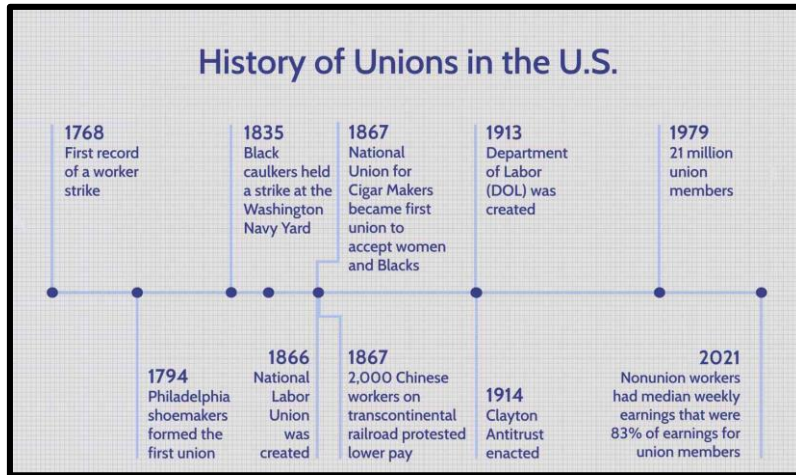
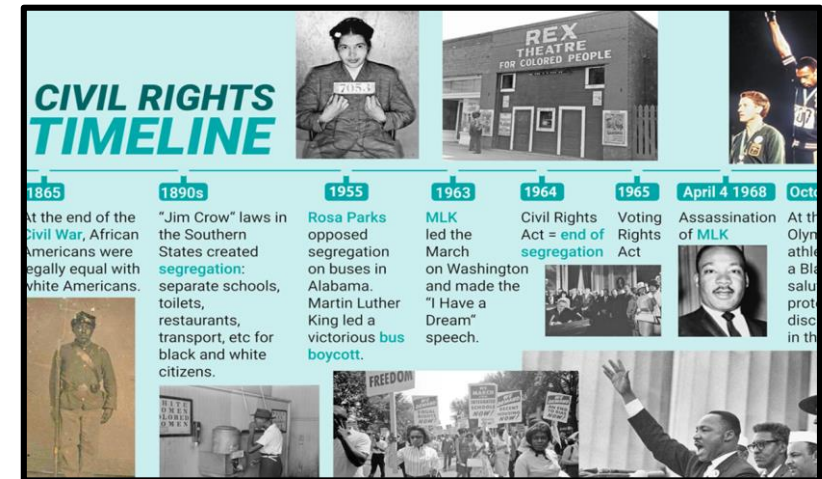


Civil Rights in the USA, 1865-1992: *Bridging Work Booklet*



relation
point of view.
Civil Rights are
basic rights that
equal treatment
race, sex, or reli



How to use this booklet

- This booklet has been designed to help prepare you for starting you're a-Level History Course
- Completing the activities in this booklet will put you in a really strong position for when you start Sixth Form in September



Understanding the Course

Civil Rights in the USA 1865–1992: Overview

Unit 3 counts for **40% of your overall marks** for your A Level. You will be assessed through **two essay style questions** that **cover at least 100 years** AND **one in-depth study question, based on two different interpretations** of a key event, individual or issue. Therefore, the exam paper is broken down into two sections:

| Section | Requirements | Examples |
|--|--|--|
| Section A: Historical Interpretations (Depth Study) | -Two Interpretations about one of the depth studies -There is only one question which you MUST answer. There is no choice. -Worth 30 marks | Evaluate the interpretations in both of the passages and explaining which you think is a more convincing interpretation [30] For example: 'Evaluate the interpretations in both of the and explain which you think is a more convincing as an explanation of the problems facing African Americans in the Gilded Age. [30]' |
| Section B: Thematic Essay | -You will need to answer TWO out of a choice of THREE thematic essay questions. -Each question in worth 25 marks | Question styles include to following command terms: -Assess -To what extent/how far -How successful For example: 'The Second World War was the most important turning point in the development of African American Civil Rights.' How far do you agree with this view of the period from 1865 to 1992? [25]' |

A LEVEL HISTORY

COURSE INFORMATION



INFORMATION ABOUT YOUR HISTORY A LEVEL

Exam Board: OCR

| COURSE UNITS | WEIGHTING | ASSESSMENT TYPE |
|---|-----------|--------------------------------------|
| <u>UNIT 1: British Period Study and Enquiry</u> England 1485—1558: the early Tudors | 25% | Examination: 1 hour 30 mins |
| <u>UNIT 2: Non-British Period Study</u> The Cold War in Asia 1945—1993 | 15% | Examination: 1 hour |
| <u>UNIT 3: Thematic Study and Historical Interpretations</u> Civil Rights in the USA 1865—1992 | 40% | Examination: 2 hours 30 mins |
| <u>Non-Examined Assessment</u> Topic-based Essay | 20% | Coursework (up to 4000 words) |

Further information about your History A-Level can be found on the following website:
<https://www.ocr.org.uk/qualifications/as-a-level-gce/history-a-h105-h505-from-2015/specification-at-a-glance/>

Understanding the Course

Civil Rights in the USA 1865–1992: Overview

This unit focuses on **the struggle of citizens in the United States to gain equality before the law**. Learners should **understand the factors which encouraged and discouraged change** during this period. The **strands identified below are not to be studied in isolation to each other**. Learners are **not expected to demonstrate a detailed understanding** of the specification content, **except for the named in-depth studies**, but are **expected to know the main developments and turning points** relevant to the theme.

| Key topics (Themes) | Content – Learners should have studied the following: |
|---------------------------------------|--|
| African Americans | Their position in 1865, Reconstruction, white reaction and discrimination; the role of African Americans in gaining civil rights (e.g. Booker T Washington, Dubois, Martin Luther King, the Black Panthers); the roles of Federal (Presidents, Congress and Supreme Court) and State governments in the struggle; the role of anti and pro-civil rights groups; the Civil Rights Movement to 1992. |
| Trade Unions and Labour rights | Union and Labour rights in 1865; the impact of New Immigration and industrialisation on union development; the role of Federal governments in supporting and opposing union and labour rights; the impact of the World Wars on union and labour rights; the significance of the 1960s; Chavez and the UFW; significance of the Reagan era. |
| Native American Indians | Their position in 1865; the impact of the Plains Wars (1854–1877); the impact of the Dawes Act 1887, of the acquisition of US citizenship 1924, of the New Deal, of the American Indian Movement in the 1960s and 1970s; Native Americans and the Supreme Court; Native American pressure groups. |
| Women | Their position in 1865; the impact on women's rights of the campaign for prohibition; the campaign for women's suffrage; the New Deal; the World Wars; the rise of feminism and its opponents, Roe v Wade 1973, the campaign for the Equal Rights Amendment; changing economic and employment opportunities. |

