

CURRICULUM MAP

History



Contents

Tudors

Page 2






USA

Page 6



2023-24 CURRICULUM MAP FOR HISTORY





YEAR 12 (The Tudors Unit)

<p>HALF TERM 1: Henry VII 1485-1509</p> <p><u>1. How did Henry Tudor consolidate his power?</u></p> <ul style="list-style-type: none"> - Henry VII's childhood - character and aims - Battle of Bosworth - establishing the Tudor dynasty: Parliament & marriage - Lambert Simnel / Perkin Warbeck / Lovell rebellions <p><u>2. Did Henry VII govern successfully?</u></p> <ul style="list-style-type: none"> - role of Sir William Stanley - Establishment of the Star Chamber - Establishment of the Council Learned in Law - Bonds / Recognissances / Attainders - Control of the Nobility <p><u>3. How did Henry VII improve England's relationships with Scotland and other foreign powers?</u></p> <ul style="list-style-type: none"> - securing the succession; marriage alliances with Spain, France & Scotland - Henry VII's involvement in the Breton Crisis - The effect of Perkin Warbeck on foreign policy relationships - Using treaties to secure peace: Ayton, Perpetual Peace, Redon, Etaples, Medina del Campo, Windsor, Magnus & Malus Intercursus. 		<p>History Today articles on Henry VII consolidation and Foreign Policy. Reading extracts and comparing two historian interpretations: 1. Geoffrey Elton's book 'England under the Tudors' (Traditional view) 2. John Guy 'Tudor England' (Revisionist)</p>
<p>HALF TERM 2: Henry VII 1485-1509</p> <p><u>4. How and why did the structure of society change under Henry VII?</u></p> <ul style="list-style-type: none"> - The Great Chain of Being - churchmen, nobles and commoners - regional divisions - social discontent and rebellions: Perkin Warbeck, 1491-1497 & the Cornish Rebellion, 1497 <p><u>5. How successful was Henry VII's economic development between 1485 and 1509?</u></p> <ul style="list-style-type: none"> - Trade: Trading items / Hanseatic League, Low Countries / Burgundy / Embargos / Treaties - Exploration: John Cabot / Sebastian Cabot - Prosperity and depression: engrossment, enclosure, the significance of agriculture; the nature of subsistence farming; the nature of the cottage industries & the development of domestic industry. <p><u>6. How far did intellectual and religious ideas change and develop under Henry VII and with what effects?</u></p> <ul style="list-style-type: none"> - The position of the church in English society - The impact of Humanism; possibly the early role of Colet 		<p>Students will complete the following written tasks:</p> <ol style="list-style-type: none"> 1. To what extent had Henry VII had successfully established his royal authority by 1487? (25) 2. 'Henry VII's efforts to increase the royal finances were very successful.' Assess the validity of this view. (25) 3. 'Henry VII's foreign policy was driven by the need to preserve the Tudor Dynasty.' Assess the validity of this view. (25)
		<p>1. Students will each choose a key question from the three studied this half term and present a summary of Henry VII's key achievements & failures of his aims.</p>
		<p>Students will read and compare articles focusing on social history of the period. Read up on the role of women in society: Margaret Beaufort / Elizabeth of York Focus on understanding different interpretations as we look at answering interpretation questions.</p>
		<p>Students will complete the following written tasks:</p> <ol style="list-style-type: none"> 1. 'The Church was more influential than the nobility in the years 1485 to 1509.' Assess the validity of this view. (25) 2. 'Despite the need to secure his dynasty, it was the desire to extend England's overseas trade that underpinned Henry VII's foreign policy'. Assess the validity of this view. Assess the validity of the view. (25) 3. Assess how convincing the arguments in these extracts are in relation to religious and intellectual ideas under Henry VII. (30)



2023-24 CURRICULUM MAP FOR HISTORY






YEAR 12 (The Tudors Unit)

