

### SCHEME OF WORK: Black Peoples of America

Key Question	Content	Concepts	Resources	Teaching/Learning Activities	Assessment as Evidence
<p><b>1. What was Africa like before the transatlantic slave trade?</b></p> <p><b>Timing:</b> 1 lesson</p>	<p>-Overview of Africa today e.g 54 countries, 2,000 different languages, poorest continent in the world today.</p> <p>-Racist attitudes towards African people held in the 16<sup>th</sup>-19<sup>th</sup> centuries by Europeans; summed up by Scottish philosopher David Hume: 'I am apt to suspect the Negroes to be naturally inferior to the Whites. There scarcely ever was a civilised nation of that complexion'</p> <p><b>BUT EVIDENCE suggests</b> there were advanced ancient and more modern civilisations in Africa such as in the kingdoms of Benin, Kush, Carthage, Aksum, Greater Zimbabwe and Kongo before the slave trade began.</p>	<p>-Knowledge and understanding</p> <p>-Interpretation of evidence</p> <p>-Understanding attitudes</p>	<p>-Map of Africa Today</p> <p>-Facts about Africa today</p> <p>-PowerPoint on African kingdoms before the transatlantic slave trade</p> <p>-Table sheet to go with PowerPoint</p>	<p><b>Starter</b></p> <p>1. Teacher explains that pupils will be learning about the black peoples of America from their beginnings with the transatlantic slave trade and ending with the situation for black Americans in the modern day.</p> <p>2. Teacher explains that this lesson will examine what Africa was like before the horrors of the transatlantic slave trade but to begin, pupils will gain some facts about Africa today. Pupils colour in map of Africa today and stick in books. Pupils then copy out facts in books from fact sheet.</p> <p><b>Development</b></p> <p>1. Teacher explains that Europeans in the 16<sup>th</sup>-19<sup>th</sup> centuries had a very low opinion of Africans and Africa but the evidence shows that in both the past and more modern times, there were very civilised kingdoms in Africa.</p> <p>2. Teacher shows PowerPoint and pupils fill in table and stick in their books.</p> <p><b>Plenary</b></p> <p>Class discussion about how European attitudes were clearly flawed.</p>	<p>1. Pupils can analyse pictures to make inferences about the past.</p>

## YEAR 8/9 SCHEME OF WORK: Black Peoples of America

Key Question	Content	Concepts	Resources	Teaching/Learning Activities	Assessment as Evidence
<p><b>2. Why did the transatlantic slave trade begin?</b></p> <p><b>Timing:</b> 1 lesson 1 homework</p>	<ul style="list-style-type: none"> <li>-European colonisation of the Americas beginning with Christopher Columbus in 1492.</li> <li>-Use of Native Indians to build colonial settlements, farm the land.</li> <li>-Within 100 years of Columbus, 95% of Native Indians were dead because of slavery and European diseases e.g smallpox and measles.</li> <li>-Portuguese began growing sugar in Brazil and was the first colonial power to ship African slaves to the Americas in 1526.</li> <li>-Other European powers such as Spain, Britain, France and Holland set up plantations growing sugar, tobacco, coffee and cotton. Began shipping African slaves to America's e.g John Hawkins from England in 1562.</li> <li>-Development of triangular trade with manillas often used in exchange for slaves.</li> <li>-All social classes in Britain benefited from slavery.</li> </ul>	<ul style="list-style-type: none"> <li>-Knowledge and understanding</li> <li>-Causation</li> <li>-Interpretation of evidence</li> <li>-Understanding attitudes</li> <li>-Significance today</li> </ul>	<ul style="list-style-type: none"> <li>-PowerPoint on why the transatlantic slave trade began</li> <li>-Gap fill sheet on the transatlantic slave trade</li> <li>-Triangular trade booklet (map on page 7)</li> <li>-Character cards</li> </ul>	<p><b>Starter</b></p> <ol style="list-style-type: none"> <li>1. Teacher explains that the forcible removal of African people to the Americas was called the transatlantic slave trade but why did it happen?</li> </ol> <p><b>Development</b></p> <ol style="list-style-type: none"> <li>1. Teacher gives out gap fill sheet and triangular trade map sheet.</li> <li>2. Teacher shows PowerPoint and pupils fill in gap sheet and stick in their books.</li> <li>3. Pupils then colour and stick labels on the triangular trade map sheet and stick in their books.</li> </ol> <p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. In pairs, pupils look at the character cards and then do a spider diagram entitled "How did Britain benefit from the slave trade"? They annotate with the many ways in which Britain benefited.</li> <li>2. Teacher asks pupils to examine the card about the slave. Teacher explains Britain was a very religious country at this time. How can Britain's involvement in the slave trade therefore be explained?</li> </ol>	<ol style="list-style-type: none"> <li>1. Pupils can examine the attitudes of people in the past.</li> </ol> <p><b>HOMEWORK – Research</b> what evidence there is today which shows how Britain profited out of the misery of the slave trade e.g any buildings, treasures, etc paid for with the profits of slavery. Get pictures and label them in your book for next lesson.</p>