| Depth studies | Content – Learners should be aware of debates surrounding the issues outlined for each in-depth topic: |
|---|---|
| Civil rights in the 'Gilded Age' c.1875-c.1895 | Nature and extent of progress in civil rights in this era; the varied impact of industrialisation on women, African-Americans and workers, and the nature and effectiveness of their responses; nature and effectiveness of government policy towards civil rights issues including varying attitudes of Presidents, Congress and Supreme Court and State governments; the impact of Westward Expansion on civil rights: Native American Indians, women, workers and African Americans; nature and extent of north-south and east-west divides as they relate to civil rights |
| The New Deal and civil rights | Situation of women, African Americans, Native American Indians and workers and trade unions by 1932; Roosevelt and the New Deal – motives as regards minority groups; how far the New Deal improved economic status and civil rights for women, African Americans, Native American Indians and workers and trade unions; nature, extent and effectiveness of opposition to relevant parts of the New Deal especially the Second New Deal and workers' rights. |
| Malcolm X and Black Power | Malcolm X as a civil rights leader: aims and motivations, methods, extent of success, and nature and extent of change in these over time; reasons for the rise of Black Power; development of the Black Power movement and impact on other civil rights groups and approaches, such as Non-Violent Direct Action; extent of success of the Black Power movement and its impact on civil rights for African Americans; relationship of Black Power with other civil rights causes, including women and workers. |

INSTRUCTIONS: As you complete the activities in this booklet, fill in the definitions for the key words.

| Key Words | |
|--------------------------|--|
| Civil Rights | |
| Constitution | |
| Constitutional Amendment | |

Context: The USA in 1865

INSTRUCTIONS: As you read the information, answer the questions.

Context: the USA in 1865

To understand the progress of civil rights in the USA since 1865, it is necessary to know something of the background. The USA was a relatively new nation. It gained its independence from Britain in 1783 and in 1787 established a **constitution**, by which it is still governed. The USA is a republic, a state without a monarch, which made it unusual in the eighteenth century, and it was seen as an experiment in government. Initially, only the more prosperous citizens voted and took part in government, but in the 1830s the USA became more democratic. When divisions in the republic resulted in a bitter civil war from 1861 to 1865, many in Europe expected that the USA would cease to exist and that two separate nations would emerge in North America. But the union held, and was the basis for continued westward expansion and the emergence of the USA as a world superpower.

The government of the USA

In 1776, the **thirteen colonies** rebelled against Britain, the mother country since the sixteenth century, and declared themselves independent. The language of the Declaration of Independence of 1776 was striking:

We hold these truths to be self evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.

This was a very revolutionary idea – that people had the right to rebel against governments which ignored their rights – as it went against the idea that subjects had the duty to obey their rulers. The claim that all men were equal was a very strong statement in a period where there were widely accepted class divisions. However, the declaration was not really compatible with slavery (see page 2).

The separate colonies had come to together to fight Britain, but there was no certainty that a permanent new country would be formed. However, in 1787, Philadelphia hammered out a constitution which was eventually agreed to by the former colonies. This has endured to the present and is still the basis of US government.

Despite fears of repeating the ‘tyranny’ of the British government, an overall government under a president elected every four years was set up. This was called the federal government. The president chose its members, and its main responsibility was foreign affairs and defence, although it did have the right to take necessary measures on matters affecting all the colonies and to raise taxes. This executive branch was to be controlled by a series of ‘checks and balances’ to prevent presidents from having too much power.

All laws affecting the colonies had to be approved by a parliament. This consisted of two parts, the Senate and the House of Representatives, together making up Congress or the Legislature. The states were of different sizes in terms of both land and population. The Senate was made up of two senators

KEY TERMS

Constitution A set of rules by which a country is governed. The USA has a federal constitution in which the states have many powers to rule themselves, but there is an overall government for all the states.

Thirteen colonies

The British settled along the Atlantic seaboard in the seventeenth and eighteenth centuries, establishing thirteen colonies which had their own local assemblies but with governors appointed from Britain. The initial settlement in New England (after a failed attempt in Virginia in the 1580s) was by Protestants who were not members of the established Church and were eager to practise their religion without restriction. The colonies were founded at different times and by different groups. The colonies rebelled when Britain tried to increase taxes after 1763 and tried to prevent westward expansion.

Context: The USA in 1865

1992

from each state regardless of its size. So bigger states like Virginia elected the same number of senators as smaller states like Rhode Island. To balance the interests of the larger states, the House of Representatives consisted of elected members based on the population of the different states. The higher the population, the greater the number of representatives. Congress could block proposed laws, just as the president could also veto proposed laws. This ensured that no branch of the government could be too powerful.

Another check was the Supreme Court. This was the highest court in the land. Appointed by the president and approved by Congress, its members could rule that any law – whether initiated by the president or by Congress and even if agreed by both – could be stopped if it violated the constitution.

Initially, the new constitution was designed to protect the liberty of Americans but was not especially democratic. The right to vote was decided by the states, which also had their own elected governors and state assemblies or legislatures. Most restricted voting to richer males. Only later was the general principle of 'one man, one vote' adopted, and women did not vote nationally until 1920. So all people were not equal, and this was especially true of the slaves.

Slavery

The biggest problem that the first European settlers in the sixteenth and seventeenth centuries faced was that of labour. There were too few people to farm the considerable amount of land that was available to them. Attempts to force the Native Americans to work failed, and bringing in indentured labour – people from Britain bound by contracts to work as slaves – did not meet the demand. The solution from the early seventeenth century was to import slaves from Africa. There was a flourishing trade to provide slave labour for colonies in both North America and the Caribbean. Slavery was more widespread in the southern US colonies than those in the north, where the farmers often found forced labour unsuitable for their needs. In the South, where there were more cash crops like tobacco, rice, indigo and cotton, slave labour was used more often.

The picture of large slave plantations run by brutal overseers for the benefit of wealthy Southern planters was not accurate or typical in the early republic. Slaves were valuable and had to be looked after carefully. Most Southerners did not own slaves and smaller units of slave labour were more typical than big plantations.

The expansion of slavery

What transformed slavery was the expansion of cotton farming. Eli Whitney's invention of a machine in 1793 to separate the cottonseeds from the cotton threads revolutionised cotton growing. Cotton too found large-scale markets in the new industrial centres in Britain and to some extent in the textile factories growing in the North. As cotton became profitable, so slavery expanded in the South, where the climate was well suited for growing cotton.

