to podcast on the impact of Reagan on ‘communities of colour’ and summarise the arguments in six bullet points. This could also lead to a discussion afterwards on the impact of Reagan’s policies. <b>(W) (I)</b></li> <li>● Reading/homework task. Learners read the article on the influence on the Reagan presidency on African American communities. Learners should write a summary of the main arguments given. <b>(I)</b></li> </ul>	<b>Online</b> <ul style="list-style-type: none"> <li>● <a href="http://www.npr.org/2011/02/04/133497430/Remembering-Presidents-Reagan-Civil-Rights-Legacy">http://www.npr.org/2011/02/04/133497430/Remembering-Presidents-Reagan-Civil-Rights-Legacy</a></li> <li>● <a href="http://www.nbcnews.com/id/5158315/ns/us_news-life/t/reagan-contrary-view/">http://www.nbcnews.com/id/5158315/ns/us_news-life/t/reagan-contrary-view/</a></li> </ul>
	Affirmative action in practice	<ul style="list-style-type: none"> <li>● Teacher overview of how affirmative action had been working since its foundation and the reaction to it during the Reagan period. Linking back to the previous Theme is a good idea here as learners will be expected to have a coherent understanding. <b>(W)</b></li> </ul>	<b>Online</b> <ul style="list-style-type: none"> <li>● <a href="http://www.infoplease.com/spot/affirmativetimeline1.html">http://www.infoplease.com/spot/affirmativetimeline1.html</a></li> </ul>

Key questions	Key content	Suggested teaching activities	Learning resources
	Relevant Supreme Court judgements	<ul style="list-style-type: none"> <li>• Research task. In groups learners choose two Supreme Court judgements to research. A good starting list includes:               <ul style="list-style-type: none"> <li>○ Stotts vs. Memphis Fire Department</li> <li>○ Wygant vs. Jackson Board of Education</li> <li>○ US vs. Paradise</li> <li>○ Watson vs. Forst Worth Bank</li> <li>○ Antonio vs. Wards Cove Packing Company.</li> </ul>               For each case, learners should build a case study to explain what the case shows about the place of affirmative action in the 1980s. <b>(G)</b> </li> <li>• Written/homework task. Learners write a summary of how attitudes to affirmative action changed during the Reagan presidency including examples. <b>(I)</b></li> </ul>	<b>Online</b> <ul style="list-style-type: none"> <li>• <a href="http://www.eeoc.gov/eeoc/history/35th/1980s/supremecourt.html">http://www.eeoc.gov/eeoc/history/35th/1980s/supremecourt.html</a></li> </ul>
	The role of black civil rights groups	<ul style="list-style-type: none"> <li>• Research task. In pairs learners choose a civil rights group or individual prominent in the 1980s to research. Learners should include:               <ul style="list-style-type: none"> <li>○ the main focus of the 1980s campaign</li> <li>○ ideas and battles undertaken by this group/individual</li> <li>○ how effective this civil rights movement/individual was in the 1980s.</li> </ul>               Some ideas for beginning research include:               <ul style="list-style-type: none"> <li>○ Jesse Jackson</li> <li>○ NAACP in the 1980s</li> <li>○ Campaign for the first MLK day</li> <li>○ L Douglas Wilder. <b>(P)</b></li> </ul> </li> <li>• Debate. Learners prepare and hold a formal debate on ‘This House believes that the 1980s saw a reversal in the fortunes of the Civil Rights campaign in America’ <b>(W)</b></li> <li>• Written/homework task. ‘How far did the 1980s see a reversal of the Civil Rights victories of earlier decades?’ Generic mark schemes for Unit 4 style questions can be found on the Teacher Support website. <b>(I)</b></li> </ul>	

## Theme 4: Foreign policy

Key questions	Key content	Suggested teaching activities	Learning resources
