

## What role did the president play in the US, 1917-80?

Using the following site ([whitehousehistory.org/the-presidents-timeline](http://whitehousehistory.org/the-presidents-timeline)) and the pages from the textbook to complete the following timeline of 20<sup>th</sup> century US Presidents.

1. State whether they were Democrat or Republican.
2. State 3 specific achievements in their presidency.
3. Explain the importance of each achievement.

Wilson (1913-21)



Coolidge (1923-9)



FDR (1933-45)



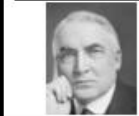
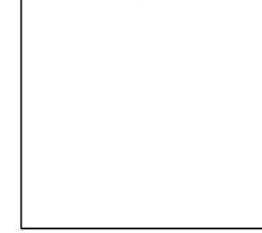
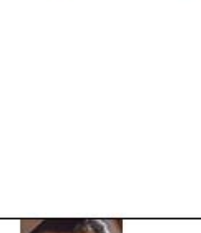
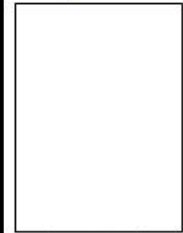
Eisenhower (1953-61)



Johnson (1963-9)



Ford (1974-7)



Harding (1921-3)



Hoover (1929-33)



Truman (1945-53)



JFK (1961-3)



Nixon (1969-74)



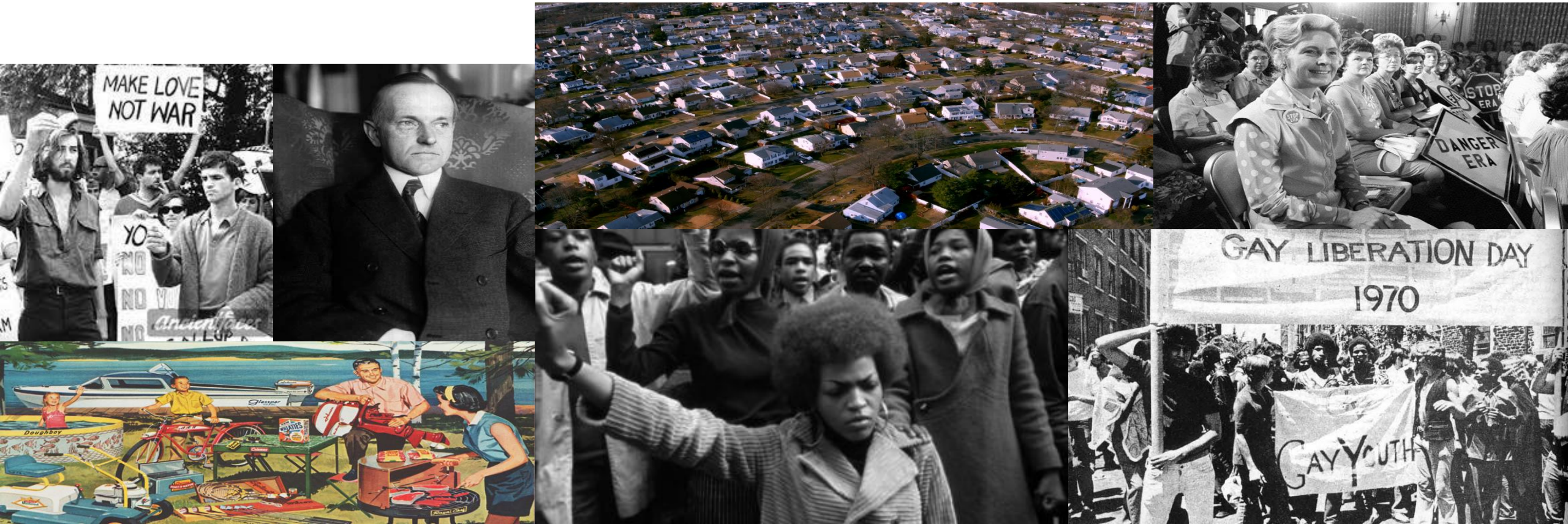
Carter (1977-81)

## Starter

1. Which US president was responsible for the New Deal?
2. Whose 'Great Society' aimed to eradicate poverty?
3. The 1923 Teapot Dome Scandal was under which president?
4. Which president desegregated the army?
5. Who pardoned Nixon following Watergate?

