Module 13.1	African Americans

African Americans	Trade Unions and Labour Rights	Native Americans	Women	Depth Study: Gilded Age	Depth Study: New Deal	Depth Study: Malcolm X	Thematic Studies 1865-1992

I have enhanced my learning by….

Lesson: RAG	Lesson Focus	Development of – Vocabulary/method/skill
1	How free was America in 1865?	Emancipation; 13th Amendment; freedom versus equality; PELS; continuity and change
2	How far did Reconstruction transform African American rights?	Freedmen's Bureau; 14th/15th Amendments; citizenship; suffrage; federal intervention
3	Why did Reconstruction fail by 1877?	Black Codes; KKK; Johnson; Radical Republicans; sharecropping; Compromise of 1877
4	How far did African American rights decline after Reconstruction?	Jim Crow; Civil Rights Cases (1883); Mississippi (1890); Plessy (1896); disfranchisement
5	How effective were responses to discrimination, c.1890–1915?	Booker T. Washington; Du Bois; Niagara Movement; NAACP; accommodation; activism
6	How convincing are interpretations of Booker T. Washington?	Harlan; Norrell; contextual knowledge; evaluation of interpretations; supported judgement
7	How far did African Americans' position change, 1915–1929?	WWI; Great Migration; Harlem Renaissance; KKK revival; North–South comparisons
8	How far did the position change, 1929–1954?	Great Depression; New Deal; WWII; Roosevelt; Truman; federal action; continuity
9	Why did civil rights advance so rapidly, 1954–1965?	Brown; Montgomery; Little Rock; SNCC; Freedom Rides; Birmingham; CRA; VRA
10	1965: Victory achieved, or struggle transformed?	Watts; Malcolm X; Black Power; Black Panthers; social and economic inequality
11	How important was the Federal Government, 1865–1992?	Johnson; Nixon; Ford/Carter; Reagan; federal timeline; thematic comparison
12	25-mark thematic assessment: Federal Government	Scale; longevity; necessity; individuals; organisations; thematic essay; judgement
13	How far had African American civil rights changed by 1992?	Rodney King; Watts comparison; Jesse Jackson; PELS; thematic synthesis

Students should understand how African American civil rights developed across 1865–1992, and why progress was uneven. Reconstruction established constitutional protections but the retreat of federal enforcement enabled disfranchisement, segregation and discrimination. African American individuals and organisations responded through education, legal challenges and direct action. The mid-twentieth-century movement secured major federal reforms, while social and economic inequality persisted. Students should distinguish political, economic, legal and social change and judge the relative importance of government, individuals, organisations, opposition and wider circumstances.
Students should assess the changing position of African Americans from the Depression and Second World War to 1992. Federal intervention, civil-rights organisations, grassroots campaigning and influential leaders contributed to landmark advances, especially in 1954–65. After 1965, debates increasingly concerned economic inequality, political representation and policing. Students should use evidence from across the entire period to build thematic arguments, compare factors and distinguish formal legal rights from lived experiences.

Task	Grade C	Grade A
Assess the reasons for the failure of Reconstruction 30 marks	Students explain some of the reasons why Reconstruction ended, including opposition in the South and declining Northern support. There may be a tendency towards narrative and limited comparison between factors.	Students assess the relative importance of political, economic and social factors in the failure of Reconstruction. The role of Andrew Johnson, Radical Republicans, Southern resistance, Northern attitudes, federal enforcement and the events of 1877 are considered. Strong comparison leads to a clear judgement about why Reconstruction ultimately failed.
To what extent did Reconstruction transform civil rights for African Americans? 30 marks	Students explain some of the ways in which Reconstruction changed America. There is relevant knowledge of constitutional amendments and the position of African Americans, although the answer may be uneven or descriptive. Some attempt is made to consider limitations.	Students construct a sustained argument about the extent of transformation. Political, legal, social and economic changes are assessed against the continuing problems of racism, discrimination, violence and economic dependence. Factors are compared rather than simply explained. The conclusion reaches a clear and supported judgement about the overall significance of Reconstruction.
'The Federal Government was the most important factor in the development of African American civil rights, 1865–1992.' How far do you agree? (25 marks)	Explains federal actions and some alternative factors, using examples from different periods; offers an overall judgement.	Sustains a thematic comparison across the period, testing government against individuals and organisations using scale, longevity and necessity.
'By 1992 African Americans had achieved a fundamental transformation in civil rights.' How far do you agree? (Synthesis)	Explains some political, economic, legal and social changes and recognises continuing inequalities.	Weighs transformation against continuity across PELS, distinguishes rights from lived experience and reaches a supported whole-period judgement.