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<p><b>3. What were conditions like on the Middle Passage?</b></p> <p><b>Timing: 1 lesson</b></p>	<p>-Conditions on the slave ship e.g slaves chained, stacked on shelves below deck, diseases, death, vomit, etc.</p> <p>-Story behind the hymn 'Amazing Grace' e.g written by a slave ship captain John Newton who later became an abolitionist.</p>	<p>- Knowledge and understanding</p> <p>-Empathy</p>	<p>-Starter PowerPoint about how Britain was built on slavery</p> <p>- Middle passage images</p> <p>-Hard copy story about a slave's journey on the middle passage (see Sam Williams)</p> <p>-You Tube 'Amazing Grace'</p>	<p><b>Starter</b></p> <p>1. Teacher begins lesson by asking pupils what they discovered for homework about how many of our buildings today were built on the profits from slavery. Teacher shows starter PowerPoint images, and then explains that in this lesson, pupils will learn about the horrors of the Middle Passage on which this money was built. Teacher shows Middle Passage images and gives background information e.g. it took on average 2 months to cross the Atlantic; a slave ship could be smelt a 1 mile away on the open sea because the conditions were so disgusting. Slaves were whipped with 'cat o' nine tails' if they did not co-operate as shown by the image of the man with the scarred back.</p> <p><b>Development</b></p> <p>1. Teacher reads the slave's story to the class.</p> <p>2. Class discussion about the story focussing on food, conditions, abuse of slaves, auctions, etc.</p> <p>3. Pupils write key points in their books under the heading "The Horrors of the Middle Passage".</p> <p><b>Plenary</b></p> <p>Teacher plays class 'Amazing Grace' from You Tube. Asks class what they think the hymn is about? Tell them it was written by a slave</p>	<p>1. Pupils can infer from sources.</p> <p>2. Pupils can recap from a story.</p>

				ship captain called John Newton who later campaigned for the abolition of the slave trade.	
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<p><b>4. What was life like on a plantation?</b></p> <p><b>Timing: 1 lesson</b> <b>1 homework</b></p>	<p>-Life on the plantation e.g. hours, conditions, punishments, slave society</p> <p>-Slave spirituals e.g. "Wade in the Water" as a way the slaves tried to maintain morale.</p>	<p>- Knowledge and understanding</p> <p>-Empathy</p> <p>-Source interpretation</p>	<p>- <a href="http://www.bbc.co.uk/education/clips/zst97ty">http://www.bbc.co.uk/education/clips/zst97ty</a></p> <p>Worksheet "Life as a slave in America and the West Indies".</p> <p>Slave plenary picture</p> <p>-You Tube 'Slave Spiritual Story-Wade in the Water'</p>	<p><b>Starter</b></p> <p>1. Teacher begins lesson by showing the BBC clip about life on a plantation. Class discussion about what they have seen.</p> <p><b>Development</b></p> <p>1. Teacher gives out worksheet on 'Life in the West Indies and Caribbean'. Teacher goes through tasks and then pupils complete in books.</p> <p>2. Class discussion about the lives of slaves on plantations and how photographs are useful as evidence. Teacher shows slave plenary picture.</p> <p><b>Plenary</b></p> <p>Teacher explains that the slaves sang slave spirituals to raise morale. Teacher plays You Tube clip 'Wade in the Water'.</p>	<p>1. Pupils can infer from sources.</p> <p>2. Pupils can analyse visual and oral sources to build up a picture about the past.</p> <p><b>HOMEWORK:</b> Pupils write a diary about being captured, sold, transported to America and then sold and their life on a plantation. This should be tea bag stained and illustrated and stuck in books.</p>