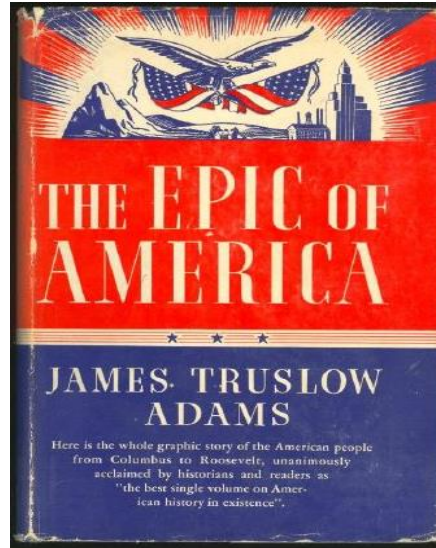
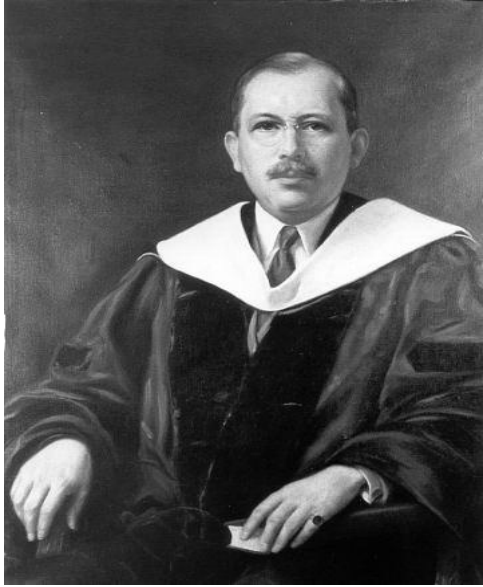
Which US president had the greatest impact on life in the USA, 1917-80?

# Paper 1: In Search of the American Dream, 1917-1996





# The American Dream



"The American Dream is that dream of a land in which life should be better and richer and fuller for everyone, with opportunity for each according to ability or achievement. It is a difficult dream for the European upper classes to interpret adequately, and too many of us ourselves have grown weary and mistrustful of it. It is not a dream of motor cars and high wages merely, but a dream of social order in which each man and each woman shall be able to attain to the fullest stature of which they are innately capable, and be recognized by others for what they are, regardless of the fortuitous circumstances of birth or position."

*The Epic of America, 1931*

How is the 'American Dream' different from 'Manifest Destiny'?

# The Course

The option is divided into the following four themes and an interpretation study:

1. Theme 1: The changing political environment, 1917-80
2. Theme 2: The quest for civil rights, 1917-80
3. Theme 3: Society and culture in change, 1917-80
4. Theme 4: The changing quality of life, 1917-80
5. The historical interpretations focus: What impact did the Reagan presidency (1981-89) have on the USA in the years 1981-96?

|   |  |  |  |
|---|--|--|--|
| Please check the examination details below before entering your candidate information |  |  |  |
| Candidate surname   |  | Other names  |  |
| <b>Pearson Edexcel</b>  |  | Centre Number  | Candidate Number   |
| <b>Level 3 GCE</b>  |  | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> |
| <b>Tuesday 21 May 2019</b>  |  |  |  |
| Afternoon (Time: 2 hours 15 minutes)  |  | Paper Reference <b>9HI0/1F</b>   |  |
| <b>History</b>  |  |  |  |
| Advanced  |  |  |  |
| Paper 1: Breadth study with interpretations   |  |  |  |
| Option 1F: In search of the American dream: the USA, c1917-96                         |  |  |  |
| You must have:<br>Extracts Booklet (enclosed)   |  |  | Total Marks  |

