

# A level History

## *OCR A Level History (H505)*

### *Unit 3: 'Civil rights in the USA 1865-1992'*



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## A Level course overview

Content overview	Assessment overview	
<p><b>Unit 1: British period study and enquiry</b></p> <p><b>Anglo-Saxon England and the Norman Conquest 1035-1107</b></p>	<p><b>50 marks</b></p> <p><b>1 hour 30 minute paper</b></p>	<p><b>25% of total A Level</b></p>
<p><b>Unit 2: Non-British period study</b></p> <p><b>Russia 1894-1941</b></p>	<p><b>30 marks</b></p> <p><b>1 hour paper</b></p>	<p><b>15% of total A Level</b></p>
<p><b>Unit 3: Thematic study and historical interpretations</b></p> <p><b>Civil rights in the USA 1865-1992</b></p>	<p><b>80 marks</b></p> <p><b>2 hour 30 minute paper</b></p>	<p><b>40% of total A Level</b></p>
<p><b>Unit 4: Topic based essay</b></p> <p><b>A 3000 - 4000 word essay on a chosen topic</b></p>	<p><b>Non-exam assessment</b></p> <p><b>40 marks</b></p>	<p><b>20% of total A level</b></p>

## Assessment Objectives

	Assessment Objective
AO1	Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.
AO2	Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.
AO3	Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

### Assessment objective weightings for each unit



Units	% of A Level			
	AO1	AO2	AO3	Total
<b>Anglo-Saxon England and the Norman Conquest</b>	<b>10%</b>	<b>15%</b>		<b>25%</b>
<b>Russia 1894-1941</b>	<b>15%</b>			<b>15%</b>
<b>Civil rights in the USA</b>	<b>25%</b>		<b>15%</b>	<b>40%</b>
<b>Topic based essay</b>	<b>10%</b>	<b>5%</b>	<b>5%</b>	<b>20%</b>

## 2-year A Level teaching plan

### Year 12

**Mr Britton and Mr Papworth** teach 'Anglo-Saxon and the Norman Conquest' for 3 lessons per week.

**Miss Allen and Mrs Burgess** teach 'Civil rights in the USA' for 2 lessons per week



	Mr Britton/ Mr Papworth	Miss Allen /Mrs Burgess
<b>Half Term 1:</b> September – October half term	Anglo-Saxon England and the Norman Conquest 1035—1107  	Civil rights in the USA 1865-1992  
<b>Half Term 2:</b> October half term – Christmas		
<b>Half Term 3:</b> Christmas – February half term		
<b>Half Term 4:</b> February half term – Easter		
<b>Half Term 5:</b> Easter – May half term		
<b>Half Term 6:</b> May half term – Summer holidays	Preparation for the Topic based essay	

### Year 13

**Mr Athorn** teaches 'Russia 1894-1941' for 2 lessons per week.

**Miss Allen and Mrs Burgess** teach 'Civil rights in the USA' for 2 lessons per week

**Mr Britton** supervises the Topic based essay for one lesson per week

	Mr Athorn	Miss Allen /Mrs Burgess	Mr Britton
<b>Half Term 1:</b> September – October half term	Russia 1894-1941  	Civil rights in the USA 1865-1992  	Topic based essay
<b>Half Term 2:</b> October half term – Christmas			
<b>Half Term 3:</b> Christmas – February half term			
<b>Half Term 4:</b> February half term – Easter			
<b>Half Term 5:</b> Easter – May half term			
<b>Half Term 6:</b> May half term – Final exam			

## Unit 3: Thematic study and interpretations

### Civil rights in the USA 1894-1941

Thematic Study: Civil Rights in the USA 1865–1992	
Key Topics	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 Union 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.

Civil Rights in the USA 1865–1992	
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.

## Teaching schedule for 'Civil rights in the USA 1865-1992'

### Year 12

	<b>Topic</b>
<b>Autumn term</b>	<b>African American civil rights 1865-1992</b> <ul style="list-style-type: none"><li>• The situation in 1865</li><li>• The role of federal and state government</li><li>• The role of African American leaders</li><li>• The role of civil rights organisations</li><li>• Opposition to African American civil rights</li><li>• Turning points</li></ul>
<b>Spring term</b>	<b>Native American civil rights 1865-1992</b> <ul style="list-style-type: none"><li>• The situation in 1865</li><li>• A narrative analysis of the development of Native American civil rights 1865-1992</li><li>• The role of federal government</li><li>• The role of Native Americans</li><li>• Turning points</li></ul>
<b>Summer term</b>	<b>Trade union and labour rights 1865-1992</b> <ul style="list-style-type: none"><li>• The situation in 1865</li><li>• A narrative analysis of the development of trade union and labour rights 1865-1992</li><li>• The role of federal government</li><li>• The role of economic change</li><li>• The role of war</li><li>• The role of internal divisions within the labour force</li><li>• The role of employers</li><li>• Turning points</li></ul> <b>Revision of the Year 12 exams</b>