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<p><b>5. How was slavery abolished by the British?</b></p> <p><b>Timing: 1 lesson</b></p> <p><b>IMPORTANT – the content in this lesson is needed for an assessment.</b></p>	<p>- Methods used by the Society for the Abolition of the Slave Trade e.g. posters to get message across to the illiterate, boycotting slave picked foods.</p> <p>-Different groups involved in abolition movement e.g. MPs such as William Wilberforce, the lawyer Granville Sharp, ex-slaves Olaudah Equiano and Ignatius Sancho, Susan Cullen (wife of Equiano), Thomas Clarkson, working class and the economist Adam Smith.</p> <p>-Laws banning the slave trade in 1807 and slavery in 1834.</p>	<p>- Empathy -Knowledge and understanding -Causation -Change and continuity</p>	<p>-PowerPoint “Methods used by the Society for the Abolition of Slavery”.</p> <p>-‘Wedgewood Plaque’ starter</p> <p>-‘Abolition of Slavery’ cards</p> <p>-‘Abolition Laws’ sheet</p> <p>-BBC Learning Clips “The Abolitionists”</p>	<p><b>Starter</b> Teacher gives out a Wedgewood plaque to each pupil. They stick in their book under the heading “What were the methods used by the Society for the Abolition of the Slave Trade”. Teacher then shows PowerPoint and pupils jot down points around the plaque.</p> <p><b>Development</b> 1. Teacher divides class into groups of 4. Hands out character cards and table sheet. Each pupil examines 2 or 3 cards. They complete table sheet and then share information with the rest of the group so that by the end of the lesson, the table sheet has been completed.</p>	<p>1. Pupils can work collaboratively. 2. Pupils can empathise with people in the past.</p>

				<p>2. Class discussion about the different groups of abolitionists and the methods they used.</p> <p><b>Plenary</b> Teacher shows BBC Learning clip on 'The Abolitionists'. Teacher gets pupils to copy out 'Abolition Laws' in their books.</p>	
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<p><b>6. 'The work of the white, middle-class campaigners was the main reason why the slave trade was abolished by the British'. Do you agree?</b></p> <p>Timing: Half a lesson and 1 homework</p> <p><b>IMPORTANT</b> –preparation for assessment, to be done at home.</p>	<p>- Assessment which is a detailed essay looking at the different groups involved in the campaign for the abolition of slavery e.g. white middle class, white working class and black people.</p>	<p>-Knowledge and understanding</p>	<p>-Assessment sheet</p> <p>-SEN Assessment sheet with writing frame</p>	<p>1. Teacher gives out appropriate assessment sheet and goes through success criteria, making clear that in order to achieve highly, the pupils need to carry out independent research.</p>	<p>1. Pupils can write a two sided essay which includes evidence both from class and personal research.</p> <p><b>HOMEWORK: Write the assessment in books, using personal research and classwork.</b></p>

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<p><b>7. Why did the American civil war break out and why was it significant in the struggle for black equality in USA?</b></p> <p><b>Timing: 1 lesson</b></p>	<p>-America gaining independence in 1776 meant British acts of 1807 and 1833 which ended slavery in British colonies had no impact in USA.</p> <p>-American constitution allowed states to choose whether to have slaves or not; Southern states continued to use slaves whilst the Northern ones did not.</p> <p>-Harriet Tubman and the Underground Railroad helped slaves from the South escape to free states in the North or Canada where slavery had been banned.</p> <p>-Abolitionist cause became popular amongst both white</p>	<p>-Knowledge and understanding</p> <p>-Causation</p> <p>-Change and continuity</p> <p>-Significance</p> <p>-Role of the individual</p>	<p>-‘How did slaves resist in America’ PowerPoint starter</p> <p>- Starter worksheet</p> <p>-American civil war sheets</p> <p>-Blank map of American Civil War</p> <p>- “I wish I was in Dixie”</p> <p><a href="https://www.youtube.com/watch?v=k-s51B66SI4">https://www.youtube.com/watch?v=k-s51B66SI4</a></p> <p>- “Battle Hymn of the Republic”</p> <p><a href="https://www.youtube.com/watch?v=p5mmFPyDK_8">https://www.youtube.com/watch?v=p5mmFPyDK_8</a></p>	<p><b>Starter</b></p> <p>1. Teacher gives out starter worksheet and goes through PowerPoint. Pupils write down points on the starter worksheet about the Underground Railroad and calls for abolition, etc.</p> <p><b>Development</b></p> <p>1. Teacher explains that the election of Abraham Lincoln as President in November 1860 scared the South because he wanted to end slavery. This led to a brutal 4 year Civil War in America.</p>	<p>1. Pupils understand why American civil war broke out and its significance for black Americans with the Emancipation Proclamation.</p> <p>2. Pupils recognise that black Americans were still not treated equally i.e segregated units in the army until 1948.</p>