Context: The USA in 1865

In the North, slavery contracted. In the new territories settled by northerners in the north-east after independence, slavery was banned by a law in 1787. But even though some in the North had moral objections to slavery, it could not be banned in the South. Furthermore, when the constitution was drawn up, in order to calculate how many representatives a state would send to the new House of Representatives, the population of each state had to be established. This meant considering the slave population. Slaves could not count as equal to free Americans, but had to be considered, so the formula was that each slave (or 'other persons', other than free people) would count as three-fifths of a free person. This meant that although the constitution did not mention slavery as such, it nevertheless clearly did recognise by the 'three-fifths clause' that slavery existed.

The evils of the slave trade were such that both Britain and the USA made it illegal in 1807 and 1809. It was illegal to bring slaves into the country but not to own them and trade them internally. In some areas slavery was banned – increasingly the Northern states abolished it and then made it illegal. Vermont abolished slavery in 1777 and by 1804 eight Northern states had ended it. But in the South, slavery was growing, driven by profits from cotton. Kentucky, Louisiana, Tennessee, Mississippi, Alabama and Missouri entered the union as slave states from 1792 to 1821.

Sectional divides

As the new republic developed, the North became more urban and industrial while the South remained essentially rural. Their ways of life and outlooks came to differ.

In the North, there was the emergence of abolitionism, a movement opposed to slavery as immoral and incompatible with a modern civilised country. In the South, slavery attracted increasing numbers of defenders and apologists. They defended the economic need for slavery and even claimed it benefited the slaves, despite clear evidence of brutality and exploitation.

The expansion westward

The problem of slavery was made worse by the rapid westward expansion of the USA. This was helped by President Jefferson buying the vast area of land known as Louisiana from France in 1803. Explorers and trappers established trails and made maps, and land-hungry settlers soon followed. A war against Mexico in 1848 added the territories of modern-day California, New Mexico and Arizona. It also confirmed that Texas, established as an independent republic by US settlers, would be part of the union. A gold rush in 1849 opened up the Pacific coast. Immigration into the USA pushed settlers westwards. This raised the question of whether new lands would be open to slavery or not.

Context: The USA in 1865

Controversy over slavery

The South naturally wanted to be able to take slaves westwards. The North feared that possible new slave states would mean domination by the slave culture of the South. There were various compromises attempted to keep a balance between slave and free states, but in the 1850s a bitter controversy emerged in the territories of Kansas and Nebraska with pro- and anti-slave settlers fighting each other. Many in the South feared that the North wanted to end slavery rather than merely restricting its expansion.

American politics

One part of the debate was the creation of a new political party: the Republicans. Previously, party politics had not been so sectional or so much about the issue of slavery. The Democrats had had supporters in both North and South. So had their rivals, the Whigs. However, the Republicans were a party dedicated to restricting the expansion of slavery. The Republicans were concerned with opening up the West for free settlers and developing transport and industry. This had little or no support in the South. Their rivals, the Democrats, became split between those in the North who wanted compromise and those in the South who were increasingly determined to defend the right of slavery to expand at all costs.

The election of 1860

The Republicans chose Abraham Lincoln as their candidate in the 1860 election. Lincoln was the son of poor settlers and had worked as a manual labourer before training himself as a lawyer. He did not advocate ending slavery, but rather restricting its growth. He had made it clear that he wanted slavery to be put on the road to extinction, but only as an eventual development, not immediately. This was too fine a distinction for the South, and Lincoln received his support almost exclusively in the North. Although winning the election of 1860 on a narrow popular vote, his victory sent shockwaves through the South. It came after an attempt by an extreme abolitionist John Brown to start a slave revolt in 1859 and was seen as likely to encourage more attacks on slavery. The Southern states started to leave the union – to secede. The US electoral system left a time gap between the election of Lincoln in November 1860 and his commencement of office in April 1861. In that period the secessionist movement took off.

The war for the union 1861

The issue had shifted to whether Lincoln could allow the South to leave the union. Lincoln's view was plain: he was not in favour of ending slavery where it existed, but his duty was to put down any rebellion against the union which he saw as a permanent and binding agreement, not an arrangement which states could leave if their rights were threatened. Abolitionists were a minority in the North, and popular support for military action came because of a desire to sustain the union as well as hostility to the whole outlook and way of life of

Context: The USA in 1865

the South. For Southerners, the problem was that a threat to slavery was a threat to their whole way of life and racial system. If slavery was ended, then what would become of the 4 million or so African Americans who outnumbered white people in some states? Not all Southerners voted to leave the union and not all Northerners cared for the plight of black slaves, but neither side could find a compromise.

In the end, Lincoln decided to send supplies to the federal garrison in Fort Sumter in Charleston harbour in South Carolina, and the South decided to open fire on the garrison before reinforcements arrived. Once firing began, then full-scale war followed.

The Civil War 1861–5

Few people expected the war to last so long and to be so devastating both in terms of lives lost and physical damage. The South, although economically weaker and with smaller numbers, had simply to hang on and defend its huge territories and hope that its independence would be recognised by Europe. The North had a much larger population and better resources, so it hoped that some decisive battles would end the war quickly. Both sides were mistaken. Campaigns were costly and indecisive. When conclusive conventional military victory proved impossible, the North undertook savage campaigns against the Southern homeland in Georgia and the Shenandoah Valley, destroying and pillaging farms and plantations. As a war measure, Lincoln freed all slaves in rebel-held areas in a proclamation of September 1862. This was a fairly limited gesture as, at that time, Union forces did not hold much Southern territory. With heavy losses, physical destruction and the shock of slavery ending, the war had a devastating effect on the South. It was forced by lack of resources to surrender in April 1865.

The Civil War and the South

There was no certainty that wartime measures would result in the end of slavery. But Congress passed a **constitutional amendment**, the Fourteenth Amendment, which bought this about in 1865. The damage done in the campaigns in the Southern homeland caused bitterness. The heavy loss of life in the fighting, which resulted in 620,000 deaths, fell harder on the South with its smaller population. Also the mismanagement of finance during the war brought about serious inflation and the collapse of the currency in the South.

The racial resentments were demonstrated during the war by Confederate slaughter without mercy of black troops fighting for the Union. The hatred of defeat was shown by the assassination of Lincoln in Washington and attacks on other cabinet members. The backlash following Lincoln's death resulted in a much harsher peace settlement than may well have been imposed had the president lived. Idealistic Radical Republicans, who were morally deeply opposed to slavery and had pushed for constitutional amendments to give civil rights to African Americans, gained more support.