## Year 13

	<b>Topic</b>
<b>Autumn term</b>	<b>Women's rights 1865-1992</b> <ul style="list-style-type: none"><li>• The situation in 1865</li><li>• A narrative analysis of the development of women's rights 1865-1992</li><li>• The role of federal government</li><li>• The role of women's activism</li><li>• The role of economic change</li><li>• The role of war</li><li>• The role of divisions within the women's movement</li><li>• Turning points</li></ul>
<b>Spring term</b>	<b>Year 13 mock exams</b>  <b>Depth studies and the interpretation question</b> <ul style="list-style-type: none"><li>• The Gilded Age</li><li>• The New Deal</li><li>• Malcolm X and Black Power</li></ul>
<b>Summer term (First half term)</b>	<b>Revision of all topics including timed essay and interpretation question practice</b>



Section A

Read the two passages and then answer Question 1.

- 1 Evaluate the interpretations in both of the two passages and explain which you think is the more convincing explanation of the impact of the New Deal on Trade Union and Labour Rights.

[30]

Passage A

The Second New Deal was more radical than the first as it tried to reform areas which affected ordinary people, such as union rights. Following the 1934 elections, with the left making huge gains, Roosevelt wanted to realign himself with this development. This encouraged a more radical outlook. The first major Act was the National Labor Relations Act, also known as the Wagner Act which was passed in July 1935. Roosevelt was reluctant to become involved in labour relations and did not initiate this act, only giving it his support when it had passed the Senate and was likely to become law. The act was a landmark in US history as it forced employers to recognise unions, forbade the sacking of workers for being union members, gave workers some legal the protection and established the National Labor Relations Board. The Act helped to create a peaceful way to solve labour disputes and end the violence that had characterised industrial unrest in the USA. Its success can be seen in the rise of union membership.

Adapted from: N. Fellows and M. Wells, *History for the IB Diploma: The Great Depression and the Americas 1929–39*, published in 2013

Passage B

It was to stabilise labour relations in the face of industrial unrest that the Wagner Act of 1935 was passed. There were waves of sit down strikes not controlled by the regular union leadership. In 1936 there were 48 and in 1937 477. In Chicago in 1937 a strike at Republic Steel brought the police out, firing at the strikers. The Wagner Act, from the unions' point of view, helped union organizing. From the government's point of view it was an aid to the stability of business and trade. Employers did not want unions but they were more controllable – more stabilizing for the system than wildcat strikes by rank and file workers. Workers won most during the spontaneous uprisings before the unions were recognised or well organised. Even when union membership rose enormously during the Second World War, the power of the unions was less than before. The members of the National Labor Relations Board were less sympathetic to workers, and state governments passed laws to hamper strikes.

Adapted from: H. Zinn, *A People's History of the United States: 1492 to the Present*, published in 1999

## Section B

Answer TWO of the following three questions.

- 2\* 'Opposition to African-American civil rights remained powerful throughout the period from 1865 to 1992.' How far do you agree? [25]
- 3\* 'The policies of the Federal government failed to support the civil rights of Native Americans.' To what extent do you agree with this view of the period from 1865 to 1992? [25]
- 4\* 'Gaining the vote in Federal elections in 1920 was the most important turning point in the campaign for gender equality in the USA.' How far do you agree with this view of the period from 1865 to 1992? [25]

## Past paper essay questions (thematic essay)

### African -Americans

January 2010

To what extent did the aims of the campaigners for African American civil rights remain the same in the period from 1865 to 1992?

June 2010

Assess the importance of the Federal government in the advancement of African American civil rights in the period from 1865 to 1992.

January 2011

To what extent was the presidency of Lyndon Johnson (1963–69) the most important turning-point in the development of African American civil rights in the period from 1865 to 1992?

June 2011

Assess the view that the quality of leadership shown by African American campaigners was the most important factor in the advancement of their civil rights in the period from 1865 to 1992.