<ul style="list-style-type: none"> - The role of the church in arts and learning - Broader trends in the arts - England's renaissance - The foundation of a Golden Age - The sense of a distinctive Tudor arts movement. 		<ol style="list-style-type: none"> 1. Class debate: Had society become more peaceful and stable during Henry VII's reign? 2. Student presentation on 'The Church in England by 1500.'
<p>HALF TERM 3: Henry VIII 1509-1547</p> <p><u>7. To what extent was Henry VIII prepared for Kingship?</u></p> <ul style="list-style-type: none"> - character and aims: death of Arthur, character, upbringing, influence of Henry VII, Margaret Beaufort as Lady Protector - addressing Henry VII's legacy: revision of Henry VII aims, successes, failures & impact, Henry VIII's aims as King <p><u>8. How effectively did Henry VIII govern England during this period?</u></p> <ul style="list-style-type: none"> - Crown and Parliament: Abolishment of Council Learned in Law, marriage to Catherine of Aragon, the role of John Fox - Ministers: How did Wolsey come to Henry VIII's attention, rise of Wolsey, factionalism, - Domestic policies including the establishment of Royal Supremacy: Anne Boleyn, the events of the Reformation, failure of Wolsey to gain an annulment, Wolsey's fall - Ministers: Thomas Cromwell, the Elton thesis – was there a revolution in government? Cromwell's role in the establishment of Royal supremacy, Cromwell's fall, comparison of Cromwell and Wolsey <p><u>9. Did Henry VIII achieve his foreign policy aims?</u></p> <ul style="list-style-type: none"> - Henry VIII foreign policy aims - The foreign policy consequences of annulment - Wars with France - Scotland and Ireland; Battle of Flodden, Treaty of Greenwich - Treaty of London & Wolsey's attempts at peace 		<p>Read different interpretations of Henry VIII's character. Find the most surprising academic interpretation of Henry; the most shocking, the most subjective, etc. Interpretations from academic historians on the rise of Wolsey.</p>
<p>HALF TERM 3: Henry VIII 1509-1547</p> <p><u>7. To what extent was Henry VIII prepared for Kingship?</u></p> <ul style="list-style-type: none"> - character and aims: death of Arthur, character, upbringing, influence of Henry VII, Margaret Beaufort as Lady Protector - addressing Henry VII's legacy: revision of Henry VII aims, successes, failures & impact, Henry VIII's aims as King <p><u>8. How effectively did Henry VIII govern England during this period?</u></p> <ul style="list-style-type: none"> - Crown and Parliament: Abolishment of Council Learned in Law, marriage to Catherine of Aragon, the role of John Fox - Ministers: How did Wolsey come to Henry VIII's attention, rise of Wolsey, factionalism, - Domestic policies including the establishment of Royal Supremacy: Anne Boleyn, the events of the Reformation, failure of Wolsey to gain an annulment, Wolsey's fall - Ministers: Thomas Cromwell, the Elton thesis – was there a revolution in government? Cromwell's role in the establishment of Royal supremacy, Cromwell's fall, comparison of Cromwell and Wolsey <p><u>9. Did Henry VIII achieve his foreign policy aims?</u></p> <ul style="list-style-type: none"> - Henry VIII foreign policy aims - The foreign policy consequences of annulment - Wars with France - Scotland and Ireland; Battle of Flodden, Treaty of Greenwich - Treaty of London & Wolsey's attempts at peace 		<p>Students will complete the following written tasks:</p> <ol style="list-style-type: none"> 1. To what extent was Anne Boleyn the instigator of change in religion under Henry VIII? (25) 2. 'Wolsey served Henry VIII well but himself even better.' Assess the validity of this view (25) 3. "A Tudor revolution in government took place between 1533 and 1540." Assess the validity of this view (25) 4. Assess how convincing the arguments in these extracts are in relation to Henry VIII's foreign policy. (30)
<p>HALF TERM 4: Henry VIII 1509-1547</p> <p><u>10. What was the social impact of religious upheaval?</u></p>		<p>Guided reading and extracts by academic historians on the rebellions: Lincolnshire Uprising & Pilgrimage of Grace. Research the likely impact of dissolution national and also locally. What was the greatest impact and why?</p>






2023-24 CURRICULUM MAP FOR HISTORY

YEAR 12 (The Tudors Unit)