|   |  |
|---|--|
| <p><b>THEME 1</b></p> <p><b>The changing political environment, 1917-80</b></p>   | <ul style="list-style-type: none"> <li>• A changing presidency: the rise and decline of Republicanism to 1933; the influence of Roosevelt; changing styles of presidential leadership, 1945-72; a decline in confidence, 1968-80.</li> <li>• Influences on the political landscape: from rugged individualism to New Deal ideas in the 1920s and 30s; the Red Scares and anti-communism, 1917-80; liberalism, counter-culture and the conservative reaction, c1960-80.</li> <li>• The impact of war on domestic politics: the reasons for a return to 'normalcy' and a commitment to isolationism, 1917-41; US emergence as a Cold War superpower from 1941; the impact of involvement in Korea and Vietnam.</li> </ul>  |
| <p><b>THEME 2</b></p> <p><b>The quest for civil rights, 1917-80</b></p>   | <ul style="list-style-type: none"> <li>• Black American civil rights, c1917-55: life in the South and the impact of northern migration, 1917-32; the impact of the New Deal, the Second World War and the Truman presidency; from legal challenge to direct action, 1917-55.</li> <li>• Black American civil rights, c1955-80: changing patterns and approaches, 1955-68, including southern-based campaigning, the emergence of Black Power and King's northern strategy; the impact of civil rights legislation: achievements and limits to success, 1955-80.</li> <li>• The search for minority rights, 1960-80: the reasons for, and nature of, Native American and Hispanic American campaigns; the emergence of the gay rights movement; achievements, and limits to success, of minority campaigns</li> </ul> |
| <p><b>THEME 3</b></p> <p><b>Society and culture in change, 1917-80</b></p>  | <ul style="list-style-type: none"> <li>• The changing position of women, 1917-80: impact of the Roaring Twenties, Great Depression and New Deal on women; impact of the Second World War and suburban life, 1941-60; emergence of the women's liberation movement and its achievements; extent of women's advancement, 1961-80.</li> <li>• The impact of immigration, 1917-80: the nature of, and response to, immigration in the 1920s; the impact on urban life, 1919-41; the impact of the Second World War, government policy and its consequences, 1941-80.</li> <li>• The influence of popular culture and news media: the social impact of cinema, popular music and radio, 1917-50; the social impact of television from the 1950s; the influence of broadcast news, 1920-80.</li> </ul>                     |
| <p><b>THEME 4</b></p> <p><b>The changing quality of life, 1917-80</b></p>   | <ul style="list-style-type: none"> <li>• Economic influences: impact of boom, bust and recovery, 1917-41; the impact of the Second World War, post-war affluence and growth, 1941-69; the challenges of the 1970s.</li> <li>• Changing living standards: fluctuations in the standard of living, 1917-41; the impact of the Second World War and the growth of a consumer society, 1941-60; living standards, 1961-80, including the impact of anti-poverty policies and economic divisions.</li> <li>• Leisure and travel: the reasons for, and the impact of, increased leisure time, 1917-80; the growth of spectator sports; the development, and influence, of a car-owning culture and improved air travel.</li> </ul>   |
| <p><b>THEME 5</b></p> <p><b>What impact did the Reagan presidency (1981-89) have on the USA in the years 1981-96?</b></p> | <ul style="list-style-type: none"> <li>• The effect of Reagan's economic policies.</li> <li>• The extent to which 'big government' was reduced.</li> <li>• The nature and extent of social change.</li> <li>• The extent to which the presidency and US politics were revitalised.</li> </ul>  |

# How will I be assessed?

## **Paper 1 (30%)**

### **In Search of the American Dream, 1917-1996**

Exam: 2 hours 15 minutes

- 1 essay (choice between Theme 1 and Theme 2)
- 1 essay (choice between Theme 3 and Theme 4)
- 1 interpretation question (2 interpretations on an aspect of Reagan's presidency)

## **Paper 2 (20%)**

### **South Africa, 1948-94: from apartheid state to 'rainbow nation'**

Exam: 1 hour 30 minutes

- 1 essay
- 1 source question

## **Paper 3 (30%)**

### **Poverty and Public Health in Britain, 1780-1939**

Exam: 2 hours 15 minutes

- 1 essay (choice of two on Public Health)
- 1 essay (choice of two on Poverty)
- 1 source question (either Poverty or Public Health)

## **Coursework (20%)**

### **The Holocaust**

4,000 word essay based on the work of historians on your chosen question

|   |  |
|---|--|
| <p><b>THEME 2</b></p> <p><b>The quest for civil rights, 1917-80</b></p> | <ul style="list-style-type: none"><li>• Black American civil rights, c1917-55: life in the South and the impact of northern migration, 1917-32; the impact of the New Deal, the Second World War and the Truman presidency; from legal challenge to direct action, 1917-55.</li><li>• Black American civil rights, c1955-80: changing patterns and approaches, 1955-68, including southern-based campaigning, the emergence of Black Power and King's northern strategy; the impact of civil rights legislation: achievements and limits to success, 1955-80.</li><li>• The search for minority rights, 1960-80: the reasons for, and nature of, Native American and Hispanic American campaigns; the emergence of the gay rights movement; achievements, and limits to success, of minority campaigns</li></ul> |
|---|--|