KEY TERM

Constitutional amendment

The constitution could be modified by amendments if changes were agreed by at least a two-thirds majority in both houses of Congress and then accepted by the states. The first ten amendments are known as the Bill of Rights and there have been 27 amendments in all.

Context: The USA in 1865

The USA on the eve of Reconstruction 1865

The gap between North and South had increased as a result of the Civil War. Conflict had stimulated industry in the North. It had not prevented westward expansion, and key elements of the Republican Party policy were implemented by Acts regulating settlement and by the growth of railways opening up the west. The war ensured that the West would be open to free settlers. The culture of the North – independent farmers, industrial development and westward growth – had triumphed over the 'aristocratic' planter culture of the South with its predominantly rural and backward-looking slave economy. That economy was in ruins; slavery had been abolished and the South was left with a key issue of how to deal with 4 million freed slaves. In some areas there were now more black than white American citizens. Politically, the earlier success of the Democrats gave way to a new Republican era dominated by the more radical congressional Republicans. The North stood on the verge of a period of rapid industrial development backed by a strong financial sector and transport developments, both internally and internationally. Its labour needs were met by increasing immigration and its internal market was swelled by urban growth and westward expansion. The South stood on the verge of years of underinvestment and underdevelopment, hindered by backward-looking attitudes and resentment at the semi-colonial status of providing raw materials to a far more economically and politically dominant North.

Chronological Overview: 1865-1992

INSTRUCTIONS: Use the information on the following pages to complete the table below.

| Period | Description |
|---|-------------|
| The Era of Reconstruction 1865-77 | |
| The Gilded Age 1875-96 | |
| Empire, reform and war 1896- 1920 | |

Chronological Overview: 1865-1992

INSTRUCTIONS: Use the information on the following pages to complete the table below.

| Period | Description |
|--|-------------|
| The Roaring Twenties 1920-9 | |
| The Depression and the New Deal 1929-41 | |
| WW2 & the Cold War 1941-60 | |

Chronological Overview: 1865-1992

INSTRUCTIONS: Use the information on the following pages to complete the table below.

| Period | Description |
|--|-------------|
| Reform and reaction: Kennedy, Johnson and Nixon 1960-74 | |
| Ford, Carter, Reagan and Bush 1974-92 | |

Chronological Overview: 1865-1992

A chronological overview of main periods in the USA

The era of Reconstruction 1865–77

The period after the Civil War saw a rapid growth of civil rights for African Americans as a result of the actions of Congress and in the face of opposition from the Southern states. Constitutional amendments indicated that change would be permanent. However, the problems of enforcing political rights were considerable, as the South resorted to violent opposition. By the 1870s, African American rights were being eroded by intimidation, and undermined by poor economic conditions.

Despite their contribution to the war effort on both sides, women did not receive any reward in terms of support for demands for political equality. The war increased divisions within the women's movement, and the post-war period saw a diffusion of energy into other public causes, particularly temperance.

The economy began to become more industrialised, and factories developed, but the rights of workers were limited to what they could negotiate with their employers.

For Native Americans, this period began as it would continue, with attempts by the US government to destroy their culture and lifestyle. They were increasingly driven from their lands by white westward expansion, aided by the development of the railways which cut across the Great Plains.

The Gilded Age 1875–96

This was a period of economic growth when both the state and federal governments were concerned with the social and economic impact of industrialisation and the high level of immigration. The impetus turned from reform to expansion. The South was too important as a market and as a source of raw materials for US governments to alienate, and was allowed to impose its own racial policies and restrictions on African American voting rights. Segregation was officially approved by the Supreme Court in 1896. The political gains of the post-war period were largely wiped out as the participation of African Americans in political life was severely reduced.

Women continued to take an active role in public activities, but there was little progress in achieving the right to vote nationally. The economic diversification and expansion did offer more opportunities in terms of jobs, and an expanding economy needed an educated workforce, so women made progress in education.

Despite the growing economy, the position of workers did not improve much, and this was not helped by the violent actions of some strikers.

The position of Native Americans continued to decline as the reservations on which the US government had forced them to live were gradually reduced in

size, and then replaced by allotments, as a further attempt to assimilate them into American society. This continued to destroy their culture and communal way of life.

Empire, reform and war 1896–1920

This period is also known as the Progressive Era and reflected the response to growing industrialisation. Governments were more willing to contemplate both social and political reform. This had a particular impact on the position of women, who were given the vote nationally in 1919. The growth of temperance campaigns during the First World War helped women to be prominent in public affairs. Following increasing numbers of state decisions to give women the vote, the Nineteenth Amendment of 1920 enfranchised women. This was a huge step, but was not accompanied by changes to bring about social and economic equality.

However, very little was done for the civil rights of African Americans. The period did see the first major organisation to promote civil rights – the National Association for the Advancement of Colored People (NAACP) – although initially this was largely led by white people. Although industrial opportunities led African American workers to migrate northwards, and there were some opportunities in the armed forces, white workers and soldiers resented this progress. The revival of the white supremacist Ku Klux Klan in 1915, growing racial tensions and the policies of an avowedly segregationist president, Woodrow Wilson, culminated in the racial unrest of Red Summer in 1919.

The period saw a rapid growth in union membership but there were still industries which did not have unions.

The Native Americans had mostly lost their lands, but continued to resist assimilation, even if some were to fight on the side of American forces in the First World War.

The Roaring Twenties 1920–9

As the name suggests, this was a time of economic boom and prosperity following the First World War. Women seemed to be enjoying greater freedom, in the form of less restricted dress, more sexual freedom and greater participation in political life. However, given the continuation of double standards, the lack of equal pay and the problems that women faced in rural communities, which did not share the prosperity, there were limitations. In many areas, birth control was frowned on and many gains made by working women in the war were lost in the return to 'normalcy'.

The social changes of the war meant that African American rights became more of a national issue than one that was purely Southern. The persistence of a high level of social repression (at its most extreme in the form of lynching) in the South showed a reluctance to accept change.

Workers gained from rising real wages, and companies often set up their own unions and introduced welfare schemes, but did not allow strikes.

Chronological Overview: 1865-1992

In 1924, the government granted Native Americans citizenship, but this was not what they all wanted; their main concern was still to resist assimilation and preserve their traditional rights and lifestyle.