<ul style="list-style-type: none"> - Elites and commoners: which social groups benefitted the most from the Reformation? The increase of poverty & the 1536 Poor Law - Regional issues: The impact of the dissolution of the monasteries - Rebellion: The Lincolnshire Rising and the Pilgrimage of Grace <p><u>11. Did England's economy prosper under Henry VIII?</u></p> <ul style="list-style-type: none"> - Trade: Trade under Thomas Cromwell / Imports / Exports / Poundage / Tonnage - Exploration: Henry's lack of interest - Prosperity and depression: reasons for increase in poverty, regional differences, tax, currency, success of economic policy 		<p>Students will complete the following written tasks:</p> <ol style="list-style-type: none"> 1. The Church in England in 1547 was little different from what it had been in the late 1520s.' Assess the validity of this view. (25) 2. "The Humanists provided the basis for the Reformation in England" Assess the validity of this view. (25) 3. Assess how convincing the arguments in these extracts are in relation to Henry VIII's economic policy. (30)
<p><u>12. How far had England changed under the Henrican Reformation?</u></p> <ul style="list-style-type: none"> - Renaissance ideas; Martin Luther, John Calvin, Lollards - Reform of the Church: changes to English churches during the Reformation - Continuity and change by 1547 		<ol style="list-style-type: none"> 1. Prepare a short class presentation on one aspect of economic development. 2. Students to research and present to the class one reform group from this time: Lutherans, Calvinist, Lollards etc.
<p>HALF TERM 5: Henry VII & Henry VIII evaluation</p>		<p>Guided reading to research the key turning points in different themes across the period. Read extracts from a wide range of traditional, revisionist and modern historians to understand evaluative views on HVII & HVIII.</p>
<p><u>a. How effectively did the Tudors restore and develop the powers of the monarchy?</u></p> <ul style="list-style-type: none"> - Compare success of Henry VII's consolidation with Henry VIII <p><u>b. In what ways and how effectively was England governed during this period?</u></p> <ul style="list-style-type: none"> - Consider, compare & contrast the strengths and weaknesses in both HVII & HVIII's government <p><u>c. How did relations with foreign powers change and how was the succession secured?</u></p> <ul style="list-style-type: none"> - Compare the F.P. aims of both HVII & HVIII. How are they different? - How did relations with foreign powers change over the two reigns? <p><u>d. How did English society and economy change and with what effects?</u></p> <ul style="list-style-type: none"> - Compare social mobility between the two reigns - How had society changed by 1547? <p><u>e. How far did intellectual and religious ideas change and develop and with what effects?</u></p> <ul style="list-style-type: none"> - Compare the key ideas from the two reigns. Which had the most impact on England. Was there much change from 1485? 		<p>Students will complete a written summary & comparison between Henry VII & Henry VIII on the following key questions:</p> <ol style="list-style-type: none"> a. How effectively did the Tudors restore and develop the powers of the monarchy? b. In what ways and how effectively was England governed during this period? c. How did relations with foreign powers change and how was the succession secured? d. How did English society and economy change and with what effects? e. How far did intellectual and religious ideas change and develop and with what effects? f. How important was the role of key individuals and groups and how were they affected by developments?
<p><u>f. How important was the role of key individuals and groups and how were they affected by developments?</u></p> <ul style="list-style-type: none"> - Chart the main groups & key individuals from both reigns - Are there any links between groups? - Assess the importance of all groups and individuals 		<ol style="list-style-type: none"> 1. Debate on which king most successfully consolidated the regime. 2. Students to discuss the changing nature of monarchy in the period.



2023-24 CURRICULUM MAP FOR HISTORY YEAR 12 (The Tudors Unit)

<p>HALF TERM 6: Non-Examined Assessment</p> <p>i. Students identify an issue or topic they wish to study and work with teacher to develop a question from this issue or topic as the focus of the Historical Investigation.</p> <p>ii. Students assigned teacher mentor from department</p> <p>iii. Research key themes of chosen topic through reading of academic historians.</p> <p>iv. Identify two contemporary sources and two interpretations to be used within the assessment.</p> <p>iv. Research analysis and evaluation of two differing interpretations by academic historians where students analyse and evaluate the differences between the interpretations, show an awareness of the time and/or context of the interpretations and demonstrate an understanding of the limitations placed on historians.</p> <p>vi. Independently begin writing up enquiry</p>		<p>In developing their response to a chosen issue to investigate, students are expected to consult a range of resources, which may include textbooks, course books and work of academic historians.</p>
		<p>Students are required to write a Historical Investigation based on a development or issue which has been subject to different historical interpretations. This should be between 3500 and 4500 words long.</p>
		<p>Students will present to class a brief presentation on their chosen topic and the debates within chosen topic</p>



2023-24 CURRICULUM MAP FOR HISTORY






YEAR 12 (The American Dream: Reality and Illusion, 1945-80)