Why did the USA develop the policy of containment in the late 1940s?	Policy-making in the Truman presidency	<ul style="list-style-type: none"> <li>Teacher-led introduction to the foreign policy situation in 1945 and the beginning of the Cold War. Learners should have a clear understanding of the terminology which will be used in this theme including ‘Cold War’, ‘Communism’, ‘Containment’, ‘Nuclear’, as well as a geographical understanding of the areas involved. The online video lesson gives a good introduction to the early stages of the Cold War. <b>(W)</b></li> <li>Research task. In pairs learners should research some of the major aspects of Truman’s foreign policy before 1950. For each point learners should summarise how the policy/event heightened Cold War tension. Learners should look at:               <ul style="list-style-type: none"> <li>the suspension of the Lend Lease Act</li> <li>Truman Doctrine</li> <li>Marshall Plan</li> <li>NSC 68. <b>(P)</b></li> </ul> </li> <li>Discussion. How far was Truman to blame for the build up in Cold War tension? <b>(W)</b></li> </ul>	<b>Textbooks</b> <ul style="list-style-type: none"> <li>Murphy p.250-257 <i>United States 1776-1992</i></li> </ul> <b>Online</b> <ul style="list-style-type: none"> <li><a href="http://education-portal.com/academy/lesson/the-cold-war-definition-causes-early-events.html">http://education-portal.com/academy/lesson/the-cold-war-definition-causes-early-events.html</a></li> <li><a href="http://history.state.gov/milestones/1945-1952/TrumanDoctrine">http://history.state.gov/milestones/1945-1952/TrumanDoctrine</a></li> <li><a href="http://www.pbs.org/wgbh/americanexperience/features/general-article/truman-foreign/">http://www.pbs.org/wgbh/americanexperience/features/general-article/truman-foreign/</a></li> <li><a href="http://www.history.com/this-day-in-history/president-truman-receives-nsc-68">http://www.history.com/this-day-in-history/president-truman-receives-nsc-68</a></li> </ul>
	George Kennan’s Long Telegram, 1946	<ul style="list-style-type: none"> <li>Research task. Learners research and summarise the contents of George Kennan’s <i>Long Telegram</i>. They should have at least a five point summary of the contents and prepare some discussion points on its importance in Truman following a policy of Containment. <b>(I)</b></li> <li>Discussion. How important was the <i>Long Telegram</i> to the policy of Containment? <b>(W)</b></li> </ul>	<b>Online</b> <ul style="list-style-type: none"> <li><a href="http://www.johndclare.net/cold_war/7_Kennan.htm">http://www.johndclare.net/cold_war/7_Kennan.htm</a></li> <li><a href="http://www.pbs.org/wgbh/amex/boomb/peoplevents/pandeAMEX57.html">http://www.pbs.org/wgbh/amex/boomb/peoplevents/pandeAMEX57.html</a></li> </ul>
	Developments in Europe, 1945–50	<ul style="list-style-type: none"> <li>Teacher-led introduction to situation in Europe during this period and overview of some of the major events post 1945. The online interactive map is a good place to start. <b>(W)</b></li> <li>Research task. In pairs learners should research and summarise the <i>Causes, Events and Impact</i> of the Berlin Blockade and Airlift. <b>(P)</b></li> <li>Discussion. How did the Berlin Blockade and Airlift change the relationship between the USA and the USSR? <b>(W)</b></li> </ul>	<b>Online</b> <ul style="list-style-type: none"> <li><a href="http://teachingamericanhistory.org/static/neh/interactives/coldwareuropemap/main.swf">http://teachingamericanhistory.org/static/neh/interactives/coldwareuropemap/main.swf</a></li> <li><a href="http://www.ushistory.org/us/52d.asp">http://www.ushistory.org/us/52d.asp</a></li> <li><a href="http://www.johndclare.net/cold_war">http://www.johndclare.net/cold_war</a></li> </ul>