	<p>people such as Harriet Beecher Stowe ("Uncle Tom's Cabin") and blacks such as Frederick Douglass.</p> <ul style="list-style-type: none"> <li>-Election of Abraham Lincoln as President in 1860 scared South because he wanted to end slavery.</li> <li>-1861 11 states in the South broke free from the Union and set up the Confederacy led by Jefferson Davis to keep slavery.</li> <li>-Lasted 4 years with 620,000 deaths. Worst battle was Gettysburg with Lincoln delivering his Gettysburg address.</li> <li>-179,000 blacks fought for the Union.</li> <li>-1863 Emancipation Proclamation freed all slaves in USA and sealed affection for Lincoln in the black community.</li> <li>-1865 Union victory.</li> </ul>			<p>2. Teacher gives out Civil war sheets and map. Read as a class.</p> <p>3. Pupils create a fact page on the American civil war, including pictures using the sheets for information. Pupils colour code their maps showing the Union states and the Confederacy.</p> <p><b>Plenary</b></p> <ul style="list-style-type: none"> <li>-Teacher explains that songs were an important part of the war and plays "I wish I was in Dixie" for the Confederacy and "Battle Hymn of the Republic" for the Union.</li> </ul>	
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<p><b>8. Did black Americans gain equality in the 'Reconstruction period'?</b></p> <p><b>Timing: 1 lesson</b></p> <p><b>1 homework</b></p>	<ul style="list-style-type: none"> <li>- Assassination of Abraham Lincoln April 14<sup>th</sup> 1865 by John Wilkes Booth.</li> <li>-Reconstruction period with Freedmen's Bureau setting up schools, and 14<sup>th</sup> and 15<sup>th</sup> Amendments to the Constitution which stated that black people were full US citizens and had the right to vote.</li> </ul>	<ul style="list-style-type: none"> <li>-Knowledge and understanding</li> <li>-Change and continuity</li> <li>-Significance</li> </ul>	<ul style="list-style-type: none"> <li>-Starter PowerPoint</li> <li>-Worksheet on 'Reconstruction after the Civil War'</li> <li>-Plenary PowerPoint on segregation</li> <li>- 'Strange Fruit' by Billie Holliday on YouTube</li> </ul>	<p><b>Starter</b></p> <p>1. Teacher shows starter PowerPoint about the assassination of Abraham Lincoln. Did this mean blacks in the South would gain equality?</p> <p><b>Development</b></p> <p>1. Teacher explains that after the defeat of the Confederacy in the Civil War, the 'Reconstruction' period began which focussed on helping freed slaves. Did black people gain equality then?</p>	<p>1. Pupils understand how blacks in the South only really gained rights in the short term.</p> <p><b>HOMEWORK</b></p> <p>Find out 10 facts about the Ku Klux Klan and include a picture.</p>