<p>HALF TERM 1: Truman and post-war America, 1945-53</p> <p><u>1. What was the USA like in 1945?</u></p> <ul style="list-style-type: none"> - The powers of the president, legislative, executive and judicial branches, checks and balances, House of Representatives and Congress. - The main political parties; Democrats and Republicans, main ideologies, basic history of the parties thus far. - Post-war prosperity; how the USA became the wealthiest nation, natural resources, factories, population boom. 		<p>Original transcript of the Truman Doctrine from March 12, 1947</p> <p>Chapter on Yalta and Potsdam from C Bragg, Heinemann Advanced History: Vietnam, Korea and US Foreign Policy 1945-75, Heinemann, 2006</p> <p>The Truman Doctrine and the Marshall Plan from J Lewis Gaddis, <i>The Cold War</i>.</p>
<p><u>2. What were the main regional, ethnic and social divisions in post-war USA?</u></p> <ul style="list-style-type: none"> - Regional divisions; the differences between North and South in terms of workforce and industry, regionalism, relocation of population. East and West migration. - Ethnic divisions; patriotism, religion, the experience of Black Americans. - Social divisions; the exceptionally rich, the middle class and the very poor, the proportion of college education. 		<p>1. 'The power of the presidency increased under Franklin Roosevelt because of his personal popularity.' Explain why you agree or disagree with this view. [25 marks]</p> <p>2. How valuable is this source for a Historian seeking to understand the Truman Doctrine? [25 marks]</p>
<p><u>3. Why was the USA considered a 'superpower'?</u></p> <ul style="list-style-type: none"> - Truman's character and policies; his combative nature, his relationship with the USSR, his previous role as Vice President. - Yalta and Potsdam; the ideological differences, the post-war relationships between the 'Big Three'. - Post-war peace-making, disagreement of Poland's political system, the testing of the atomic bomb. <p><u>4. The Cold War: was there 'containment' in Europe and Asia?</u></p> <ul style="list-style-type: none"> - The Truman Doctrine and Marshall Plan; the main purpose of the plan, the distribution of funds, who George Marshall was. - The Berlin Blockade; the causes, events and the effects of the blockade and airlift. - Truman's response to Communism in Asia; the rise of Mao Zedong, Soviet expansionism in Vietnam and Korea, the Korean War. 		<p>Class discussions on the fundamental differences between the USA and Britain in popular culture.</p> <p>Class members take role of different people at the time and give a summary of their ambitions relating to the 'American Dream'.</p>
<p>HALF TERM 2: Truman and post-war America, 1945-53</p> <p><u>5. How did Truman achieve post-war reconstruction?</u></p> <ul style="list-style-type: none"> - The Economy; factories switching to consumer goods, the G.I. Bill, post-war baby boom. - Political divisions and domestic problems; 'Fair Deal' initiatives, civil rights legislation. 		<p>Telegrams between McCarthy and Truman</p> <p>'The trial of the Rosenbergs from history.com</p> <p>'The policy of containment' by Melvyn P. Lefler</p> <p>Article on African American servicemen and women in WW2</p>
<p><u>6. What caused the rise of McCarthyism?</u></p> <ul style="list-style-type: none"> - Senator Joe McCarthy; the 'Red Scare', the HUAC, Truman's rhetoric, Senator Joe McCarthy. - Why did McCarthy have such an impact? Global events, the State Department, the consequences of McCarthyism <p><u>7. How did the Second World War affect African Americans in the North and South?</u></p>		<p>1. With reference to these sources and your understanding of the historical context, which of these two sources is more valuable in explaining McCarthyism in the United States? [25 marks]</p> <p>2. 'Truman's policy of Containment did little to stop the spread of Communism in the year 1945-53' Explain why you agree or disagree with this view. [25 marks]</p>
<ul style="list-style-type: none"> - The impact of the Second World War; the experience of black Americans, the NAACP, the migration from the South to the North. - Campaigns for civil rights; CORE, NAACP, key court cases in the civil rights movement. - The response of the federal and state authorities; problems with Congress, <i>To secure these rights</i>, executive orders. 		<p>Pupils have to construct presentations regarding one faction of African American society during WW2.</p>



2023-24 CURRICULUM MAP FOR HISTORY

YEAR 12 (The American Dream: Reality and Illusion, 1945-80)

