

**GCSE (9–1)**

*Delivery Guide*

# **HISTORY A** **(EXPLAINING THE MODERN WORLD)**

J410

For first teaching in 2016

## **The USA 1919-1948: The People and the State**

Version 1



**GCSE (9–1)****HISTORY A (EXPLAINING THE MODERN WORLD)**

Delivery guides are designed to represent a body of knowledge about teaching a particular topic and contain:

- Content: A clear outline of the content covered by the delivery guide;
- Thinking Conceptually: Expert guidance on the key concepts involved, common difficulties students may have, approaches to teaching that can help students understand these concepts and how this topic links conceptually to other areas of the subject;
- Thinking Contextually: A range of suggested teaching activities using a variety of themes so that different activities can be selected which best suit particular classes, learning styles or teaching approaches.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email [resources.feedback@ocr.org.uk](mailto:resources.feedback@ocr.org.uk)

Curriculum Content      Page 3

Thinking Conceptually      Page 4

Thinking Contextually      Page 6

Learner Resources      Page 9

## Content

The non-British depth studies focus on a substantial and coherent short time span and require students to understand the complexity of a society or historical situation and the interplay of different aspects within it. The non-British depth studies focus in particular on the people and the state in a range of countries in the 20th century.

This depth study focuses on the relationship between the people and the state in the USA from 1919–1948.

Students will need to be familiar with the key political, social and economic developments in the period, but the primary focus of the depth study will be on how these events and developments affected different groups within the state. Students will be required to study the following issues:

- the policies of the state, including their aims and implementation;
- the impact of the state on different groups throughout the periods, including different social classes, women, young people, religious and ethnic groups;
- the reasons for, and extent of, support and/or opposition to the state from different groups throughout the periods; and
- the ways in which source material from the time can be used to investigate the issues above, and the challenges presented by the use of primary source material.

**The above issues will be assessed in the examination.**

Key Topics	Content Learners should have studied the following:
<b>The 'Roaring Twenties'</b>	The US economy in the 'Roaring Twenties', including Republican party policies and ideology; area of industry and social groups that did, and did not, experience prosperity; the US government and women in the 1920s, including women's rights movements and the Sheppard-Towner Act; causes, aims, implementation and failure of the prohibition; prejudice and discrimination in the US society, including the Jim Crow Laws and the Ku Klux Klan; the Red Scare, including the Palmer Raids and Sacco and Vanzetti; restrictions on immigration throughout the 1920s; attempts to combat prejudice, including the NAACP and the UNIA.
<b>The 1930s and the New Deal</b>	Economic and social effects of the Great Depression and government response; Presidential election campaigns of 1932; Roosevelt and the First New Deal: the Hundred Days, alphabet Agencies, including Agricultural Adjustment Agency, Civilian Conservation Corps, Federal Emergency Administration, National Recovery Administration and the Tennessee Valley Authority; the Second New Deal, including Works Progress Administration, Social Security Act, Wagner Act, Resettlement Administration and Farm Security Administration; reactions to, and impact of, the New Deals.
<b>The impact of the Second World War on US society</b>	The mobilisation of the US people for the war effort, including propaganda campaigns, war production and its effects, the end of the Depression; increased government and Presidential powers, including control of wages and prices, response of population to US involvement in war; social impact of war, including rationing, tax of luxuries, housing shortages and an increase in divorce; women and the war effort; Japanese internment; the war as the foundation for the Civil Rights movement; the Detroit Race Riots 1943; segregation within the military; Executive Order 8802; desegregation of US troops in 1948.

## Thinking conceptually

The USA units (1919-1948 and 1945-1974) are unique in comparison to the other non-British depth studies that centres can opt to study; whilst the others focus upon countries where the state heavily controlled the lives of their populations, the USA is generally regarded as being the 'Land of the Free'.

Students will, therefore, have the opportunity to explore concepts such as *Laissez Faire*, including its positive and negative impacts, and other Republican policies on US citizens in the 1920s. They will then move on to explore America in the 1930s, when depression had left millions of people desperate and Roosevelt's Democrat government must consider the role of government intervention, in spite of unflattering comparisons made of him to the dictators of Europe and Russia at this time. The Second World War is, undoubtedly one of the greatest forces which shaped the latter half of the twentieth century and our world today, and therefore this unit concludes with students considering how a democratic, capitalist government prepared its country for war and the positive and negative impacts that this had.

The main adjustment for centres familiar with 'The USA 1919-41' unit in previous Modern World History specifications, is that this element of the study requires students to the social, economic, religious, military developments of this era within the context of politics; to what extent are the changes influenced and controlled by the government?