	<p>-Black freed slaves largely became sharecroppers meaning they only got a share of the crop and were always in debt to former masters who they had to buy seed, tools from.</p> <p>-Black Codes and Jim Crow laws made segregation in the South legal as long as facilities were “separate but equal”.</p> <p>-Ku Klux Klan was set up in 1865 to terrorise freed slaves and later Catholics, Jews, immigrants.</p>			<p>2. Class reads worksheet on the Reconstruction period, discusses content and then answers the question “The end of the American Civil War brought equality for black Americans in the South”. Discuss.</p> <p><b>Plenary</b></p> <p>- Teacher shows Plenary PowerPoint’ whilst playing ‘Strange Fruit’ by Billie Holliday.</p> <p>- Teacher asks pupils what they think the song is about (answer the lynching of black people who were hung from trees in the South by KKK).</p>	
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<p><b>9. Was the ‘Great Migration’ North a success?</b></p> <p><b>Timing: 1 lesson</b></p>	<p>- Causes of ‘Great Migration’ North e.g to escape segregation and Jim Crow, to gain industrial jobs e.g in car industry in Detroit.</p> <p>-Between 1910-1940, approximately 1.7 million black people moved North</p>	<p>-Knowledge and understanding</p> <p>-Causation</p> <p>-Change and continuity</p> <p>-Attitudes</p>	<p>-Starter PowerPoint</p> <p>-Worksheet on ‘Migration to the North’</p> <p>-Blank map of USA</p> <p>-Map of USA showing states and major cities</p> <p>-Plenary PowerPoint on Harlem Renaissance with You Tube clips showing dancers at the ‘Cotton</p>	<p><b>Starter</b></p> <p>1. Teacher shows starter PowerPoint and asks what the image is showing. Black people moving to the cities of the North. Why?</p> <p><b>Development</b></p> <p>1. Class read ‘Migration to the North’ sheet and discuss</p>	<p>1. Pupils understand attitudes in the past.</p>

	<p>- Segregation and discrimination existed in the North e.g in housing, facilities such as beaches in Chicago. In employment, there was a phrase “last to be hired and first to be fired”.</p> <p>-BUT Harlem Renaissance showed small improvements for black people e.g black artists, musicians, poets and writers centred in Harlem district of New York. Famous ‘Cotton Club’ where Duke Ellington and Ella Fitzgerald performed.</p> <p>-Black leaders e.g Booker T Washington who set up Tuskegee Institute to train blacks, WEB Dubois who set up the NAACP and Marcus Garvey who promoted black nationalism.</p>		<p>Club’ and Ella Fitzgerald singing “Summertime”.</p>	<p>i.e cities with largest black populations today show that many black people did actually remain in the South.</p> <p>2. Pupils do tasks shown on the worksheet.</p> <p><b>Plenary</b></p> <p>- Teacher shows Plenary PowerPoint’ with embedded You Tube clips of the ‘Cotton Club’ and Ella Fitzgerald. Teacher explains that although the ‘Cotton Club’ had black performers, only white people were allowed in the audience. How does this sum up the position of blacks in the North?</p>	
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<p><b>10. Why were black people in</b></p>	<p>-Murder of 14 year old Emmett Till for ‘wolf whistling’ a white</p>	<p>- Ethnic diversity -Chronology -Interpretation</p>	<p>-Clue cards -Task sheet -Motive sheet</p>	<p><b>Starter</b></p> <p>1. Teacher divides class into groups of 4 and gives</p>	<p>1. Pupils can empathise with people in the past by</p>

<p><b>America angry in 1955?</b></p> <p><b>TIMING: 1 lesson and 1 homework</b></p>	<p>woman. All white jury found the murderers innocent and they later sold their story for \$4,000 because of the 'double jeopardy' rule.</p> <p>-Murder ignited black Americans because open casket funeral of Emmett Till showed extent of violence</p>	<p>-Causation -Significance</p>	<p>-Character cards - You Tube "The Murder of Emmett Till-Documentary in HD" from 33.41 -'Why was the Emmett Till case so important?' cards</p>	<p>each girl a motive sheet each, character cards each and 1 task sheet per group and 1 set of clue cards per group.</p> <p>2. Pupils do tasks which involve dividing the cards into two piles and completing the character cards.</p> <p>3. They then have to complete the motive sheet and stick in their books.</p> <p><b>Development</b></p> <p>1. Watch YouTube from 33.41 until the end. Discuss what the video showed about how racist America was.</p> <p><b>Plenary</b></p> <p>1. Teacher sticks around the room the 3 'Why was the Emmett Till case so important?' cards and asks the pupils to go and stand by the card which they think explains why this case made black Americans so angry.</p> <p>2. Teacher asks the pupils to justify their decision</p>	<p>studying evidence which shows appalling racism.</p> <p><b>HOMEWORK</b> – write a newspaper article about the Emmett Till murder and stick in your book.</p>
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<p><b>11. How did the civil rights movement try to gain equality in education? Part 1 (Law Courts): Brown v Board of Education</b></p> <p><b>Timing:</b> <b>1 lesson</b></p>	<p>- To understand the role played by the NAACP which challenged racist laws through the law courts e.g Brown v Board of Topeka, Kansas 1954</p> <p>-To recognise that although segregation in education made illegal after 1954, the Supreme Court did not set a deadline and so many schools refused to integrate.</p>	<p>- Significance</p> <p>-Ethnic diversity</p> <p>-Causation</p> <p>-Change and continuity</p> <p>-Source analysis</p>	<p>-Starter PowerPoint slide</p> <p>- Fact Sheet on Brown v Board of Education 1954</p> <p>-Activity sheet on Brown v Board</p> <p>-PowerPoint slide about lack of integration by Herbert Block</p>	<p><b>Starter</b></p> <p>Show PowerPoint slide of Linda Brown on her first day at previously all white school. Ask class “What is this photograph showing”? “What impression do you get from this photograph”? Teacher explains that in 1954 the girl’s father supported by the NAACP succeeded in getting the Supreme Court to state that segregation in education was unconstitutional.</p> <p><b>Development</b></p> <p>1. Hand out fact sheet and activity sheet to each pupil. They complete activity sheet and stick in their books.</p> <p><b>Plenary</b></p> <p>1. Teacher shows PowerPoint slide of Block’s cartoon to class. Discussion about what this shows. Was Brown v Board of Education ruling a success?</p>	<p>1. Pupils can analyse sources for inference and purpose.</p> <p>2. Pupils can debate the success/failure of the Brown v Board of Education ruling using evidence to back up their points.</p>