## 1.2 In search of the American Dream: the USA, c1917-96

Another depression hit the USA in 1937, and it hit black workers hard. Equality of relief provision slid again and, even where there was help, it was nowhere near enough. The Resettlement Administration was set up by Executive Order 7027 in May 1935 to resettle low-income families in new housing and to lend money where needed. It gave black farmers who had lost their homes a fair share of the money available in loans – but it still only helped 3,400 of over 200,000 farmers. Things were so bad that, in 1939, around two million people signed a petition asking for federal aid to move to Africa.

### What was the impact of the Second World War?

In September 1939, the Second World War broke out in Europe. Roosevelt gave the Allies who were fighting Germany help, but did not bring the USA into the war. However, he prepared for war, just in case the USA decided to join later, pushing the USA's first ever conscription bill through Congress in 1940 and putting federal money into research projects, one of which came up with the atom bomb. On 7 December 1941, the Japanese bombed the US fleet at Pearl Harbor. The USA went to war with Japan. Germany declared war on the USA; now the USA was at war in both the Pacific and Europe.

### Gains for black Americans

Black Americans did not benefit much from the war-induced boom that began in 1939; white workers were given preference. In May 1941, A. Philip Randolph, who had led a successful protest by railway workers, threatened a 100,000-strong all-black march on Washington unless Roosevelt banned discrimination in the army and in defence factories. Roosevelt's Executive Order 8802 for non-discrimination in defence work, overseen by a Fair Employment Practices Committee, stopped the march. While many complaints were made to the committee, equality was only patchily implemented, due to pressure from opponents of equal rights. The order did not deal with military segregation but, as the war went on, the military and the factories needed more people, so black Americans could push for equality. In the summer of 1942, only three percent of defence workers were black; two years later, this had risen to eight percent. Wartime migration to the cities of the North was even higher than the migration of the 1920s. However, this influx of black workers was resented. 1943 saw outbreaks of racist violence and strikes by white people over having to work with them. This led several towns to set up race relations committees to investigate improvements, because the strikes and riots were damaging the war effort. The shortage of workers also meant that white-skilled workers had to allow black people to be trained in these skills. As black and white people worked side by side, some whites saw that black people could do skilled work, could think, could be friends. This affected their reaction to post-war civil rights efforts, but a survey at the end of the war showed that many white Americans were still racist, supporting housing segregation and saying that jobs should go to whites before blacks.

### What impact did President Truman have?

President Truman supported civil rights. He proposed anti-lynching, anti-segregation and fair employment laws in 1954, but they were almost always blocked. Civil rights measures were always difficult to get through; they were almost always blocked by opposition from Southern delegates and lukewarm support from many Northern ones. In 1946, Truman set up the President's Committee on Civil Rights, which called for equal opportunities in work and housing; it also urged strong federal support for civil rights. Truman urged Congress to act on this; it dragged its feet. Black Americans wanted to keep their wartime gains and push for greater equality. Truman was on their side, but his Cold War focus meant he concentrated more on fighting communism than on fighting for civil rights. Earlier collaboration between blacks and communists meant that at least one black organisation, the National Negro Congress (a black civil rights group which had some communist members when it was set up, but pursued civil rights issues not communist ones), ended up on the government's list of suspect organisations. Even so, in 1948, Truman issued executive orders desegregating the military and all work done by businesses for the government. He was, it is true, in an election year and aware of the value of the black vote, but he was also severely shocked by the outbreaks of racist violence against returning black soldiers across the country, some even still in the uniform in which they had fought for their country.

### EXTEND YOUR KNOWLEDGE

The United Nations (UN) and civil rights  
The United Nations was set up in 1945 to build a better world; it met first in San Francisco and invited three delegates from the NAACP. The UN said it supported both decolonisation and human rights and that racial theories of white supremacy were wrong.

