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**Knowledge Rich Curriculum Plan**

History Y12 23/24



| **Part one: From Civil War to World War, 1865-1920**  **Section 1: The Era of Reconstruction and the Gilded Age, 1865-1890** | | | |
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| **Key Idea** | **Intended Knowledge:**  *Students will know that…* | **Key Vocabulary:** | **Prior Knowledge:**  *In order to know this students, need to already know that…* |
| The weaknesses of the Federal Government- Johnson | * The American Civil War was long and destructive. Abraham Lincoln became the 16th President in 1860. He was later assassinated at Ford’s theatre in 1865. * There were social, economic and political problems that came from the Civil War. Most notably, 3 million former slaves were no free men; there were questions surrounding how the US population would react. * The US Constitution was based on the separation of powers; Executive (White House), Legislature (Congress) and Judiciary (Supreme Court). * Federal government was small in scale, with no large bureaucracy to implement its policies nationwide. * When Johnson assumed presidency, he was well respected and viewed as being the right person for the job. However, he was a Democrat and did not depend on his Republican allies in Congress. He was viewed as being too lenient towards the Southern States, leaving him very isolated and unpopular. * Johnson vetoed many Acts that Congress passed. For example; the Freedman’s Bureau. Congress fought back, voting to override the presidential veto. * Johnson was impeached by Congress in 1868. (If a federal official commits a crime or otherwise acts improperly, the House of Representatives may impeach ‘formally charge’ that official.) | * Declaration of Independence- 4th July 1776- A manifesto to justify revolution against British rule. * US constitution- The supreme law of the United States. * Federal Government- * Reconstruction- An era of rebuilding a nation after a Civil War. * Freedman’s Bureau- Provided assistance to African Americans with family issues, legal advice, and improvements in employment and education. | * Students will understand what a Civil War is from KS3 and GCSE knowledge. * Awareness of now slaves were treated in America. * From KS4, students will be aware that the Pilgrim Fathers migrated to America in search of greater opportunities and religious freedom. |
| The weaknesses of the Federal Government- Grant (Failure of Radical Reconstruction) | * The presidency of Ulysses Grant was dominated by the issues of Reconstruction and ended in failure and disappointment. Radical Reconstruction was met with fierce resistance mainly in the South. * The election of 1868 was the Reconstruction Election. The Republicans focussed on Radical Reconstruction and the issue of voting rights for African Americans. Grant won this election by 300,000. It made clear that the Republicans were strengthened by the provisions of black voting rights. * Before Grant’s inauguration, Congress passed the Fifteenth Amendment- insisting that the right to vote could not be ‘denied on account of race, color or previous servitude’. * Three Enforcement Acts were introduced to deal with opposition to the Reconstruction Policies- in particular the Ku Klux Klan. * Opposition- ‘White terrorists’ opposed predominantly in the Southern states. Political opposition from Southern state legislatures/ Democrats fought back against the Republicans/ Redeemers supported the Republican Party. * Failures: violence took place as opposition, the Republican party became increasingly divided, Redeemers gained political control over most of the Southern states. | * Radicalism- A political ideology in the 19th century United States aimed at increasing political and economic equality. * Redeemers- People who fought for the ‘redemption’ of the South. * Republicans- to combat the expansion of slavery into American territories. The early Republican Party consisted of northern Protestants, factory workers, professionals, businessmen, prosperous farmers, and after the Civil War, former black slaves. * Democrats- The party of the "common man". It opposed the abolition of slavery. They campaigned for equality for all by standing up for all middle-class Americans and those struggling to get there. | * Students will understand the structure of the US government. * How laws are passed and, the roles and responsibilities of the US constitution. * From KS3 students will have a very broad understanding of the racism and discrimination that was present in USA. * Students will understand, from KS4, that violence and protests were used throughout History to campaign against something that a certain group of people are against. For example, the KKK were violent towards Black Americans. |