Key questions	Key content	Suggested teaching activities	Learning resources
		<ul style="list-style-type: none"> <li>• Research/homework task. Learners make a timeline of events in Europe 1945–50 including the foundation of NATO. <b>(I)</b></li> </ul>	<a href="#">9.htm</a>
	Developments in Asia, 1945–50	<ul style="list-style-type: none"> <li>• Research task In groups learners should research the post war involvement of the United States in either Japan or China. Learners should prepare a presentation on: <ul style="list-style-type: none"> <li>○ the situation in the country after 1945</li> <li>○ the actions taken by the USA</li> <li>○ what the USA chose not to do. <b>(G)</b></li> </ul> </li> <li>• Written task. ‘Why did the USA develop a policy of Containment after 1945?’ Generic mark schemes for Unit 4 style questions can be found on the Teacher Support website. <b>(I)</b></li> </ul>	<b>Online</b> <ul style="list-style-type: none"> <li>• <a href="http://history.state.gov/milestones/1945-1952/JapanReconstruction">http://history.state.gov/milestones/1945-1952/JapanReconstruction</a></li> <li>• <a href="http://www.answers.com/topic/u-s-involvement-in-the-chinese-civil-war">http://www.answers.com/topic/u-s-involvement-in-the-chinese-civil-war</a></li> </ul>
Was US foreign policy towards communism between 1950 and 1963 a policy of containment or a policy of rollback?	Foreign policy towards Europe, e.g. Berlin	<ul style="list-style-type: none"> <li>• Teacher-led introduction to the major events of the period 1950–1963 and the idea of research into whether the US followed a policy of Containment or Rollback i.e. was this a defensive or offensive period? <b>(W)</b></li> <li>• Research task. In pairs learners should prepare a summary chart/table for this key question. It should enable learners to list the main events, summarise US involvement in those events and comment whether this was a policy of ‘Containment’ or ‘Rollback’. Learners should begin by looking at US involvement in Europe during the 1950s: <ul style="list-style-type: none"> <li>○ West Berlin and lifestyle 1950s</li> <li>○ Geneva Summit 1955</li> <li>○ Paris Summit 1960. <b>(P)</b></li> </ul> </li> <li>• Learners should now research the policies of Kennedy and the impact of the building of the Berlin Wall and add this information to their chart. <b>(P)</b></li> <li>• Discussion. Should US involvement in Europe in the period be seen as a policy of ‘Containment’ or Rollback? <b>(W)</b></li> </ul>	<b>Textbooks</b> <ul style="list-style-type: none"> <li>• Murphy pp264–271 <i>United States 1776–1992</i></li> </ul> <b>Online</b> <ul style="list-style-type: none"> <li>• <a href="http://www.shmoop.com/1950s/summary.html">http://www.shmoop.com/1950s/summary.html</a></li> <li>• <a href="http://education-portal.com/academy/lesson/dwight-d-eisenhower-and-the-cold-war.html">http://education-portal.com/academy/lesson/dwight-d-eisenhower-and-the-cold-war.html</a></li> <li>• <a href="http://www.globalsecurity.org/military/ops/berlin.htm">http://www.globalsecurity.org/military/ops/berlin.htm</a></li> <li>• <a href="http://www.bbc.co.uk/history/places/berlin_wall">http://www.bbc.co.uk/history/places/berlin_wall</a></li> </ul>
	Foreign policy towards Asia, e.g. China	<ul style="list-style-type: none"> <li>• Research task. Learners continue to research and analyse US involvement and add information to their charts for this Key Question. Learners should begin by looking at: <ul style="list-style-type: none"> <li>○ The Korean War</li> <li>○ The Taiwan Straits Crisis</li> <li>○ The formation of SEATO</li> </ul> </li> </ul>	<b>Textbooks</b> <ul style="list-style-type: none"> <li>• Murphy pp286–298 <i>United States 1776–1992</i></li> <li>• Farmer pp212–16 <i>American History 1860–1990</i></li> </ul>