The Depression and the New Deal 1929–41

The collapse of the world's economy and the ensuing Great Depression ushered in a period of change. Under the leadership of the Democrat President Roosevelt, American women and labour unions saw their position improve, and the government showed an increased willingness to tackle social and economic problems. The lowest paid groups, including African Americans, felt the impact of the Depression most harshly. Although African Americans gained from aspects of the New Deal, there was little political interest in extending their civil rights.

Women often played a role in the New Deal administration, and the first female cabinet minister was appointed, but, in general, women workers lost out when there was greater competition for jobs. Increasingly, it was becoming clear that having the vote in itself did not mean that women were treated as equals in a social or sexual sense, nor that there was economic equality.

Native Americans did benefit from some of the legislation, with some suggesting that there was a New Deal for Native Americans. However, the government still aimed to pursue a policy of assimilation. This meant that much of the legislation did not make a substantial difference.

Although this period saw high unemployment and conflict between workers and employees, significant legislation was passed that helped to improve the position of workers as their rights were increasingly recognised.

The Second World War and the Cold War 1941–60

This period witnessed considerable changes. The government's initial concern in the early 1940s was victory in the Second World War, which required it to mobilise its domestic resources. This helped to revitalise industry, which had not recovered from the Depression, and increased affluence. However, US forces remained segregated throughout the war. Black troops gained new experience and confidence in the armed forces, and a war against Nazi racism and for democracy over fascism raised issues of the need for change at home.

Civil rights groups grew; there was more mobility between South and North, and greater economic opportunity. The South, however, remained opposed to change. The 1950s, with greater prosperity and a more critical outlook, was a key time for change and the conflicts over civil rights became more acute than at any time since the 1860s and 1870s.

In terms of greater rights for women, the suburbanisation of the USA and the fear of change during the Cold War may have led to a period of reaction after the changes and opportunities of the war. The influx of women into traditionally

male occupations, including the armed forces, did not lead to a sustained period of change after 1945, and women were often forced into the stereotypical role of homemaker.

Generally, the period after the war saw some significant reversals, particularly in the rights of workers, as US governments thought they had gained too much power.

The Second World War meant that there were fewer funds to help the Native Americans, and their conditions continued to decline on the reservations, to which some had returned. Although the government encouraged them to move to urban areas, conditions were little better for them there, as they were not welcome in the workforce. The government, more determined than ever to bring about total assimilation, began the policy of termination.

Reform and reaction: Kennedy, Johnson and Nixon 1960–74

Some 35 million Americans were still living below the poverty line in 1960. Improving the lives of these people became the biggest challenge for the USA, and was part of President Kennedy's 'New Frontier' and President Johnson's 'Great Society'. As a result, this period was one of significant change, with ambitious programmes of social reform. These improvements impacted on the position of workers and labour unions, so that while prosperity increased, changes in technology resulted in a decline in union power and influence.

The Republican era of the 1950s had been one of social and political conservatism, but Kennedy's election marked a change of mood. This was seen in an intensification of mass civil rights activities led by stronger organisations and new leaders such as Martin Luther King Jr. This was also seen in the development of a new form of feminism which challenged fundamental assumptions about the nature and role of women. The shock of Kennedy's assassination led to support for Civil Rights Acts passed by Johnson, which harked back to the post-Civil War period in ending segregation and protecting African American voting rights. However, by then, new demands had arisen from more radical African American leaders, and a new radicalism emerged with the Black Power movement.

This was a period of great change for African Americans, and the same was true for Native Americans. The policy of termination was abandoned and government policy changed so that Native Americans gained more control over their own futures as a reform programme was begun.

Ford, Carter, Reagan and Bush 1974–92

The fall of President Nixon following the Watergate scandal created a period of uncertainty in America. The economy was depressed and, under President Reagan, the position of labour unions declined even further.

Ongoing inequality for women, African Americans and Native Americans was still evident and many issues were unresolved by 1992.

Chronological Overview: 1865-1992

African Americans had achieved the political aims that they had been campaigning for, but a new generation found that the more fundamental problems of social and economic inequality had not been tackled. Instead of greater harmony, there was still tension with the continuing agitation by radical groups. The police brutality towards African Americans which had seemed part of an earlier era resurfaced in 1992, and is still a major problem.

The shift away from demands for change being purely political was also seen in the ongoing disputes about women's issues such as abortion, sexism and discrimination in society in general. The number of women in high-earning positions or in leadership roles in politics seemed disappointingly low given the amount of political activity and the degree of social change since 1865.

The start of the period saw previous gains made by the Native Americans continue to grow. However, a declining economic situation in the latter part of the period meant that funds for them were reduced, but at least there was finally recognition of their right to live according to their tribal culture.

How was the USA governed?

INSTRUCTIONS: Use the diagram to answer the questions below.

How is the USA governed?

The United States of America is a republic which has a federal system of government. This means that power is shared between the central government and the governments of each of the individual states. The federal government is situated in Washington DC. The head of state is the president, who heads the executive branch. This branch is separate from the legislature, which discusses laws and has to agree to the people chosen by the president to help him rule. The third branch is the judiciary, the courts for the whole of the USA. Each state has its own executive called a governor. There are state legislatures and state courts.

There is a written constitution (a set of rules by which the country is governed). This dates from 1787 but with amendments passed since then. This sets out the role of the three branches of government.