<p>HALF TERM 3: Eisenhower: Tranquillity and crisis, 1953-61</p> <p><u>8. How did Eisenhower’s personality and the policies of ‘dynamic conservatism’ shape America?</u></p> <ul style="list-style-type: none"> - Eisenhower’s personality; his pre-presidential military career, his appeal to voters, his choice of Nixon as VP, facets of ‘dynamic conservatism.’ - Conservative when it comes to money; defence expenditure, balancing the budget. - Liberal when it comes to people; National Defence Education Act 1958, minimum wage rise, social security increase, Interstate Highway Act. <p><u>9. How did McCarthyism end?</u></p> <ul style="list-style-type: none"> - Richard Nixon as Vice President; use in partisan politics, liaison with Congress, overseas ambassador. - The Republican Party; ‘old guard’ vs progressive policies. - The end of McCarthyism; the various investigations in to McCarthy, the story of his demise. <p><u>10. How did the American economy grow in the 1950’s?</u></p> <ul style="list-style-type: none"> - The American economy; causes of growth in the American economy, baby boom, resources, growing car industry - The impact of the ‘consumer society’; labour saving devices in every household, rise of television, homogeneity of culture, growth in advertising. <p><u>11. Why did the USA engage in a Cold War?</u></p> <ul style="list-style-type: none"> - Superpower rivalry and conflict with the USSR; ‘New Look’ defence policy, the death of Stalin, the launch of Sputnik, U2 spying campaigns. - Responses to developments in Western and Eastern Europe; rearmament of Germany in NATO, the antagonism of Khrushchev over West Berlin. 		<p>Transcript of Eisenhower’s ‘Chance for Peace’ speech</p> <p>Profile of the Republican party in the 1950s</p> <p>O Edwards, Access to History: The USA and the Cold War 1945-63. Chapter on Nixon as Vice President</p> <p>V Sanders, Civil Rights in the USA 1945-68. Chapter on Little Rock, Arkansas</p>
<p>HALF TERM 4: Eisenhower: Tranquillity and crisis, 1953-61</p> <p><u>12. What were the reactions to the rise of Communism in Asia and the crises in the Middle East?</u></p> <ul style="list-style-type: none"> - Reactions to the rise of Communism in Asia; increasing involvement in Vietnam, building of anti-communist ‘South Vietnam’, establishment of SEATO. - Responses to the crisis in the Middle East; intervention in Iran elections, reaction to Nasser and the Suez Canal, relationship with Israel, sending of troops to Lebanon. <p><u>13. What were the experiences of African Americans in the North and the South?</u></p> <ul style="list-style-type: none"> - The emergence of the civil rights movement; the NAACP and the Montgomery bus boycott, Rosa Parks, sit-ins across the country. - The policies and attitudes of the main political parties; Democrats and their belief in basic human dignity, the increase in importance of the black vote, the apathy of the Republican party. <p><u>14. How did the state and federal authorities respond?</u></p> <ul style="list-style-type: none"> - The supreme court; <i>Brown v. The Board of Education</i>, Oliver and the NAACP, crisis in Little Rock, Arkansas - The President; Eisenhower’s belief in ending racial discrimination, promotion of racial equality, treatment of black Americans like Emmett Till. - State authorities; disapproval of the <i>Brown</i> ruling -Congress; the Civil Rights Acts of 1957 and 1960, the limits of these acts. 		<p>1. Eisenhower’s domestic policy achieved far more than that of his predecessor. Explain why you agree or disagree with this view. [25 marks]</p> <p>2. The lives of Americans' improved at a greater rate under Eisenhower than Truman. Explain why you agree or disagree with this view. [25 marks]</p>
		<p>Discuss: what made Eisenhower such a popular candidate?</p> <p>Some students could be asked to lead discussion on whether the Republicans won or the Democrats lost.</p> <p>For class debate: why was McCarthy able to cause such alarm?</p>
		<p>J Edward Smith, Eisenhower in War & Peace; ‘The crisis in the Middle East’</p> <p>Speech from NAACP leader Roy Wilkins during the Montgomery bus boycott</p> <p>Excerpts from an editorial in the black newspaper, the Chicago Defender from October 1955.</p>
		<p>1. The Montgomery bus boycott was the start of the civil rights movement.’ How far do you agree with this statement? [25 marks]</p> <p>2. With references to Sources A and B and your understanding of the historical context, which of these two sources is more valuable in exploring American race relations in the Eisenhower presidency? [25 marks]</p>
		<p>Class debate: Morality of CIA actions in Iran in 1953.</p> <p>Debate: comparison of Truman and Eisenhower in terms of contribution to Civil Rights</p>