However, once the delegates came to debate these issues, the UN found that it had to tone down its judgements in the face of opposition from member countries. This opposition was, not surprisingly, led by one of the South African representatives. This was disappointing, but the NAACP continued to petition the UN to involve itself in the struggle of black Americans for civil rights, despite gaining no positive action.

### Fighting for civil rights: from legal challenge to direct action, 1917-55

Black Americans used a variety of tactics in their fight for civil rights. The various tactics never went away, but some were more prominent at certain times than others. They depended on time, place, circumstance, the beliefs of those involved and the amount of support available. Black American protestors used non-violent protest, picketing, boycotting and sit-ins to draw public attention to discrimination. They went to the law, hoping to get their rights enforced. All of this needed organising, and some groups were set up in the first decade of the 20th century, such as the NAACP and the National Urban League, that grew and prospered and are still at work now.

Smaller, local organisations were often based around church groups – it is not accidental that many civil rights leaders were churchmen, including Martin Luther King Jr. The number of civil rights groups, and membership of them, took a leap after both the First World War and the Second World War. NAACP membership went from 9,000 in 1917 to 99,000 in 1919 and 600,000 in 1946.

Running alongside the fight for civil rights was the separatist movement. Separatists said black Americans were never going to have true equality with whites. That being the case, they should stop fighting for it. They should embrace segregation and fight for equal conditions within it, because this was more feasible. Separatism would also mean black children would grow up without being made to feel inferior all the time; they could feel proud instead. Some separatists, such as Marcus Garvey in the early 1920s, even suggested that the answer was to do just what white racists were telling them to do – go back to Africa.

## The quest for civil rights, 1917-50

### EXTEND YOUR KNOWLEDGE

Thurgood Marshall (1908-93)  
Thurgood Marshall was the first black American ever to serve on the Supreme Court. Having trained as a lawyer, Marshall worked for the NAACP and became its chief legal counsel in 1940.

It was Marshall who argued the *Brown v Board of Education* case (see page 44). During the 1940s and 1950s, he took 32 segregation cases to the Supreme Court and won 29 of them.

He was nominated to important legal positions by two presidents of the USA. Kennedy nominated him as marshal to the US Court of Appeals Second Circuit in 1961. Johnson appointed him solicitor general in 1965 and then to the Supreme Court in 1967.

SOURCE  
3 An NAACP demonstration in Houston, Texas, in 1947. NAACP members travelled to various parts of the country to demonstrate. They always made sure that they dressed neatly to look 'respectable'.



Read the information on pp. 42-5 about legal action taken to challenge segregation in the USA.

Highlight the successes of legal fights in one colour and the limitations in another colour – you will need to annotate around the page to explain these.

How can we categorise these legal improvements for black Americans?



This indicates that you must make a judgement

This is a specific area to explore

What does it mean to 'advance' the position of black Americans? How will you measure this?

How far had legal action advanced the position of black Americans between 1917 and 1955? (20 marks)

Be clear about which black Americans are affected by each legal action (Brown v Topeka is for school children but not for others; is the progress across the country?)

You MUST cover the whole period in order to answer the question fully

# How far had legal action advanced the position of black Americans between 1917 and 1955? (20 marks)

Introduction:

Context  
Factors  
Opinion

Factor 1:

Factor 2:

Factor 3:

Conclusion:

What is your argument (opinion)?

1917

1955

Mark the events you use in your essay on the timeline.

Paper 1 is a breadth topic of almost 70 years.  
You need to evaluate the impact of different factors on a topic across the entire time period. Using one example per factor or only analysing events from 20 years of the period will limit your answer.

# How far had legal action advanced the position of black Americans between 1917 and 1955? (20 marks)

## **GCSE introduction for this answer:**

Legal action advanced the position of black Americans to a large extent. This is because many of these legal cases helped black Americans to gain rights.

## **A Level introduction for this answer:**

Over the period 1917 to 1955 there was considerable legal action from groups like the NAACP and CORE to challenge segregation in the Jim Crow states. Much of this action successfully challenged practices dating back to the end of the Civil War. Legal cases advanced the position of various groups of black Americans socially, economically and politically. Overall, there was significant social and economic advancement over the period but very little political improvement.