January 2012

Assess the view that Booker T. Washington was the most important leader in the development of African American civil rights in the period from 1865 to 1992.

January 2013

To what extent was the presidency of Dwight D. Eisenhower (1953–61) the most important turning point in the achievement of African American civil rights in the period from 1865 to 1992?

June 2013

‘Opposition to African American civil rights remained powerful throughout the period from 1865 to 1992.’ How far do you agree?

June 2014

Assess the view that Martin Luther King was the most important African American civil rights leader in the period from 1865 to 1992.

June 2015/2020

'The Supreme court had more influence on the African American struggle for civil rights than any other branch of government'. To what extent do you agree with this view of the period from 1865 to 1992

June 2017

'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?

June 2018

'Discrimination against African Americans remained strong throughout the period 1865–1992.' How far do you agree?

June 2019

'The quality of African American leadership was the most important factor in the advancement of African American civil rights in the period from 1865 to 1992.' How far do you agree?

## Native Americans

January 2010

'The Indian Reorganization Act in the New Deal was the most important turning point in the development of Native American civil rights in the USA in the period from 1865 to 1992.' How far do you agree with this view?

June 2010

'The actions of Native Americans themselves contributed nothing to the advancement of their civil rights in the period from 1865 to 1992.' To what extent do you agree with this view?

June 2011

'The policies of the Federal government failed to support the civil rights of Native Americans.' To what extent do you agree with this view of the period from 1865 to 1992?

June 2012

To what extent was the acquisition of US citizenship in 1924 the most important turning-point in the development of Native American civil rights in the period from 1865 to 1992?

January 2013

Assess the importance of the actions of Native Americans themselves in gaining greater civil rights in the period from 1865 to 1992.

June 2014

To what extent do you agree that the Dawes Act (1887) was the most important turning point in the development of Native American civil rights in the period from 1865 to 1992?

June 2016

How far do you agree that the actions of the American Indian Movement in the 1960s and 1970s did more to advance the civil rights of Native Americans than any other factor in the period 1865-1992?

June 2018

'Throughout the period 1865–1992, Native Americans took little action themselves to improve their civil rights.' How far do you agree?

June 2019

'The Dawes Act was the most important turning point in the development of Native American civil rights in the period 1865–1992.' To what extent do you agree?

June 2020

'It was the activism of Native Americans themselves which was the most important factor in the advancement of their rights'. How far do you agree with this view of the period from 1865 to 1992?

June 2021

'Throughout the period from 1865 to 1992 the Federal Government helped the development of Native American Civil Rights.' How far do you agree?

# Trade unions and labour

January 2010

'The internal divisions within the trade union and labour movement in the USA were the most important obstacle to the progress of labour rights in the period from 1865 to 1992.' How far do you agree?

January 2011

'The Federal government hindered rather than helped the development of trade union and labour rights.' How far do you agree with this view of the period from 1865 to 1992?

January 2012

To what extent was the New Deal the most important turning point in the development of trade union and labour rights in the USA in the period from 1865 to 1992?

June 2012

Assess the extent to which internal divisions within the trade union and labour movement limited the development of their civil rights in the period from 1865 to 1992.

January 2013

'The Federal government helped the development of labour and trade union rights.' To what extent do you agree with this view of the period from 1865 to 1992?

June 2013

Assess the view that the 1890s were the most important turning point in the development of trade union and labour rights in the USA in the period from 1865 to 1992.

June 2015

Assess the view that trade union and labour rights in the USA changed more significantly in the 1980s than any other time in the period from 1865 to 1992.

June 2017

'Reagan did more than any other President to limit labour rights and the power of trade unions' How far do you agree with this view of the period 1865 to 1992?

June 2018

'The 1930s were the most important turning point in the development of Trade Union and labour rights.' How far do you agree with this view of the period from 1865 to 1992?

June 2021

'Trade union and labour rights in the USA changed more in the 1980s than in any other decade.' How far do you agree with this view of the period from 1865 to 1992?

## Women

June 2010

How far do you agree that divisions within the women's movement were the most important factor hindering the attainment of gender equality in the USA in the period from 1865 to 1992?

January 2011

'It was the activism of women themselves that was the most important factor in advancing their civil rights.' How far do you agree with this judgement on the period from 1865 to 1992?

June 2011

'Gaining the vote in Federal elections in 1920 was the most important turning-point in the campaign for gender equality in the USA.' How far do you agree with this view of the period from 1865 to 1992?