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<p><b>12. How did the civil rights movement try to gain equality in education? Part 2 (Getting support of the President): Little Rock Nine</b></p> <p><b>Timing: 1 lesson and 1 homework</b></p>	<p>- To understand widespread opposition to integration in schools by examining the case of the 'Little Rock nine'.</p> <p>-To understand why President Eisenhower went against the decision of the State Governor of Arkansas by examining the case of the 'Little Rock Nine'.</p> <p>-Analysing sources (GCSE skill).</p> <p>-Source A – look at National Guard not protecting Elizabeth Eckford, look at adult women intimidating a 15 year old black girl, look at how dignified Eckford looks.</p> <p>-Source B – shows school integration has taken place, but staged, gives no facts.</p> <p>-Source C – shows levels of white opposition and violence against school integration but written by black supporter of Little Rock 9 so could be exaggerated.</p>	<p>- Significance</p> <p>-Ethnic diversity</p> <p>-Causation</p> <p>-Change and continuity</p> <p>-Source analysis</p>	<p>- PowerPoint of Elizabeth Eckford</p> <p>-'The Little Rock 9 on Oprah' clip on You Tube</p> <p>-'Eyes on the Prize episode 2'</p> <p>-Little Rock information sheet</p> <p>-Analysing sources sheet</p> <p>-How to answer sources question sheet</p>	<p><b>Starter</b></p> <p>Show PowerPoint slide of Elizabeth Eckford on first day at previously all white school. Ask class "What is this photograph showing"? "What impression do you get from this photograph"? "Why do you think this photograph became so famous"? Teacher tells class- white girl in the photo, Hazel Massery apologised later for her behaviour and appeared on the Oprah Winfrey show in 1996. Show You Tube clip 'The Little Rock 9 on Oprah'.</p> <p><b>Development</b></p> <ol style="list-style-type: none"> <li>1. Read the information sheet on the 'Little Rock 9'.</li> <li>2. Show You Tube clip 'Eyes on the Prize Episode 2' from 7.34 mins to 30 mins. Pupils make notes/discuss at the end.</li> <li>3. Analyse the sources as a whole class.</li> </ol> <p><b>Plenary</b></p> <p>Go through how to do sources questions for homework.</p>	<ol style="list-style-type: none"> <li>1. Pupils can analyse sources for purpose.</li> <li>2. Pupils can assess attitudes in the past through film.</li> </ol> <p><b>HOMEWORK-</b> Answer the sources questions. They will be marked and a GCSE grade given (using the new number system)</p>