### **1. Read the introductions**

### **2. Highlight the following in the A Level introduction:**

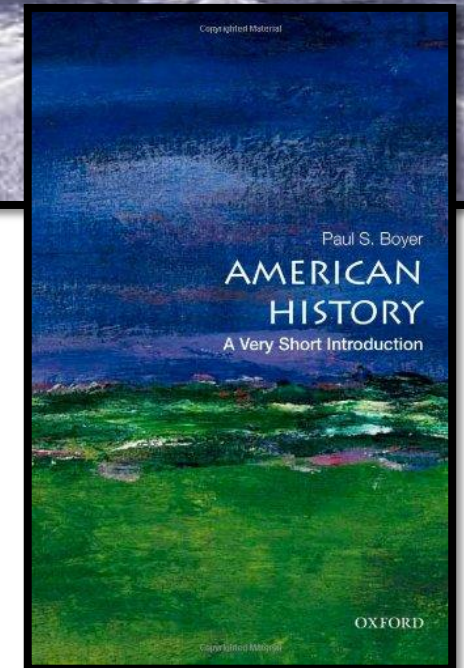
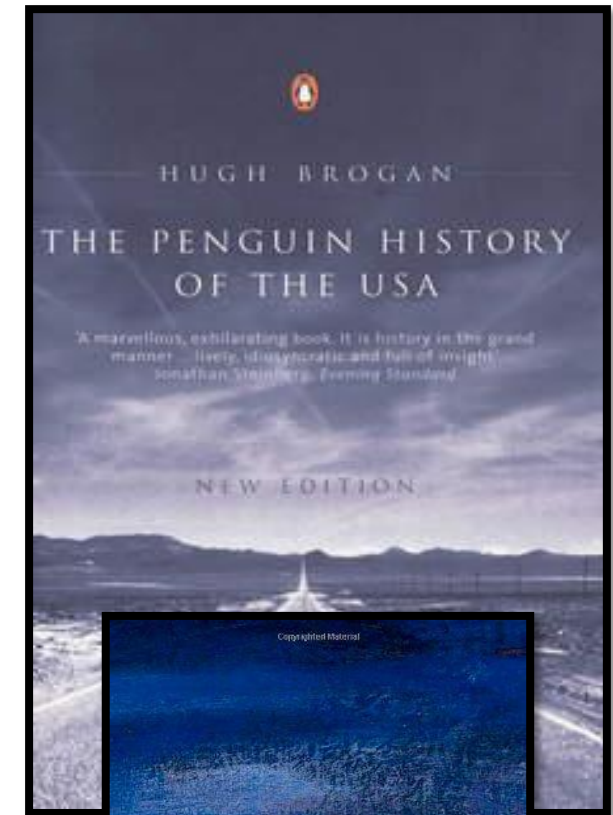
- A sentence to put the question in its context in the wider topic
- 3 factors identified to discuss in the essay (in your 3 paragraphs)
- Clear opinion given to answer the question and set out your argument
  - Specific historical language and key terms

# Preparation work for September

The Century:  
America's time

<https://www.youtube.com/playlist?list=PLC8D9DC28C3EC5223>

Go up to 'Stormy Weather'.