January 2012

Assess the reasons why gender equality in the USA made greater progress in the years 1941 to 1992 than in the period from 1865 to 1941.

June 2012

'Developments in the US economy did more to advance women's rights in the USA than any other factor.' How far do you agree with this view of the period from 1865 to 1992?

June 2013

How united were American women in support of the issue of gender equality in the period from 1865 to 1992?

June 2014

Assess the view that US involvement in World War One did more to advance women's rights than any other factor in the period from 1865 to 1992.

June 2015

'The reasons for opposition to gender equality remained the same throughout the period from 1865 to 1992'. How far do you agree with this view?

June 2017

To what extent did the position of women improve in the period from 1865 to 1992

June 2019

'Changing economic and employment opportunities were the most important reason for the advancement in women's civil rights in the period from 1865 to 1992.' How far do you agree?

June 2020

How united were American women in support of gender equality in the period from 1865 to 1992?

June 2021

'The reasons for opposition to gender equality in the USA remained the same throughout the period from 1865 to 1992.' How far do you agree?

## Mark schemes

### Level descriptors for marking the interpretation question

	<i>AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	<b>Generic mark scheme for Section A, Question 1: Interpretation [30]</b>
<b>Level 6</b> 26–30 marks	The answer has a very good focus on the question throughout. It has thorough and sustained evaluation of the interpretations, using detailed and accurate knowledge of the historical context and the wider historical debate around the issue, in order to produce a convincing and supported analysis of them in relation to the question.
<b>Level 5</b> 21–25 marks	The answer has a good focus on the question throughout. It has good evaluation of the interpretations, using relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce a supported analysis of them in relation to the question.
<b>Level 4</b> 16–20 marks	The answer is mostly focused on the question. It has evaluation of the interpretations based on generally relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce an analysis of them in relation to the question.
<b>Level 3</b> 11–15 marks	The answer is partially focused on the question. It has partial evaluation of the interpretations based on some knowledge of the historical context and the wider historical debate around the issue. There may be some use of information from one of the two interpretations to support the evaluation of the other, but the evaluation will not rely on this. There is a limited analysis of the interpretations in relation to the question.
<b>Level 2</b> 6–10 marks	The answer has a limited focus on the question. Parts of the answer are just description of the interpretations, with evaluation in relation to historical context and the wider historical debate around the issue being weak, and evaluation relying heavily on information drawn from the other interpretation. There is a very limited analysis of the interpretations in relation to the question.
<b>Level 1</b> 1–5 marks	The answer has some relevance to the topic, but not the specific question. The answer consists mostly of description of the interpretations with very limited evaluation based on very generalised knowledge of historical context and minimal or no reference to the wider historical debate. Analysis of the interpretations in relation to the question is either in the form of assertion or lacking.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

### Level descriptors for marking the thematic essay questions

	<i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i>
	<b>Generic mark scheme for Section B, Questions 2, 3 and 4: Essay [25]</b>
<b>Level 6</b> 21–25 marks	The answer has a very good focus on the question. Detailed and accurate knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a fully developed synthesis supporting a convincing and substantiated judgement. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
<b>Level 5</b> 17–20 marks	The answer has a good focus on the question. Generally accurate and detailed knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a developed synthesis supporting a substantiated judgement. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.
<b>Level 4</b> 13–16 marks	The answer is mostly focused on the question. Relevant knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a synthesis supporting a reasonable judgement. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
<b>Level 3</b> 9–12 marks	The answer has a partial focus on the question. Some relevant knowledge and understanding is used to analyse and explain key features of the period studied in order to attempt an undeveloped synthesis, which is linked to a judgement, though the supporting explanation may lack detail and clarity. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
<b>Level 2</b> 5–8 marks	The answer has only a limited focus on the question. Limited relevant knowledge and understanding is used to give a limited explanation and analysis of key features of the period studied. There is a judgement but this may not be clearly linked with the supporting explanation. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
<b>Level 1</b> 1–4 marks	The answer has a limited focus on the topic, but not the specific question. The answer is largely descriptive, with only very generalised knowledge of the period studied being used to attempt basic explanation and very limited analysis. Judgements are unsupported and are not linked to analysis. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	The answer contains no relevant information.



## Super-curricular

### Books

**'Passing' by Nella Larsen** - Clare Kendry leads a dangerous life. Fair, elegant, and ambitious, she is married to a white man unaware of her African American heritage. Clare's childhood friend, Irene Redfield, just as light-skinned, has chosen to remain within the African American community, but refuses to acknowledge the racism that continues to constrict her family's happiness.