**YEAR 8/9 SCHEME OF WORK: Black Peoples of America**

Key Question	Content	Concepts	Resources	Teaching/Learning Activities	Assessment as Evidence
<p><b>13. Why was the Montgomery bus boycott important in the civil rights movement?</b></p> <p><b>TIMING: 1 lesson</b></p>	<ul style="list-style-type: none"> <li>- Segregation on the buses where blacks sat at the back and whites at the front.</li> <li>-Deliberate decision by Rosa Parks (member of the NAACP) to refuse to give up her seat on a Montgomery bus on 1 Dec 1955.</li> <li>-Decision by black community to boycott the buses.</li> <li>-26 year old Baptist minister, Martin Luther King became the leader of the Montgomery Improvement Association (MIA) to co-ordinate the boycott.</li> <li>-Black community pooled their cars/black taxi drivers picked up people/some white women picked up their maids.</li> <li>-Bus company refused to back down even though 70% of customers were black.</li> <li>-White Citizens Council set up which firebombed MLK's house.</li> <li>-Supreme Court ruled segregation in transport was unconstitutional on <b>20 December 1956.</b></li> <li>-Significant because victory for <b>non-violent direct action</b> and MLK became leader of civil rights.</li> </ul>	<ul style="list-style-type: none"> <li>- Significance</li> <li>-Ethnic diversity</li> <li>-Causation</li> <li>-Change and continuity</li> </ul>	<ul style="list-style-type: none"> <li>- 'Eyes on the Prize-Episode 1' on You Tube from 27 mins – end of the programme.</li> <li>-Video question sheet</li> <li>-'Montgomery Bus Boycott' worksheet</li> <li>-'Montgomery bus boycott plenary' PowerPoint</li> </ul>	<p><b>Starter</b></p> <ol style="list-style-type: none"> <li>1. Teacher explains the pupils will now learn about the first significant victory for the civil rights movement; the Montgomery bus boycott.</li> <li>2. Teacher gives out video question sheet and pupils write on the answers whilst watching the 'Eyes on the Prize' video.</li> </ol> <p><b>Development</b></p> <ol style="list-style-type: none"> <li>1. Whole class reads through the 'Montgomery bus boycott' sheet and discuss significance e.g victory for the use of non-violent direct action and Martin Luther King emerged as leader of the civil rights movement.</li> <li>2. Pupils start to answer questions on the worksheet in their books.</li> </ol> <p><b>Plenary</b></p> <p>Teacher explains the importance of the photograph and the comic illustration on the plenary PowerPoint e.g photo shows Parks being fingerprinted like a common criminal whilst comic shows that King seen as a God like figure after the boycott.</p>	<ol style="list-style-type: none"> <li>1. Pupils understand the significance of the Montgomery bus boycott by studying a range of different sources including video, photographs, etc.</li> </ol>

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<p><b>14. How did the protest marches at Birmingham and Washington DC provide positive publicity for the civil rights movement?</b></p> <p><b>Timing: 1-2 lessons and 1 homework</b></p>	<p>- To understand that Martin Luther King used different methods in his fight for civil rights e.g publicity seeking protest marches using school children at Birmingham, Alabama in 1963.</p> <p>-Birmingham chosen because segregated and Chief of Police, Eugene Bull Connor was a racist, whom King correctly predicted would use violence against peaceful protestors.</p> <p>-Washington Peace March August 1963 all civil rights groups eg SNCC, SCLC, NAACP and CORE marched to Washington DC to put pressure on Kennedy to pass a Civil Rights Bill.</p> <p>-Impact of King's "I have a Dream speech"</p> <p>-President Kennedy's role in civil rights and his assassination on 22 November 1963.</p>	<p>- Causation</p> <p>-Empathy</p> <p>Interpretation of sources</p> <p>-Significance</p>	<p>- You tube clip 'Birmingham 1963' by AmericanHistoryRules 2.41 mins</p> <p>-Worksheet on Birmingham protest</p> <p>-Sheet on March on Washington</p> <p>-PowerPoint with embedded You Tube clips of 'March on Washington' from 15.32 and 'Shooting of President Kennedy'.</p>	<p><b>Starter</b></p> <p>Show You tube clip of Birmingham protest marches. Ask class "What impact would these images have on people"? "Would this publicity be positive/negative for the civil rights movement"?</p> <p><b>Development</b></p> <p>1. Give sheet on Birmingham protests. Read through. Discuss the impact of the photographs and King's 'Letter from Birmingham Jail'. Do tasks in books.</p> <p>3. Show PowerPoint with You Tube clip about the 'March on Washington'. Discuss.</p> <p>4. Read sheet on 'March on Washington'. Make notes in books to help with homework.</p> <p><b>Plenary</b></p> <p>Show PowerPoint with You Tube clip about the shooting of JFK. Discuss.</p>	<p>1. Pupils can empathise with people in the past by analysing picture and video evidence.</p> <p><b>HOMEWORK-</b> Design a front page newspaper article for either display or in books about the purpose of the 'March on Washington' and King's 'I have a dream speech'. Include pictures, adverts etc.</p>