## What role did the president play in the US, 1917-80?

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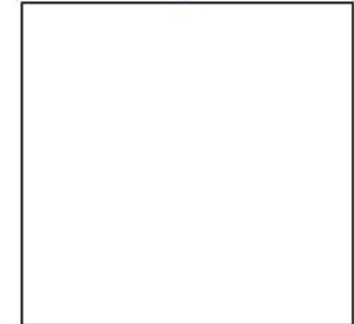
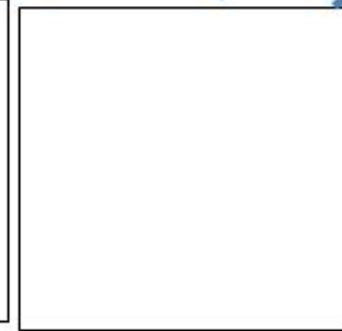
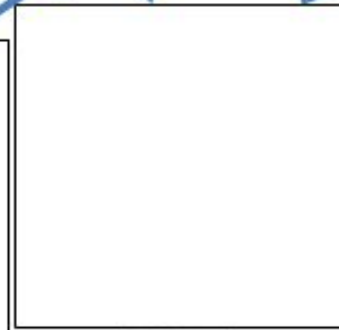
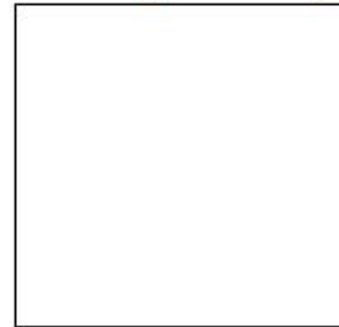
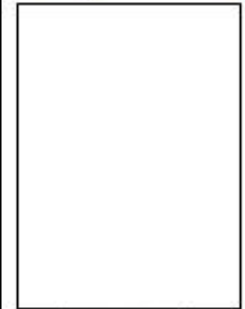
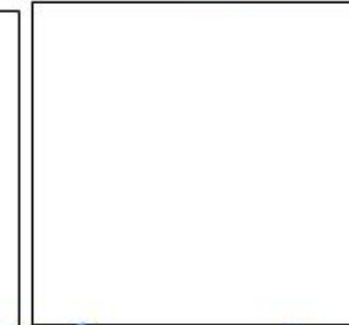
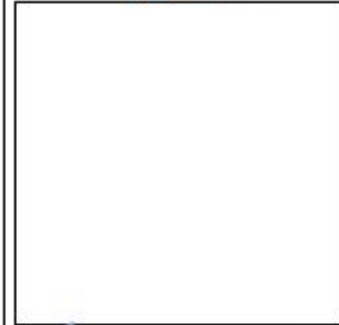
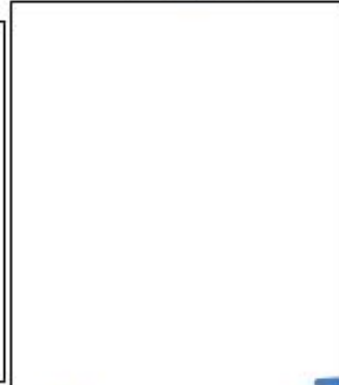
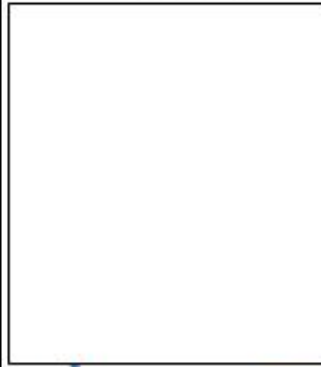
Eisenhower (1953-61)



Johnson (1963-9)



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Hoover (1929-33)



Truman (1945-53)



JFK (1961-3)



Nixon (1969-74)



Carter (1977-81)

# America's Time: Documentaries

We will refer to several of these during the course, but they a great start point to get your going and to give you the bigger picture of America history.

You do not need to watch them all, so browse through the episode list below and **select 5 that interest you the most**. They are all freely available on YouTube: <https://www.youtube.com/playlist?list=PLC8D9DC28C3EC5223>. Write detailed notes (approximately one A4 page) on each of the 5 episodes.