Key questions	Key content	Suggested teaching activities	Learning resources
		<ul style="list-style-type: none"> <li>○ Eisenhower and Vietnam</li> <li>○ Kennedy and Vietnam. <b>(P)</b></li> </ul> <ul style="list-style-type: none"> <li>• Discussion. Should US involvement in Asia in the period be seen as a policy of Rollback? <b>(W)</b></li> </ul>	<b>Online</b> <ul style="list-style-type: none"> <li>• <a href="http://www.shmoop.com/korean-war/">http://www.shmoop.com/korean-war/</a></li> <li>• <a href="http://education-portal.com/academy/lesson/the-korean-war-causes-and-effects.html">http://education-portal.com/academy/lesson/the-korean-war-causes-and-effects.html</a></li> <li>• <a href="http://history.state.gov/milestones/1953-1960/SEATO">http://history.state.gov/milestones/1953-1960/SEATO</a></li> <li>• <a href="http://history.state.gov/milestones/1953-1960/TaiwanSTraitCrises">http://history.state.gov/milestones/1953-1960/TaiwanSTraitCrises</a></li> </ul>
	Foreign policy in the Middle East	<ul style="list-style-type: none"> <li>• Research task. Learners continue to research and analyse US involvement and add information to their charts for this Key Question. Learners should begin by looking at: <ul style="list-style-type: none"> <li>○ the formation of CENTO</li> <li>○ the relationship between the USA and Egypt</li> <li>○ the Suez Crisis</li> <li>○ the Eisenhower Doctrine. <b>(P)</b></li> </ul> </li> <li>• Discussion. Should US involvement in the Middle East in the period been seen as defensive or offensive? <b>(W)</b></li> </ul>	<b>Textbooks</b> <ul style="list-style-type: none"> <li>• Farmer pp218–20 <i>American History 1860–1990</i></li> </ul> <b>Online</b> <ul style="list-style-type: none"> <li>• <a href="http://history.state.gov/milestones/1953-1960/CENTO">http://history.state.gov/milestones/1953-1960/CENTO</a></li> <li>• <a href="http://history.state.gov/milestones/1953-1960/Suez">http://history.state.gov/milestones/1953-1960/Suez</a></li> <li>• <a href="http://www.bbc.co.uk/learningzone/clips/suez-and-the-arrival-of-the-cold-war-in-the-middle-east/10210.html">http://www.bbc.co.uk/learningzone/clips/suez-and-the-arrival-of-the-cold-war-in-the-middle-east/10210.html</a></li> <li>• <a href="http://teachinghistory.org/history-content/ask-a-historian/23930">http://teachinghistory.org/history-content/ask-a-historian/23930</a></li> <li>• <a href="http://history.state.gov/milestones/1953-1960/EisenhowerDoctrine">http://history.state.gov/milestones/1953-1960/EisenhowerDoctrine</a></li> </ul>
	Foreign policy in Latin America	<ul style="list-style-type: none"> <li>• Research task. Learners continue to research and analyse US involvement and add information to their charts for this Key Question. Learners should begin by looking at: <ul style="list-style-type: none"> <li>○ CIA involvement in Guatemala 1954</li> <li>○ The Bay of Pigs incident</li> </ul> </li> </ul>	<b>Textbooks</b> <ul style="list-style-type: none"> <li>• Farmer pp222–7 <i>American History 1860–1990</i></li> </ul> <b>Online</b>

Key questions	Key content	Suggested teaching activities	Learning resources
		<ul style="list-style-type: none"> <li>o The Cuban Missile Crisis. <b>(P)</b></li> <li>• Discussion. Should US involvement in Latin America in this period be seen purely as 'Containment'? <b>(W)</b></li> <li>• Written/homework task. To what extent did the United States pursue a policy of Rollback rather than Containment from 1950–63? Generic mark schemes for Unit 4 style questions can be found on the Teacher Support website. <b>(I)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.coldwar.org/articles/50s/guatemala.asp">http://www.coldwar.org/articles/50s/guatemala.asp</a></li> <li>• <a href="http://education-portal.com/academy/lesson/john-f-kennedy-and-the-cold-war.html">http://education-portal.com/academy/lesson/john-f-kennedy-and-the-cold-war.html</a></li> <li>• <a href="http://www.johndclare.net/cold_war_16.htm">http://www.johndclare.net/cold_war_16.htm</a></li> </ul>