Unlike in previous Modern World specifications, students will also have the opportunity to study the domestic impact of the Second World War on the USA. This enables them to explain and explore the world around us, by considering the steps that the USA took to becoming one of the dominant superpowers.

Many of the controversies students will analyse in this specification concern the extent to which government intervention or lack of it benefitted people from different groups. Therefore students will examine the extent to which politics influenced and impacted upon different groups in society.

Students will be expected to understand the complexity and interplay of different social, economic, political, religious, technological and military aspects within the unit.

## Approaches to teaching the content

### Foundation understanding of the USA, politics and American ideologies:

Since the focus of this unit is the impacts of politics on the people of the USA, it is a good idea to start the unit by teaching students about key concepts. Do not take for granted that students will understand the geography of this nation or the political systems. A couple of introductory lessons exploring the following key concepts will be of great benefit to students:

- Where is the USA? What's the difference between America and the USA?
- What was the 'melting pot'? What happened to the Native Americans?
- What is a state?
- How does the US government work? (Include the house system; federal and etc. state government; role of the president);
- The main political parties of the USA: What's the difference between Republicans and Democrats?
- American ideologies such as the American Dream and Rugged Individualism.

Where it is possible, it is a good idea to study a programme of study at Key Stage three which builds a foundation to these concepts. For example, when studying 'Empire', students could examine European settlement of North America and the impact that this had on the Native American people. Cross curricular links can also be made with subjects such as art, drama and English (literature) where these concepts might already be studied by students.

### Key terms:

One of the challenges of historical enquiry can be that students are required to understand a number of complex terms and concepts. A history student will be required to understand complex areas such as politics and economics of the era that they study and therefore it can often be beneficial to ensure that students have a good understanding of subject specific terminology. Providing them with key word bookmarks can support this (see resource 1). Students can be given strips of card to keep in their books and add key words and definitions to whenever they encounter them. Students are able to move their bookmarks as they progress throughout the unit, ensuring that they are able to refer to them each and every lesson. Alternatively, students could keep a 'dictionary corner' at the back of their exercise book/folder in which they note key words, concepts and definitions, so that they are able to return to these as necessary.

Among the key terms that will also be important to enable students to access the examination, are command words. They should have good understanding of the skills that they are being asked to demonstrate:

Term:	Definition:
Identify	Name an example, idea, event or concept.
Describe	A historical narrative of an event, idea, person or development.
Explain	Giving reasons.
Analyse	Breaking an issue down into components and explaining each of these.
Evaluate	Analysing an issue and then reaching and explaining a final critical judgment.
Interpretation	An attempt to portray and/or make meaning of the past, using evidence, that has been deliberately constructed after the event.
Significance	The importance or consequence of an event, development or individual. What was their impact in the long and short term?

#### Key individuals:

Knowledge of key individuals is also important for students to develop understanding of the complexities of the era. Students could develop a timeline of the Presidents that ruled the USA throughout this era, with images above the line and notes of their policies below. Or students could build up an 'on-line dating agency' or Twitter biography (see resource 2) for these individuals to help summarise and remember their ideas, beliefs and achievements.

#### Historical enquiry and critical thinking:

Students should also be taught the skills of historical enquiry and critical thinking. Within this specification primary sources should be used to deepen students' understanding of events, trends and developments as well as to heighten their empathetic understanding of how different groups felt about them. Being able to analyse such sources for their meaning; purpose; use and interpretation are areas which will all support students in being able to develop historical enquiries and to ask searching and relevant questions of the eras they study. A wealth of engaging and useful sources can be found in text books and online, with the Library of Congress being an excellent place to start collating material that could be of interest to your students: <https://www.loc.gov/>.

In the final examination students there will be either four or five questions for students to answer.

Some years the question papers will be structured as follows:

Question	Type of question	AO1 marks	AO2 marks	AO3 marks	AO4 marks	SPaG marks	Total Marks
5	Describe...	4					<b>4</b>
6	Explain...	4	4				<b>8</b>
7	Source comparison question...			10			<b>10</b>
8	Essay...	7	11				<b>18</b>

Other years the question papers will be structured as follows:

Question	Type of question	AO1 marks	AO2 marks	AO3 marks	AO4 marks	SPaG marks	Total Marks
5	Describe...	4					<b>4</b>
6	Explain...	4	4				<b>8</b>
7a	Source question...			5			<b>5</b>
7b	Source question...			5			<b>5</b>
8	Essay...	7	11				<b>18</b>

As you can see from the above, in question 7, students will either have to answer two 5 mark source questions or one 10 mark source question. In either case, students will always have two sources to deal with. Both of these options will be of a comparable standard.

In questions 6 and 8, students will be required to understand second-order historical concepts. Second-order historical concepts include: continuity, change, cause, consequence, significance and similarity and difference within situations.