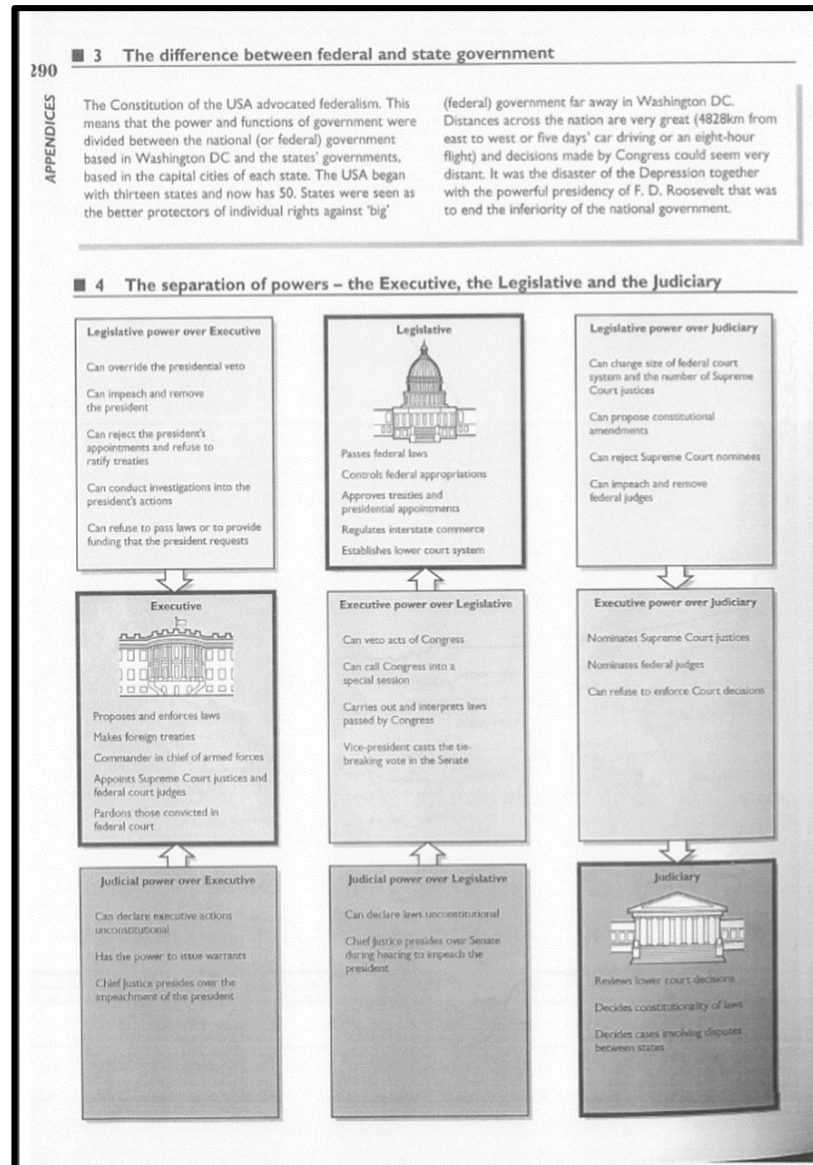
The executive

This is headed by the president, who is elected every four years. The president is responsible for domestic policy affecting the USA as a whole and is also the commander-in-chief and responsible for defence and foreign policy. Usually, presidents have asked Congress to draft laws, but Congress can introduce laws. A cabinet, appointed by the president and approved by Congress, but not elected directly, helps the president to govern.

The legislature

Congress is the legislature, made up of two houses:

- The House of Representatives consists of members who are directly elected. The number of congressmen or congresswomen for each state depends on the size of the state's population.
- The Senate is made up of two elected senators from each state.
- The judiciary is the courts and judges. The Supreme Court, made up of nine senior judges, is the highest court. Its judgments on cases referred to it are final. Its role is to ensure that neither the president nor Congress exceeds the powers given to them by the constitution. If the Supreme Court declares a law unconstitutional, it cannot be passed. There are federal courts throughout the country.



1. What system of government does America follow?
2. How is power shared in a federal government?
3. What was the three different branches of the federal government and who is in charge of them?
4. What is the name of rules used to govern the US?
5. Summarize the role of the executive?
6. What is the role of the legislature?
7. What is the role of the judiciary?

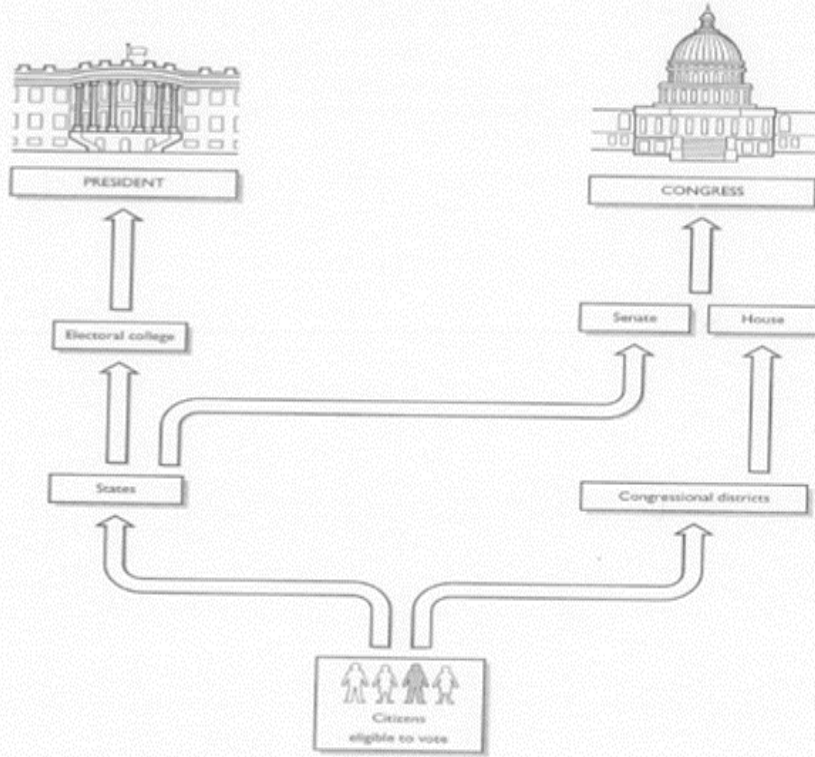
How was the USA governed?

INSTRUCTIONS: Use the information to explain how the constitution can be amended.

■ 5 How the president and Congress are elected

291

APPENDICES



■ 6 How to amend the Constitution

The authors of the Constitution in 1789 recognised that there may be a need to alter some of it at a later date. An Amendment to the Constitution could be made if Congress agreed by a two-thirds majority in the House of Representatives and in the Senate. This then had to be ratified by at least three-quarters of the states. The Amendment would then become law. This has proved surprisingly difficult to do as only 27 amendments have been passed. Of these the Eighteenth (the prohibition of alcohol) and the Twenty-First (the repeal of prohibition),

cancel each other out. The most important ones are: Thirteenth (1865), Fourteenth (1865) and Fifteenth (1870) – concerning civil rights for former slaves Sixteenth (1913) – collection of income tax Nineteenth (1921) – Voting rights for women Twentieth (1933) – Changing the start of a presidential term to January instead of March Twenty-Second (1951) – No one can be elected president more than twice Twenty-Sixth (1971) – Voting rights for eighteen-year-olds.

How can the constitution be amended?

List three important Amendments that have been passed and explain what they did.

How was the USA governed?

INSTRUCTIONS: Summaries the key beliefs of the Republicans and Democrats

Political parties

The USA is now dominated by two political parties: the Republicans and the Democrats. This was not always the case, as in the nineteenth century the Populist Party emerged. However, for much of the period covered by this book you will need only to be aware of the major two parties:

- *Republicans.* They are now associated with conservative policies, a belief in big business and reduced government. However, at the start of the period they were the party of reform that freed the slaves, and its radical members aimed at promoting the rights of African Americans.
- *Democrats.* For most of the period they were associated with progressive reform in the North, but segregation and restriction of African American rights in the South. From the 1930s, they won more support from African Americans and minorities. The major Civil Rights Acts were passed by a Republican Congress in the 1860s but by Democrat presidents in the 1960s.