| The politics of the Gilded Age | * The Compromise, led by Rutherford B. Hayes, marked the end of the Reconstruction as it was fraught with political issues. Hayes agreed for all federal troops to be removed from the South. * Democrats stood for: states’ rights, white supremacy in the South, a limited role for the federal government and low tariffs in the interest of the ‘little man’. * Republicans stood for: favouring big businesses, high protective tariffs, values of native-born Americans from outside of the South, also the party of the Union. * In 1884, Grover Cleveland becomes President; this brought an end of the Republican chain of President’s since 1868. He promised: to keep tariffs low, to tackle corruption and to end the ‘spoils system’. * The legacy of the Gilded Age was conflicted- on the one hand it was an age of dynamic growth, social progress and national self-confidence; on the other it was a time of corruption and dominance of big business. * In the 1890s the backlash faced from small farmers, industrial workers, journalists, and social reformers, lead to the rose of Populism, major strikes, and the beginning of the Progressive Movement. | * Gilded Age- Term used to describe the growth of America in the later 19th century. * Electoral College- Presidential elections in the US are not decided by the total popular vote but by the number of Electoral College votes won in each state. * Patronage- The practise of rewarding loyal supporters with public posts in order for them to enrich themselves. * Cartels and trusts- Companies that joined together to raise more money in order to gain control of key markets. | * Students will understand that there were two main political parties in America at the time: The Democrats and Republicans. * Students will understand that the Southern states in America are far more racist compered to the northern states. * Students will know that federal troops were placed into the Southern states whilst the Reconstruction policies were being introduced into America. |
| Social, regional and ethnic divisions | * The ending of the Civil War led to huge social and economic changes within the United States. * The population increased as millions of immigrants came to the US in search of more freedom and a better economic future. There was empty land that needed to be filled, expanding industries in need of a labour force, and amongst most Americans, a willingness to welcome new arrivals to the ‘land of the free’. America was referred to as being a ‘melting pot’. * Some Americans disliked the idea of immigrants entering the USA. They were regarded as a threat to jobs, viewed with suspicion and often faced with hostility. * During this time there was an increase in the demands for female suffrage and social equality for women. * The effects of industrialisation had a huge effect upon the regional divisions within the United States; it was the north and the east that urban population grew the fastest. * Although, rapid industrialisation of cities and mass immigration often brought social unrest and outbreaks of violence, such as the Orange Riots. * Most African Americans remained in rural areas; dependent on the cotton fields in the South. Until 1877 when many began to leave. They looked towards the North as urbanisation gathered pace. | * Immigration- The action of coming to live permanently in a foreign country. * Nativists- People of ‘American stock’, whose parents had been born in the United States. They felt strongly about protecting American values against immigrants. * Yellow Peril- A racist fear of the rise of the Chinese and Japanese. * The Granger Movement- Aim of bringing farmers together to promote agriculture and the community; support was strong in the South and West. | * Students will know from KS3 and KS4 that immigrants are often faced with discrimination when they arrive in a new country. They are often blamed for the negative aspects in society, for example: diseases, unemployment, crime. * Many immigrants went to the USA as it claimed to promote freedom and prosperity. * Similarly, from KS3 and KS4 student will be aware that black Americans were faced with racism, especially in Southern states. * Students will already know that the struggle for women’s rights was often very long, tiring and many turn violent if deemed necessary. |
| Economic growth and the rise of corporations- railways | * This was a period of dynamic growth and technological advancements. The size of the American economy, its high productivity, and its access to vast natural resources provided limitless possibilities for further expansion. * By 1890 the US was poised to become the world’s leading economic power. * Railways were referred to as the ‘powerhouse’ of economic growth after the Civil War. * In 1865, there were 35,000 miles of track in the United States, almost all in the North and East. By 1893, there was almost 200,000, stretching over the continent. Railways bound US industry together. * The towns and cities that were linked by the railroads would be the making of that area. This is because railroads were vital for supplying factories with raw materials and distributing their finished goods. | * Industrialisation- The development of industries in a country or region on a wide scale. | * Students will be aware that railways rapidly developed any town and cities that they went through, simply because of the sheer amount of product they could carry. * From KS3 students will be aware that railroads were the fasted and most efficient form of transform throughout the 19th century. They can carry heavy goods over much greater speeds. |