Activities:	Resources:
<p><b>Resource 1:</b></p> <p>Key words bookmark.</p> <p>Students use their bookmark to record correct spellings of key words as well as a definition.</p> <p>Some examples of words are included on the template shown below, but students can also add their own throughout their studies. Adding key words can also make useful starter and plenary activities to bridge and consolidate learning.</p>	<p><b>R1</b></p>
<p><b>Resource 2:</b></p> <p>Researching key individuals and summarising them in 'Twitter' bio.</p> <p>Students are challenged to sum up the beliefs, actions, achievements and significance of key individuals in no more than 140 characters. This enables them to build up a glossary of the people who influenced the era, which can be referred back to during subsequent lessons, as well as being used for revision.</p> <p>This task can be differentiated by providing summaries of each individual to be used by lower attaining students.</p> <p>The task can also be used as a plenary at the end of a lesson/series of lessons examining an individual.</p> <p>At the end of the unit, students could also assess the significance of each individual by either creating a set of 'Top Trump' cards in which they compare and contrast each individual using criteria of their own choosing, or by cutting out each of their bios and working in a group to discuss their ideas so that they can organise the bios in order of significance.</p>	<p><b>R2</b></p>

Activities:	Resources:
<p><b>Resource 3:</b></p> <p>Analysing and evaluating the relative significance of causes.</p> <p>Students are given a set of factor cards which explain the causes of the economic boom in the 1920s. These can be used for a number of tasks: students could prioritise them in order of which they feel were the most significant.</p> <p>Alternatively, students could arrange them into groups to show how causes linked together. They could be given categories into which to sort the causes (for example: Policies of the Republican governments; the First World War; increased consumerism; technological advances; the cycle of prosperity) or could come up with their own captions, depending on their level of prior and expected attainment. Higher ability students could be given information about each cause and then could ‘think, group, sort’ by writing out ideas on sticky-notes or square of paper and then sort these into groups, which they then given captions too, rather than being given these completed cards.</p> <p>This is an example of an activity that encourages students to develop critical thinking skills in processing information, creative thinking and categorising. It can be adapted for other key ideas within the unit.</p>	<p><b>R3</b></p>
<p><b>Resource 4:</b></p> <p>Primary sources can be used as ‘hooks’ to engage students in empathetic understanding or to get them to consider different interpretations of events.</p> <p>In this activity, students are asked to analyse what the message of a satirical cartoon is. They are given steps to complete in order to break down what they see and connect it to their own understanding of events.</p> <p>This template can be used with a number of primary sources and could also be adapted to help students analyse the utility or purpose of primary sources.</p> <p>Good websites to find relevant visual sources include: the Library of Congress (<a href="https://www.loc.gov/about/">https://www.loc.gov/about/</a>) and the British National cartoon archives (<a href="https://www.cartoons.ac.uk/">https://www.cartoons.ac.uk/</a>). Although the latter of these is a British site there is still a plethora of cartoons commenting on relevant issues.</p>	<p><b>R4</b></p>

Activities:	Resources:
<p><b>Resource 5:</b></p> <p>Students are often able to explain the impact of events of different groups in isolation, but when asked to compare and contrast these groups or analyse the impact on them over a wider arc of time, students can often struggle.</p> <p>Therefore, resource 5 enables students to create an overview of the positive and negative impact that different events and developments had on the key groups.</p> <p>This resource is better enlarged to A3 to allow students more space to write in.</p> <p>It can also be completed as a whole class activity, in which different teams focus on one group or decade and then present their ideas to the rest of the class.</p>	<p><b>R5</b></p>



# Resource 1:

Throughout this unit, add the correct spelling and definitions of the key words that you use.

Throughout this unit, add the correct spelling and definitions of the key words that you use.

**Key word bookmark:  
Non-British Depth Study:  
The USA 1919-48.**

**Economic**

**Boom**

**Assembly Line**

**Credit**

**Natural Resources**

**Laissez faire**

**Tariffs**

**Trusts**

**Taxation**

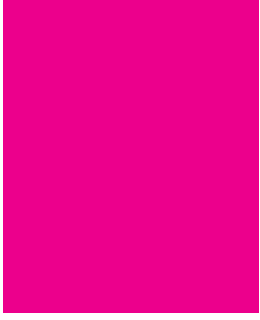
**Republicans**

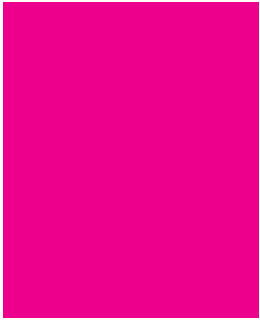
**Key word bookmark:  
Non-British Depth Study:  
The USA 1919-48.**

## Resource 2:

---

- Build up Twitter bios for each of the key individuals that you study.
- This will help you work out who was significant and why, but the skill of summarising your ideas will also help you when you come to revise.
- Each bio can be no longer than 140 characters.
- Add an image by finding a photograph on the internet or drawing a caricature. This will help you recognise each individual if you are asked to analyse a visual source about them.