Problems arise for the presidents when there is a majority from the opposing party in either of the houses in Congress. They can find it hard to pass the laws they want. Presidents can veto laws but if both houses agree with a two-thirds majority, the veto is overridden. The Supreme Court can also block laws by declaring that they are unconstitutional.

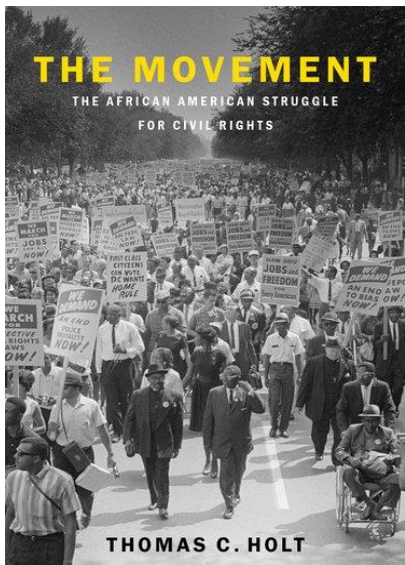
Republicans

Democrats

Introduction to African Americans

Instructions:

- Put the events on the timeline
- Find out what each event was and write a mini-summary to it
- Colour code the event:
 - Green = improved civil rights
 - Red = hindered civil rights



"I HAVE A DREAM
THAT ONE DAY
THIS NATION WILL RISE UP
AND LIVE OUT
THE TRUE MEANING
OF IT'S CREED -
WE HOLD THESE TRUTHS
TO BE SELF-EVIDENT:
THAT ALL MEN
ARE CREATED EQUAL."

Martin Luther King Jr.
7 KPLC



CHAPTER 1

African Americans and civil rights

After the Civil War had ended in 1865, Congress took the lead in passing measures to give African Americans political rights, and several amendments to the constitution enshrined these in law. However, Southern states restricted the voting and civil rights of African Americans. Individuals worked for educational, economic and political progress, and the first major organisation to promote civil rights was founded in 1909, but segregation and discrimination were entrenched in the South. Despite changes brought about by two world wars and the New Deal of the 1930s, significant change did not emerge until the 1950s. Reforms of the 1960s restored political rights and brought legal desegregation, but social and economic inequalities persisted. This chapter will analyse the developments under the following headings:

- ◆ The position of African Americans in 1865
- ◆ The role of the US government in the development of civil rights
- ◆ The role of African American individuals in the development of civil rights
- ◆ The opposition to civil rights
- ◆ The importance of organisations in the development of civil rights

It also considers the debates surrounding the three in-depth topics:

- ◆ Should the Gilded Age simply be seen as a period of reaction and lack of progress in African American civil rights?
- ◆ How much did African Americans benefit from the New Deal?
- ◆ How far did Black Power promote the cause of African American civil rights?

KEY DATES

| | | | |
|--------------|--|-------------|--|
| 1865 | Civil War ended Black Codes passed by interim governments in the South | 1933 | New Deal |
| 1866 | Civil Rights Act | 1942 | Congress of Racial Equality (CORE) founded |
| 1867 | Congressional Reconstruction | 1948 | Desegregation of armed forces |
| 1877 | Hayes-Tilden Compromise | 1954 | <i>Brown v. Topeka Board of Education</i> |
| 1890s | Increase in Jim Crow laws | 1957 | Montgomery Bus Boycott |
| 1896 | <i>Plessy v. Ferguson</i> : Supreme Court accepted 'separate but equal' | 1964 | Civil Rights Act |
| 1909 | National Association for the Advancement of Colored People (NAACP) founded | 1966 | Black Panthers formed |
| | | 1984 | Jesse Jackson stood as Democratic presidential candidate |
| | | 1988 | Jackson's second campaign as Democratic presidential candidate |

African Americans Timeline

1865

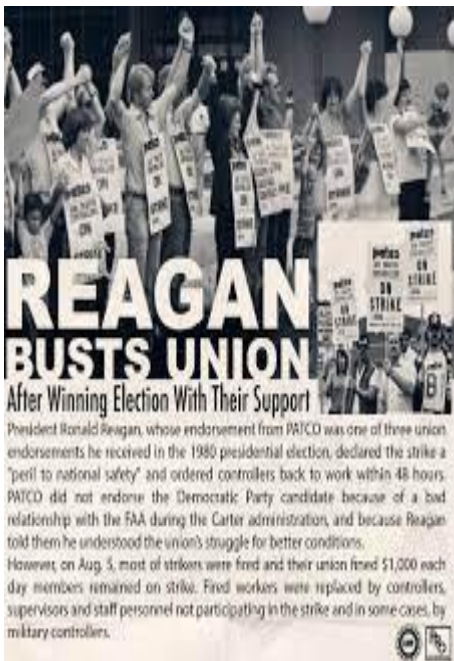
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Introduction to Trade Unions

Instructions:

- Put the events on the timeline
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CHAPTER 2

Trade union and labour rights

The struggle for union and labour rights throughout the period was focused on a number of issues, from the right for unions to even exist to the right of workers to strike. This chapter will consider how, why and the extent to which unions were able to improve the position of their members by considering the issues of union recognition, pay, conditions, collective bargaining and the use of strikes. It will also assess the reasons for improvements in the position of organised labour and the problems faced in achieving its goals, and consider how far the gains made were maintained. The chapter will analyse the developments under the following headings:

- ◆ The position of unions and organised labour
- ◆ Industrial growth and economic change
- ◆ Federal government attitudes and actions
- ◆ The First and Second World Wars
- ◆ Union unity
- ◆ Union action and membership

It also considers the debates surrounding the three in-depth topics:

- ◆ To what extent did improvements in the economy during the Gilded Age benefit workers and unions?
- ◆ Did the New Deal bring about an improvement in the position of workers?
- ◆ Did the Black Power movement help to improve the position of workers?