Why, and with what success, did the USA follow a policy of détente between 1963 and 1979?	Vietnam, 1964–75	<ul style="list-style-type: none"> <li>• Teacher-led introduction to next stage of the Cold War and concept of Detente. It is important for students to see developments so they can comment across periods. <b>(W)</b></li> <li>• Research task. In groups learners research one aspect/event related to US involvement in the Vietnam war. Topics should include: <ul style="list-style-type: none"> <li>o the Gulf of Tonkin incidents and US escalation</li> <li>o Operation Rolling Thunder</li> <li>o the My Lai massacre</li> <li>o US bombing of Cambodia and Laos</li> <li>o Vietnamization and cut in troop numbers</li> <li>o The Fall of Saigon.</li> </ul> </li> </ul> <p>For their chosen aspect groups should prepare a presentation and handout on:</p> <ul style="list-style-type: none"> <li>o the main events</li> <li>o how this changed American involvement in Vietnam</li> <li>o how this fits in with Détente. <b>(G)</b></li> </ul> <ul style="list-style-type: none"> <li>• Discussion. How far did US involvement in Vietnam follow a policy of Detente after 1969? <b>(W)</b></li> </ul>	<p><b>Textbooks</b></p> <ul style="list-style-type: none"> <li>• Murphy pp298–306 <i>United States 1776–1992</i></li> <li>• Farmer pp250–276 <i>American History 1860–1900</i></li> </ul> <p><b>Online</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.historylearningsite.co.uk/detente.htm">http://www.historylearningsite.co.uk/detente.htm</a></li> <li>• <a href="http://www.bbc.co.uk/schools/gcse/bitesize/history/mwh/ir2/detente_viedo.shtml">http://www.bbc.co.uk/schools/gcse/bitesize/history/mwh/ir2/detente_viedo.shtml</a> a good brief introduction to Detente</li> <li>• <a href="http://www.youtube.com/watch?v=hSgcO1DvZnY">http://www.youtube.com/watch?v=hSgcO1DvZnY</a> well worth using if only in sections</li> <li>• <a href="http://www.discoveryeducation.com/teachers/free-lesson-plans/opposing-views-on-the-vietnam-war.cfm">http://www.discoveryeducation.com/teachers/free-lesson-plans/opposing-views-on-the-vietnam-war.cfm</a></li> <li>• <a href="http://www.archives.gov/education/lessons/vietnam-photos/">http://www.archives.gov/education/lessons/vietnam-photos/</a></li> </ul>
	Nuclear arms treaties, e.g. NPT, SALT	<ul style="list-style-type: none"> <li>• Teacher-led introduction to Nuclear situation by the end of the 1960s and the influence of the Space Race. <b>(W)</b></li> <li>• Research task. In pairs learners research either the Non Proliferation Treaty or SALT. They should prepare a presentation on:</li> </ul>	<p><b>Textbooks</b></p> <ul style="list-style-type: none"> <li>• Murphy pp271–3 <i>United States 1776–1992</i></li> <li>• Farmer pp236 <i>American History</i></li> </ul>

Key questions	Key content	Suggested teaching activities	Learning resources
		<ul style="list-style-type: none"> <li>o the issues surrounding the treaties</li> <li>o why they were signed</li> <li>o how effective they were in encouraging countries to move away from nuclear weapons</li> <li>o the influence of the treaties on the policy of Détente. <b>(P)</b></li> </ul>	<p>1860–1990</p> <p><b>Online</b></p> <ul style="list-style-type: none"> <li>• <a href="http://history.state.gov/milestones/1961-1968/NPT">http://history.state.gov/milestones/1961-1968/NPT</a></li> <li>• <a href="http://www.state.gov/www/global/arms/treaties/salt1.html">http://www.state.gov/www/global/arms/treaties/salt1.html</a></li> <li>• <a href="http://www.coldwar.org/articles/70s/SALTlandII.asp">http://www.coldwar.org/articles/70s/SALTlandII.asp</a></li> </ul>