**'Mumbo jumbo' by Ishmael Reed** - America, 1920s. A plague is spreading, and it's spreading fast, from New Orleans to Chicago to New York. It's an epidemic of freedom, joy and self-expression, being spread by Black artists, that makes anyone who catches it desperate to dance, sing, laugh and jive. It's the outbreak of Jazz, Ragtime and Blues; the spirit of Blackness overtaking America and the world.

**'Freshwater road' by Denise Nicholas** - The story follows a 19-year old student who goes to Mississippi in the summer of 1964 to help blacks register to vote

**'The Help' by Kathryn Stockett** - a beautifully written and moving novel that chronicles life in the 1960s in Mississippi, focusing on the black maids that were known as 'The Help'.

**'The Night Watchman' by Louise Erdrich** - the story of Thomas, who worked as a night watchman in 1953 at the jewel-bearing plant near the Turtle Mountain Reservation in rural North Dakota. He is also a Chippewa Council member, trying to understand the new "emancipation" bill heading to the floor of Congress, whose members are actually fed up with Indians. The bill is really a threat to both their land and their identity.

**'House made of dawn' by M.Scott Momaday** - The protagonist Abel returns from war and realizes that he is torn between two lives: the traditional society of his father and father's father, and the modern world of American urban society. In the push and pull between both identities, Abel loses his sense of self.

### Podcasts

On BBC Sounds:

- 'In Our Time'
- 'The History Hour'

### Films

**'Selma'** - a chronicle of Dr. Martin Luther King, Jr.'s life and his pursuit for equal voting rights, centred on the historic 1965 march from Selma to Montgomery, Alabama

**'Loving'** - based on the real-life love story of Richard and Mildred Loving, an interracial couple that got married in the 1960s.

**'The Butler'** - after leaving the South and finding employment at an elite hotel in Washington, D.C., Cecil Gaines gets the opportunity of a lifetime when he is hired as a butler at the White House. Over the course of three decades, Cecil has a front-row seat to history and the inner workings of the Oval Office.

**'On the basis of sex'** – a biography of Ruth Bader Ginsburg, an associate justice of the US Supreme Court from 1993-2020. It tells her journey navigating life as a student, attorney and mother and her constant battle against those who underestimate and belittle her based on her gender.

**'She's beautiful when she's angry'** - an award-winning documentary about the history of feminism and the birth of the liberation movement in the late 1960s

**'Remember the Titans'** – a film about the 1971 court-mandated desegregation of Virginia high schools with Denzel Washington portraying football coach Herman Boone. As the school's first black coach, he faces the obstacles of prejudice and the challenge of uniting the team and leading them to victory.

**'Marshall'** – a biopic of Thurgood Marshall, the first Black U.S. Supreme Court justice, centres on his pivotal work in a sensational case as an NAACP

**'The Help'** - The story is about African Americans working in white households in Jackson, Mississippi, during the early 1960s.

**'Malcolm X'** – an epic biographical drama film about the African-American activist Malcolm X.

**'Judas and the Black Messiah'** - William O'Neal, a petty criminal, is tasked by the FBI to infiltrate the Illinois chapter of the Black Panther Party. He is supposed to get close to and provide intelligence on Fred Hampton.

### **Documentaries/TV series**

**'I am not your negro'** - James Baldwin's personal account of the civil rights movement and its trio of outspoken icons: Medgar Evers, Malcolm X and Martin Luther King Jr.

**'13<sup>th</sup>'** - Filmmaker Ava DuVernay explores the history of racial inequality in the United States, focusing on the fact that the nation's prisons are disproportionately filled with African-Americans.

**'1964 – The fight for a right'** - By the mid twentieth century, Mississippi's African Americans had suffered from nearly 75 years of Jim Crow discrimination. In order to break open the closed society and improve their lives, they needed to be able to vote. In the summer of 1964, hundreds of young white volunteers converged in Mississippi for a 10-week voter registration campaign. The results of their efforts still reverberate.

**'Eyes on the prize' series** – The definitive story of the civil rights era from the point of view of the ordinary men and women whose extraordinary actions launched a movement that changed the fabric of American life, and embodied a struggle whose reverberations continue to be felt today. All parts on YouTube

**'Miss America' TV series-** As feminists from all across the American subcontinent rally to ratify the Equal Rights Amendment, Phyllis Schlafly, a conservative activist, opposes it.