2023-24 CURRICULUM MAP FOR HISTORY

YEAR 12 (The American Dream: Reality and Illusion, 1945-80)

<p>HALF TERM 5: John F. Kennedy and the 'New Frontier', 1961-63</p> <p><u>15. How did JFK win the 1960 election?</u></p> <ul style="list-style-type: none"> - reasons for Kennedy's victory; Republican failures, the impact of Nixon, the charm of Kennedy. - the ideas behind the 'New Frontier'; policies on 'poverty and surplus', fighting the Cold War better, the conquering of 'ignorance and prejudice' and 'science and space'. - the policies and personalities of the Kennedy administration; the youth of his staff, LBJ as running mate, challenges from Congress. <p><u>16. What were the challenges to American power? Cuba</u></p> <ul style="list-style-type: none"> - The challenge of Castro's Cuba; the rise of Castro, the threat of communism in Cuba, the Bay of Pigs fiasco. - The Cuban missile crisis; the events preceding the crisis, global politics, the tactics of Khrushchev. <p><u>17. What were the challenges to American power? Berlin and Vietnam</u></p> <ul style="list-style-type: none"> - The legacy and crises over Berlin and relations with Khrushchev; reasons for anxiety over Berlin, further nuclear testing, West German anxiety and anti-communist hostility. - Deepening involvement in Vietnam; containment, the domino theory, the increase of military advisers to Vietnam, the assassination of Diem. <p><u>18. What were the experiences of African Americans in the North and the South?</u></p> <ul style="list-style-type: none"> - The rise of the civil rights movement; the sit-ins, freedom riders, the significant protests and protesters. - Birmingham; Martin Luther King and the SCLC's peaceful tactics, the response of Bull Connor. - March on Washington; A. Philip Randolph's organisation, MLK's 'I have a dream' speech. - Opponents of civil rights; Southern whites, law enforcement, state governments, Americans outside the South. 		<p>Transcripts from debates between JFK and Richard Nixon</p> <p>Article on Kennedy and the 'Space Race'</p> <p>Chapter on Kennedy's early life from R Dallek, <i>John F Kennedy: An Unfinished Life</i></p>
		<p>1. 'Kennedy's foreign policy was driven by his belief that the Third World was the next great Cold War arena.' Explain why you agree or disagree with this view [25 marks]</p> <p>2. 'The American Dream was fulfilled in the years 1945-63.' Assess the validity of this view. [25 marks]</p>
		<p>Student led debate: 'did Kennedy win or did Nixon lose?'</p> <p>Debate reasons for and impact of the New Frontier.</p>
<p>HALF TERM 6: John F. Kennedy and the 'New Frontier', 1961-63</p> <p><u>19. What were Kennedy's policies in response to the pressures for change?</u></p> <ul style="list-style-type: none"> - Policy changes by Kennedy; EEOC, black voting rights, black guests to the White House. - African Americans in the North; growth of ghettos in the North, further segregation in the South, impact of Malcolm X. <p><u>20. What sort of country was the USA by 1963?</u></p> <ul style="list-style-type: none"> - The position of the United States as a world power; military superiority, poorness of the USSR. - Kennedy and 'unsolved problems of peace and war'; the treaty to slow the arms race, the creation of the Peace Corps. - 'Uncharted areas of science and space'; USA to triumph in race to the moon, establishment of a Cold War New Frontier. <p><u>21. What sort of country was the USA by 1963?</u></p> <ul style="list-style-type: none"> - Economic prosperity; the continuation of the post-war boom but the problems of the future, growth of deprivation in other parts of the USA. - The growing pressures for social change from women and youth; women in the workforce, women's social and 		<p>Extract from a letter from James Meredith to the Justice Department of the US Government, 7 February 1961.</p> <p>Extract from Michael Harrington's <i>Other America</i> published in 1962</p>
		<p>1. 'Martin Luther King was the key figure in the civil rights movement.' Explain why you agree or disagree with this view. [25 marks]</p> <p>2. With reference to these sources and your understanding of the historical context, which of these two sources is more valuable in understanding President Kennedy's 'New Frontier' ideas?</p>
		<p>Discuss the increasing importance of the media in helping minority groups gain attention.</p> <p>Debate: which is more significant economic power or military power?</p>



2023-24 CURRICULUM MAP FOR HISTORY YEAR 12 (The American Dream: Reality and Illusion, 1945-80)

economic inequality, Betty Friedan, other protest movements.		
--	--	--