	Nixon and China	<ul style="list-style-type: none"> <li>• Reading task. Learners read the article on Nixon's foreign policy and summarise in 6 points. <b>(I)</b></li> <li>• Research task. In pairs learners research Nixon's visit to China and produce a wall display summary showing the <i>Causes, Events and Impact</i> of the visit. <b>(P)</b></li> <li>• Discussion. How important was the Presidency of Richard Nixon to the policy of Detente? <b>(W)</b></li> </ul>	<p><b>Textbooks</b></p> <ul style="list-style-type: none"> <li>• Murphy pp307–9 <i>United States 1776–1992</i></li> <li>• Farmer pp230–32 <i>American History 1860–1990</i></li> </ul> <p><b>Online</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.pbs.org/wgbh/americanexperience/features/general-article/nixon-foreign/">http://www.pbs.org/wgbh/americanexperience/features/general-article/nixon-foreign/</a></li> <li>• <a href="http://news.bbc.co.uk/onthisday/hi/dates/stories/february/21/newsid_2728000/2728761.stm">http://news.bbc.co.uk/onthisday/hi/dates/stories/february/21/newsid_2728000/2728761.stm</a></li> </ul>
	Helsinki Accords, 1975	<ul style="list-style-type: none"> <li>• Teacher overview of the Helsinki Accords and why they were signed <b>(W)</b></li> <li>• Reflection/written task. Learners prepare and plan in pairs and then write individually an essay to answer the key question. 'Why, and with what success, did the USA follow a policy of détente between 1963 and 1979?' (Generic mark schemes for Unit 4 style essays can be found on the Teacher Support website. <b>(P) (I) (H)</b>)</li> </ul>	<p><b>Textbooks</b></p> <ul style="list-style-type: none"> <li>• Farmer pp237 <i>American History 1860–1990</i></li> </ul> <p><b>Online</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.youtube.com/watch?v=U6iUYSN6mAQ">http://www.youtube.com/watch?v=U6iUYSN6mAQ</a></li> <li>• <a href="http://chnm.gmu.edu/1989/items/show/245">http://chnm.gmu.edu/1989/items/show/245</a></li> </ul>
How far did Reagan change	Reagan the Cold War warrior, 1981–84	<ul style="list-style-type: none"> <li>• Teacher-led introduction to the final decade of the Cold War and the role of Reagan. Again learners should understand that they need to think about the</li> </ul>	<p><b>Textbooks</b></p> <ul style="list-style-type: none"> <li>• Murphy pp275–6 <i>United States</i></li> </ul>

Key questions	Key content	Suggested teaching activities	Learning resources
his policy towards the communist world during his presidency?		<p>changing relationship and actions of the USA and USSR. The YouTube video is a clip from Reagan's 'Evil Empire' speech which is a good starting place for the discussion. <b>(W)</b></p> <ul style="list-style-type: none"> <li>• Research. In pairs learners begin to build a timeline of Reagan's involvement in the Cold War during his first term as president. Learners should include a basic overview of the event and what this shows historians about Reagan's attitude. Learners should start by looking at: <ul style="list-style-type: none"> <li>○ Military build up under Reagan</li> <li>○ the invasion of Grenada</li> <li>○ US involvement in Nicaragua. <b>(P)</b></li> </ul> </li> <li>• Discussion. To what extent did Reagan reverse the policy of Detente? <b>(W)</b></li> </ul>	<p>1776–1992</p> <ul style="list-style-type: none"> <li>• Farmer pp241–2 <i>American History 