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<p><b>15. Why did the Black Power movement emerge in the 1960's?</b></p> <p><b>Timing: 1 lesson</b></p>	<p>- To understand that despite civil rights legislation many blacks in Northern cities felt alienated from society.</p> <p>-To understand the aims of the different Black Power groups e.g Nation of Islam and Black Panthers.</p> <p>-To understand what impact Black Power had on American society e.g positive impact such as;</p> <p>-recruited the troubled and tried to turn around their lives, set up black businesses, gave 10,000 free breakfasts to ghetto children, promoted black culture but also negative impact e.g; promoted violence and black separatism, street battles with police, race riots.</p>	<p>-Change and continuity</p> <p>-Causation</p> <p>-Empathy</p> <p>-Significance</p>	<p>-‘Important Laws’ sheet</p> <p>-Black Power PowerPoint starter</p> <p>-YouTube ‘James Brown ‘Say it loud, I’m black and I’m proud’.</p> <p>-‘Why did the Black Power movement grow in America in the 1960’s?’ worksheet.</p>	<p><b>Starter</b></p> <p>1. Give pupils ‘Important Laws’ sheet and get pupils to copy out in books. Explain that racism still existed and many young blacks in Northern cities felt Martin Luther King did not represent them, leading to the growth of ‘Black Power’.</p> <p><b>Development</b></p> <p>1. Show ‘Black Power’ PowerPoint and play James Brown song. Teacher explains the content of the PowerPoint.</p> <p>2. Hand out worksheet on Black Power. Read as a class and discuss.</p> <p>3. Get pupils to do activities on the sheet.</p> <p><b>Plenary</b></p> <p>Class debate about whether ‘Black Power’ had a positive or negative impact on the civil rights movement and why?</p>	<p>1. Pupils can hold a historical argument backed up by evidence.</p>

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<p><b>16. To what extent was the civil rights movement a success?</b></p> <p><b>Timing: 1 lesson and 1 homework</b></p>	<p>- Assassination of Martin Luther King on 4<sup>th</sup> April 1968 at the Lorraine Motel in Memphis aged 39.</p> <p>-Arrest and conviction of James Earl Ray.</p> <p>-Election of Barack Obama in November 2008.</p> <p>-Discussion about positives/negatives regarding the position of black Americans today e.g growing black middle class, high profile celebrities such as Oprah Winfrey but also high black unemployment, crime, lack of equality with whites.</p>	<p>- Significance</p> <p>-Change and continuity</p>	<p>-Vimeo clip <a href="https://vimeo.com/75547992">https://vimeo.com/75547992</a> from 39.46 – 43.34 which shows funeral of Martin Luther King.</p> <p>-PowerPoint on assassination of Martin Luther King</p> <p>-You Tube clip <a href="https://www.youtube.com/watch?v=CnvUUauFJ98">https://www.youtube.com/watch?v=CnvUUauFJ98</a> -Barack Obama's 2008 victory speech from 15.00 until 18.25</p> <p>-'Black People in America Today' sheet</p>	<p><b>Starter</b> Teacher explains that on April 4<sup>th</sup> 1968 Martin Luther King was shot dead. Watch the clip showing his funeral.</p> <p><b>Development</b></p> <p>1. Teacher shows PowerPoint on the assassination of Martin Luther King and pupils copy down slides in their books.</p> <p>2. Class discuss the impact of Martin Luther King and teacher shows how the election of Barack Obama shows how much attitudes to black people had changed in USA.</p> <p>3. Teacher shows You Tube clip of Obama's 'Yes we can' victory speech.</p> <p><b>Plenary</b> Teacher asks class "Has Obama improved the position of blacks in America today"? Read sheet on 'Black People in America Today' and copy down points in books.</p>	<p>1. Pupils can assess the significance of both Martin Luther King and Barack Obama.</p> <p>2. Pupils can assess the extent of change and continuity regarding the position of black people in America.</p> <p><b>HOMEWORK</b> For display, pupils do a painting/ poster/ newspaper/model on any aspect of the ' Black Peoples of America' unit.</p>