| "The Century: America's Time" |                                  |  |
|-------------------------------|----------------------------------|--|
| 1                             | "The Beginning: Seeds Of Change" | How did the 20th century change the ways Americans live? This program examines the early 1900s – when William McKinley was President, a loaf of bread cost only a few cents, horsepower really meant horsepower, flying to the moon was the stuff of dreams, and the average life span was only 45 years – while looking ahead to the decades of changes yet to come.  |
| 2                             | "1914-1919 Shell Shock"          | The psychological damage inflicted by the stupefying bombardments of World War I was called shell shock, a term that aptly described the feeling of the post-war world. This program illustrates America's reluctant emergence as a world power and analyses the impact of the wholesale sense of loss – of life, of husbands and fathers, and of sacred ideals such as honour, patriotism, and glory – that sprang from "the war to end all wars."                                    |
| 3                             | "1920-1929 Boom To Bust"         | In the aftermath of World War I, many modern-minded Americans, particularly women, were eager to do away with outdated traditions and claim new rights and freedoms. This program investigates why the issue of women's rights, ranging from suffrage to smoking, became so controversial – and what that said about America's sense of self.  |
| 4                             | "1929-1936 Stormy Weather"       | America – a nation that claimed ever-increasing wealth as a birth right – was rudely awakened by the Great Depression, which caused 25 percent unemployment, the closing of 9,000 banks, and the loss of \$2.5 billion in deposits. This program captures a people's struggle as they faced the collapse of prosperity and diminished hope of being able to experience the American Dream.   |
| 5                             | "1936-1941 Over the Edge"        | Safely watching Europe from across the Atlantic Ocean, many Americans observed the messianic popularity of Hitler and Mussolini and the subsequent outbreak of World War II with concern and dismay. This program explores the crucial question: could the United States resist involvement, or would American forces be sent to fight in another European war?  |
| 6                             | "1941-1945 Civilians At War"     | World War II was the first war in history that killed more civilians than soldiers, as leaders on both sides accepted non-combatant casualties as inevitable – and, to some, even desirable. This program studies the courage and the strength necessary to face and survive starvation, bombing, torpedoing, massacre, and extermination in camps specifically designed for that purpose.   |
| 7                             | "1941-1945 Homefront"            | The shock of Pearl Harbour awoke America from its dream of isolationism. As troops went overseas and industry ramped up to supply the urgent need for war materials, a new wave of Southern blacks migrated north and west to fill the workforce – along with millions of women, who exchanged housework for war work. This program discusses the effects of World War II on the home front, spotlighting the war's impact as a catalyst for economic, demographic, and social change. |
| 8                             | "1946-1952 Best Years"           | <u>Demobilization</u> after World War II meant difficult changes as the U.S., geared up for war, resumed a peacetime existence. This program describes America's new status as a superpower, as the nation shouldered the responsibility for rebuilding Europe and Japan – and for containing Soviet ambitions. The challenge faced by veterans and spouses to become reacquainted after years of separation and hardship is highlighted.  |

*"The Century: America's Time"*

|    |   |   |
|----|---|---|
| 9  | "1953-1960<br>Happy Days"                       | he post-war baby boom, suburban living, Marilyn Monroe, and Elvis epitomizes the contentment of the Eisenhower years. But these were also years marked by rabid McCarthyism, violent civil rights demonstrations, and a frightening escalation in the Cold War. This program probes the tension between these crosscurrents in American History.  |
| 10 | "1960-1964<br>Poisoned<br>Dreams"               | Beset by both international and domestic pressures, America during the Camelot years was swiftly approaching a political-cultural meltdown. This program documents U.S. – Soviet conflicts of interest in Cuba and Vietnam and the growing polarization at home between civil rights activists and segregationist hard-liners, which resulted in the Birmingham riots and the freedom march on Washington.  |
| 11 | "1965-1970<br>Unpinned"                         | Riots and protests intensified in the U.S. as the war in Vietnam dragged on, with anti-war and civil rights activists seeking violent ways to agitate for peace and equality. This program presents the unrelenting rage that divided the nation during those perilous years, as the Watts race riots, the assassination of Martin Luther King and Robert Kennedy and the Kent State killings made Headline news.   |
| 12 | "1971-1975<br>Approaching<br>the<br>Apocalypse" | The trauma of the war in Vietnam and the Watergate scandal left Americans exhausted, embittered, and disillusioned with politics and politicians. This program appraises the effects of those blights on the political landscape and their impact on the trust between the government and the governed, so vital to the well-being of a representative democracy such as the United States.   |
| 13 | "1976-1980<br>Starting<br>Over"                 | The women's and civil rights movements, begun decades earlier and as controversial as ever, continue to evolve during the nation's Bicentennial period. This program focuses on the changing momentum of feminism, hampered by its failure to secure broad ratification of the Equal Rights Amendment, and the heated confrontations that arose over affirmative action and busing.   |
| 14 | "1981-1989 A<br>New World"                      | The Reagan era witnessed the unexpected end of the Cold War and a welcome return to a booming domestic economy – but did events unfold too quickly to control? This program takes a look at the details and the aftershocks both of the dissolution of the Soviet Union and the yuppie capitalism that threatened to push the limits of the American economy too far.   |
| 15 | "1990-1999<br>Then and<br>Now"                  | Fifty years into the future, how will computer and communications technology reshape the way Americans work and play? What will be the benefits and consequences of biotechnology? Will the third-world nations dominate headline news? This program examines key moments of the '90s, reflects on changes during the last five decades, and, with the assistance of leading futurists, looks ahead to some of the possible events and innovations just over the horizon. |