| Economic growth and the rise of corporations- steel and oil | **Steel:**   * In 1875, American steel production amounted to 360,000 tons, by 1900 annual production had reached 60 million tons, the biggest in the world. * The key reason for such a huge expansion of the steel industry was technological. Iron and steel was already a major industry by 1870, but it depended on old-fashioned methods. * The man who revolutionised steel into the age of big business was Andrew Carnegie, who constructed his first steelworks at Braddock in Pennsylvania in the mid-1870s. This was the foundation of a great steel empire, as Carnegie brought out a chain of other steel companies.   **Oil:**   * The rise of the oil industry paralleled with the rise of steel. The city of Cleveland, Ohio, became a major centre for oil refining. As with steel, one man dominated the expansion and consolidation of the oil industry: John D. Rockefeller, his business partners founded the Standard Oil Company in 1870. * In the 1880s the greatest developments lay with the creation of motorcars and the shift from steam to oil in powering factories and ships. * It is estimated that 85% of oil refining in the world was controlled by Standard Oil in the 1880s. | * Standard Oil Company- An American oil production, transportation, refining, and marketing company that operated from 1870 to 1911. | * From previous lessons, students will understand how the industrialisation of America allowed for new businesses and factories to flourish. * From KS3 students will be aware that steam powered factories during the British Industrialisation. * In order for transport (railways) to run efficiently there was a desperate need for raw materials. Steel and oil were two forms of raw materials that were vital for seeing the transport system across America to succeed. * The success and development of transport systems helped the facilitate the migration of US citizens around the United States. |
| Economic growth and the rise of corporations- agriculture | * Over half the population lived in rural areas, and the number of living on farms rose from around 10 million in 1865 to 25 million by 1890. * As industrialisation took place; the size and number of farms around the US increased. * **Homestead Act of 1862- this** made hundreds of thousands of acres available as free land to settlers. * **Panic of 1873-** agriculture and industry depended on investment and loans in order to expand and innovate, but banks were small and did not have enough money. This led to bankruptcy; nationwide financial crash. * **In the North and East-** agriculture benefitted from the expanding markets in the growing towns and cities. Agricultural success depended on the demand they received from the consumer market. * **The South-** Small farmers, both whites and African Americas, were in a difficult situation, they were often unable to buy or afford to keep their own land, this meant they became tenant farmers. They struggled to gain access to loans, or to get their produce to market directly, without being exploited by larger businesses. * **The West-** The Homestead Act of 1862 accelerated the movement of settlers into the West. The vast open lands of the West were carved up by railroads, ranches, farming and mining towns. | * Financial Panic- The wave of panic selling of stocks and shares leading to a collapse of business confidence. * Oklahoma Land Rush- Congress granted two million acres of formerly Indian lands as free land for homesteads. | * Students will know from their KS3 and KS4 studies that the Industrial Revolution changed the way that people lived and worked. The industrial revolution caused migration (movement of people around the country) due to people searching for more job opportunities. * Students will be aware that farmers suffered a great deal because they sometimes struggled to sell their produce, or to earn a decent wage from their goods sold. * Students will have learning in previous lessons that the conditions in the Southern states for African-Americans were far worse than the North. |
| Economic growth and the rise of corporations- urbanisation | * Industrialisation, mass immigration, and improvements to transportation accelerated the process of urbanisation. * Exciting big cities grew bigger, while new big cities experienced explosive population growth. Urbanisation created new markets, new business opportunities and a vast mobile work force. * There was a boom in extractive industries: coal, iron, copper, and oil. Industrial expansion was also pushed forward by important technological innovations by inventors such as Thomas Edison. | * Urbanisation- The population shift from rural (countryside) to urban (towns and cities) areas. * Corporations- A large company or group of companies | * Students should know that urbanisation is the development of towns and cities. From KS3 students will be aware that urbanisation see a dramatic increase in a city’s population, economy and job opportunities. * Students will also know, from previous lessons, that the development of transport allowed for cities to grow and develop at a great rate. |