	<b>Name:</b> _____ <b>Bio:</b> _____ _____ _____ _____ _____
---	---

	<b>Name:</b> _____ <b>Bio:</b> _____ _____ _____ _____ _____
---	---

	<b>Name:</b> _____ <b>Bio:</b> _____ _____ _____ _____ _____
---	---

Learner Resource 3

Resource 3:



Henry Ford developed the assembly line during the First World War. After the war this was used in factories across America to speed up production.

America was rich in natural resources such as coal and timber.

Advertising techniques were developed. These often used ideas that had been used for propaganda during the war.



New goods like the vacuum cleaner and radio were invented.

The Republican government brought in tariffs which made foreign goods more expensive.

People could buy on credit, which meant that they could pay for goods later, or in instalments.



The Republican government lowered tax rates so that people could afford to buy more things.

Weak trade unions.

The Republican governments believed in '*Laissez Faire*', they did not get involved in the way businesses ran.

Increased employment.

America had one way trade during the First World War which kick started industry in the 1920s.



War bonds were sold in the war, this got people used to buying stocks and shares and they continued to do this in the 1920s, so industries had more investment.



Life was good so people were confident. They no longer felt that they had to 'save for a rainy day'.

Mail order catalogues meant that people could buy goods even if they lived in remote areas.

Electricity had been developed. This was a cheap way to power factories and led to the production of new goods like refrigerators.

## Resource 4:

---

**Source A:**

**Provenance:**

**Step 1: When was the cartoon created?**

Can you think of any events that were happening at this time? Is the cartoon connected to any of these?

**Step 2: Who made the cartoon?**

Do we have any information that might help us work out what their message/opinion might be?

**Step 3: What is the cartoonist's opinion about the event/person?**

Positive

Negative

**Step 4: What evidence can you find in the cartoon to prove that this is the cartoonist's opinion?**

**Step 5: Put the source in context: what do you know about these events that can be used to prove that some people felt this way?**

		Rich	Poor	Ethnic minorities	Women	Young People	Religious groups
The 'Roaring 1920s'	+						
	-						
The 1930s and the New Deal	+						
	-						
The impact of the Second World War	+						
	-						



We'd like to know your view on the resources we produce. By clicking on the 'Like' or 'Dislike' button you can help us to ensure that our resources work for you. When the email template pops up please add additional comments if you wish and then just click 'Send'. Thank you.

If you do not currently offer this OCR qualification but would like to do so, please complete the Expression of Interest Form which can be found here: [www.ocr.org.uk/expression-of-interest](http://www.ocr.org.uk/expression-of-interest)

#### **OCR Resources:** *the small print*

OCR's resources are provided to support the teaching of OCR specifications, but in no way constitute an endorsed teaching method that is required by the Board and the decision to use them lies with the individual teacher. Whilst every effort is made to ensure the accuracy of the content, OCR cannot be held responsible for any errors or omissions within these resources. We update our resources on a regular basis, so please check the OCR website to ensure you have the most up to date version.

© OCR 2015 – This resource may be freely copied and distributed, as long as the OCR logo and this message remain intact and OCR is acknowledged as the originator of this work.

OCR acknowledges the use of the following content:  
Square down & Square up: alexwhite/Shutterstock.com

Please get in touch if you want to discuss the accessibility of resources we offer to support delivery of our qualifications:  
[resources.feedback@ocr.org.uk](mailto:resources.feedback@ocr.org.uk)

We will inform centres about any changes to the specification. We will also publish changes on our website. The latest version of our specification will always be the one on our website ([www.ocr.org.uk](http://www.ocr.org.uk)) and this may differ from printed versions.

Copyright © OCR 2015. All rights reserved.

#### **Copyright**

OCR retains the copyright on all its publications, including the specifications. However, registered centres for OCR are permitted to copy material from this specification booklet for their own internal use.

## **ocr.org.uk/gcsereform**

### OCR customer contact centre

#### **General qualifications**

Telephone 01223 553998

Facsimile 01223 552627

Email [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

OCR is part of Cambridge Assessment, a department of the University of Cambridge. For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2015 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England.

Registered office 1 Hills Road, Cambridge CB1 2EU. Registered company number 3484466. OCR is an exempt charity.