KEY DATES

| | | | |
|-------------|--------------------------------------|-------------|---|
| 1869 | Knights of Labor founded | 1925 | Brotherhood of Sleeping Car Porters and Maids established |
| 1873 | Molly Maguires | 1933 | NIRA and NRA |
| 1886 | Haymarket Affair | 1935 | Wagner Act |
| | American Federation of Labor founded | 1937 | Congress of Industrial Organizations |
| 1890 | Sherman Anti-Trust Act | 1947 | Taft-Hartley Act |
| 1892 | Homestead strike | 1955 | Merger of AFL and CIO |
| 1894 | Pullman strike | 1970 | Occupational Safety and Health Act |
| 1905 | <i>Lochner v. New York</i> | 1981 | PATCO strike |
| 1914 | Clayton Anti-Trust Act | | |

Trade Unions Timeline

1865

1992



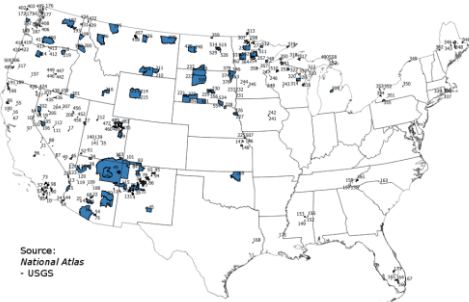
Introduction to Native Americans

Instructions:

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Native American Reservations in the Continental United States



Source:
National Atlas
USGS



CHAPTER 3

Native Americans

The period from 1865 to 1992 saw a significant change in the position of Native American Indians, or Native Americans. For much of the period they made little progress in improving their position or quality of life and it was only in the latter decades that they achieved some progress towards self-determination, which had always been their aim. This chapter identifies the losses and gains made, and analyses the factors that both helped and hindered the development of their rights. The chapter analyses the developments under the following headings:

- ◆ The progress and development of Native American rights
- ◆ Federal government attitudes and actions
- ◆ Native American responsibility
- ◆ Conclusion: the improvement in Native American rights

It also considers the debates surrounding three in-depth topics:

- ◆ To what extent did the Native Americans benefit from the Gilded Age?
- ◆ Did the New Deal improve the position of Native Americans?
- ◆ To what extent did the Black Power movement influence Native American protest?

KEY DATES

| | | | |
|---------------|--|-------------|--|
| 1862-7 | Plains Wars | 1944 | National Congress of American Indians |
| 1876 | Battle of Little Bighorn | 1953 | Policy of termination introduced |
| 1887 | Dawes Severalty Act | 1968 | American Indian Movement (AIM) established |
| 1890 | Massacre at Wounded Knee | 1969 | Siege of Alcatraz |
| 1898 | Curtis Act | 1974 | <i>Oneida v. Oneida and Madison Counties, New York</i> |
| 1905 | Muskogee Convention | 1975 | Indian Self-Determination and Education Assistance Act |
| 1911 | Society of American Indians established | | |
| 1924 | Indian Citizenship Act | | |
| 1934 | Indian Reorganization (Wheeler-Howard) Act | | |

Native Americans Timeline

1865



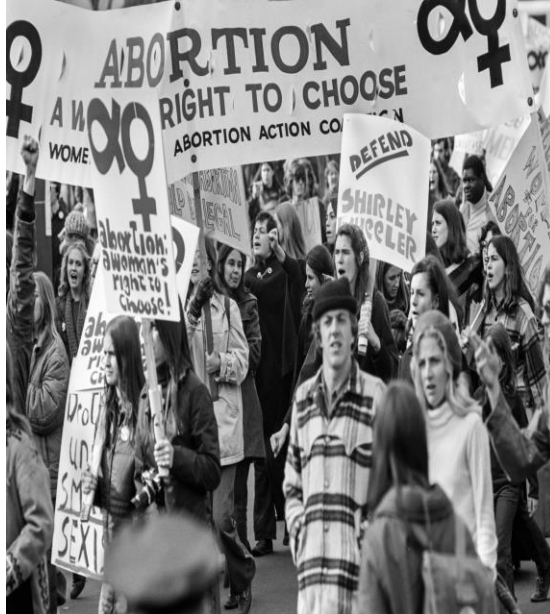
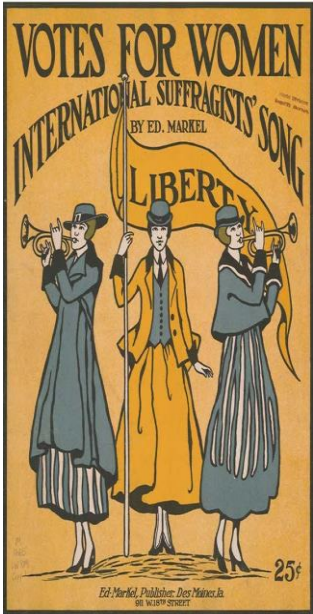
1992



Introduction to Women

Instructions:

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CHAPTER 4

Women and civil rights

The period between the end of the Civil War in 1865 and 1992 witnessed substantial political, social and economic change for women in the USA. This chapter will consider the ways in which women campaigned for the right to vote and hold office, and the consequences of a major political development, the Nineteenth Amendment, which guaranteed all American women the right to vote. Social and economic change did not always accompany political change. The chapter will consider the impact of economic development in the USA on the role of women in the national economy. It will also assess the main elements of social change, notably the family, reproductive and sexual issues, and attitudes in society towards women. The chapter explores these developments under the following headings:

- ◆ The position of women in 1865
- ◆ The campaign for political rights 1865–1960
- ◆ The campaign for political rights 1960–92
- ◆ The main developments of social and economic change 1865–1992

It also considers the debates surrounding the three in-depth topics:

- ◆ What was the extent of the impact of the industrialisation of the Gilded Age on women?
- ◆ How far did the New Deal improve the economic status and position of women?
- ◆ What was the relationship between Black Power and women's rights?

KEY DATES

| | | | |
|-------------|--|-------------|---|
| 1869 | NWSA and AWSA, rival suffrage organisations, founded | 1957 | Number of women and men voting was approximately equal for the first time |
| 1874 | Women's Christian Temperance Union | 1963 | Equal Pay Act |
| 1890 | Formation of the National American Woman Suffrage Association (NAWSA); rival suffrage organisations united | | Betty Friedan's <i>The Feminine Mystique</i> published |
| 1917 | Margaret Sanger set up first US birth-control clinic | 1966 | National Organization for Women founded |
| 1919 | House of Representatives passed the women's suffrage (Nineteenth) Amendment | 1972 | Equal Rights Amendment passed by Congress but never ratified |
| 1933 | Frances Perkins became the first woman in a presidential cabinet | 1973 | In <i>Roe v. Wade</i> , the Supreme Court established a woman's right to abortion |
| 1941 | USA entered the Second World War. Seven million women supported the war effort | 1984 | Geraldine Ferraro was the first woman vice presidential candidate of a major political party (Democratic Party) |

Women Timeline

1865

1992