1860–1990</i></li> </ul> <p><b>Online</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.youtube.com/watch?v=MONXs_uWPgg">http://www.youtube.com/watch?v=MONXs_uWPgg</a></li> <li>• <a href="http://news.bbc.co.uk/onthisday/hi/dates/stories/october/25/newsid_3207000/3207509.stm">http://news.bbc.co.uk/onthisday/hi/dates/stories/october/25/newsid_3207000/3207509.stm</a></li> <li>• <a href="http://www.washingtonpost.com/world/brief-history-of-key-military-interventions-by-the-us/2013/08/26/acb0590e-0eb1-11e3-bdf6-e4fc677d94a1_gallery.html#photo=1">http://www.washingtonpost.com/world/brief-history-of-key-military-interventions-by-the-us/2013/08/26/acb0590e-0eb1-11e3-bdf6-e4fc677d94a1_gallery.html#photo=1</a></li> <li>• <a href="http://www.pbs.org/wgbh/american-experience/features/general-article/reagan-grenada/">http://www.pbs.org/wgbh/american-experience/features/general-article/reagan-grenada/</a></li> <li>• <a href="http://www.pbs.org/wgbh/american-experience/features/general-article/reagan-foreign/">http://www.pbs.org/wgbh/american-experience/features/general-article/reagan-foreign/</a></li> </ul>
	Reagan and Gorbachev, 1985–89	<ul style="list-style-type: none"> <li>• Reading task. Learners read the biography of Gorbachev and write a 10 point summary of his life. <b>(I)</b></li> <li>• Teacher-led overview of relationship between Reagan and Gorbachev including meeting and what influenced the relationship. <b>(W)</b></li> <li>• Research task. In pairs learners read the article on <i>Winning the Cold War</i> and summarise the argument of the author in 6 bullet points. <b>(P)</b></li> </ul>	<p><b>Textbooks</b></p> <ul style="list-style-type: none"> <li>• Murphy pp276–7 <i>United States 1776–1992</i></li> <li>• Farmer pp242–3 <i>American History 1860–1990</i></li> </ul> <p><b>Online</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.pbs.org/wgbh/american-experience/features/biography/reagan-gorbachev/">http://www.pbs.org/wgbh/american-experience/features/biography/reagan-gorbachev/</a></li> <li>• <a href="http://www.bbc.co.uk/learningzone/">http://www.bbc.co.uk/learningzone/</a></li> </ul>

Key questions	Key content	Suggested teaching activities	Learning resources
	Strategic Defence Initiative, i.e. 'Star Wars'	<ul style="list-style-type: none"> <li>• Research task. Learners research and write a summary of the SDI and its impact on the 1980s. <b>(I)</b></li> <li>• Teacher-led reflection on the course of the Cold War in the 1980s. <b>(W)</b></li> <li>• Reflection task. In pairs learners prepare their ideas that support and oppose the suggestion that Reagan fundamentally changed his mind and policy towards Communism. <b>(P)</b></li> <li>• Discussion. How far did Reagan change his policy towards Communism during the 1980s?</li> <li>• Written task. To what extent did the USA win the Cold War in the period 1969–89? Generic mark schemes for Unit 4 style questions can be found on the Teacher Support website. <b>(I)</b></li> </ul>	<p><a href="https://www.bbc.com/news/world-us-canada-1989-01">clips/the-relationship-between-the-usa-and-the-ussr/2126.html</a></p> <p><b>Online</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.coldwar.org/articles/80s/SDI-StarWars.asp">http://www.coldwar.org/articles/80s/SDI-StarWars.asp</a></li> <li>• <a href="http://www.atomicarchive.com/History/coldwar/page20.shtml">http://www.atomicarchive.com/History/coldwar/page20.shtml</a></li> <li>• <a href="http://www.youtube.com/watch?v=dLGgLA9Dno4">http://www.youtube.com/watch?v=dLGgLA9Dno4</a> This documentary gives a really good overview of the period</li> </ul>

© Cambridge International Examinations 2015  
Version 3.1  
Updated: 19.02.16

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