| Laissez faire dominance and consequences | * The organisation of post- Civil War economy in the United States was dominated by the ideas of ‘laissez faire’: free competition, individual enterprise, and minimum interference of the economy. * The ideas of ‘laissez faire’ were often interlinked with Social Darwinism, which applied Charles Darwin’s theory of evolution through the survival of the fittest. * Laissez faire was supposed to ensure that anyone, great or small, could make their fortune if they had the right abilities, work ethic, and/or luck. * Critics of laissez-faire denounced its materialism, its uncontrolled speculation, its corruption, and its tendency to trample over the ‘little man’. * Protests against laissez-faire capitalism attracted lots of support from small farmers in the South and West. The Granger movement had gained 850,000 members by 1885 as local Granges were organised. | * Laissez faire- Abstention by governments from interfering in the workings of the free market. * Social Darwinism- The theory that in society certain individuals or groups gain wealth or power because they are biologically superior to others. | * Students will be aware that the USA promoted their beliefs of freedom and equality for all; especially in regards to the financial success of the people. * In Y9 students studies the American Dream of the 1920s, we visited this belief during this enquiry question; the idea that if you work hard you can achieve great success, * Students have come across the theory of Social Darwinism in KS4, when studying Cecil Rhodes’s belief that Britain should expand their influence into Africa and India. |
| The limits of foreign entanglement and continuation of isolationism | * Grant’s belief in the future of America reflected the ideas of Manifest Destiny, a slogan that had fostered intense patriotic feeling in the 1840s. Manifest Destiny was the belief that the United States should expand their influence to occupy the North American continent. * Isolationist thinking was underpinned by the Monroe Doctrine. Three main points in the doctrine were: the USA will not get involved in European affairs, the USA would not interfere with existing European colonies in the Western Hemisphere, and no other nation should form a new colony in the Western Hemisphere. Originally issued in 1823, this had gained a universal hold on the nation’s view of itself. From 1823, all American politicians, whatever their party loyalties, accepted the Monroe Doctrine as an article of faith. * By 1890, the territorial consolidation of the US had been completed and its borders with neighbouring countries fully established. | * Manifest Destiny- Term used to define America’s right to become a continental nation from sea to sea. * Isolationism- A policy of remaining apart from the affairs or interests of other countries. | * From KS3, students will be aware of the USA’s policy of isolationism. They used this policy throughout both world wars in order to stay out of European affairs. * Students will know that the USA emerged as a leading power from the end of the 19th century, they were relied heavily on by many other European nations such as Britain and France. |
| The limits of foreign entanglement: territorial consolidation of Alaska | * The Russian-American company had become an expensive drain on resources. Russia also feared that the US might seize their territory anyway. Because of this, the Russians changed their foreign policy. They believed it would be convenient to gain some financial reward and to improve relations with the US by selling Alaska to the US in 1867. * At the time, many politicians disliked this deal, they believed it was foolish and a very expensive mistake. * Attitudes began to change when strong commercial links were established with West Coast ports like Seattle and San Francisco. The economic potential of Alaska was soon recognised; for fishing, mining and logging. | * Territory- An area of land under the jurisdiction of a ruler or state. | * From KS4 students will be aware that Russia was a leading nation that was extremely powerful during the 20th century. In the 19th century, Russia was in the process of growing their power. * The United States wanted to grow their land mass; especially in North America, where Alaska is situated. This belief was found in the Monroe Doctrine, studied in the previous lesson. |
| The limits of foreign entanglement: tensions over Canada | * In 1865, Canada was an unfinished nation with weak relations with the West. The US-Canada border had been satisfactorily agreed by treaties in 1842 and 1846, making the dividing line the 49th parallel. However, this only covered eastern Canada from the Great Lakes to the Atlantic.   **Areas of tension:**   * Between 1866 and 1871, there were five Fenian Raids into Canada by unofficial militias supporting the Fenian Brotherhood (group of Irish American Nationalists) The US Government turned a blind eye to these raids initially, however they eventually did take action. * American expansionists saw the fertile Red River valley as ideal for settlement and development, they wanted America to control northwards into Canada. * Both America and Canada wanted control over the colony of British Columbia. The Canadians won the dispute by committing to the construction of a national railway, the Canadian Pacific, to connect British Columbia with the rest of the nation. | * The Alabama Claims- After the American Civil War, the US demanded compensation for the damaged caused by the Alabama (businessmen in the South). Disputes over these ‘Alabama claims’ caused tension. * Confederation- The joining together between 1867 and 1871 of the various Provinces to strengthen the unity of the Dominion of Canada. | * Students will be aware that the USA wanted to expand its influence into North America; they had already taken control of Alaska; the USA set their sights now on Canada. * Students will know that expanding a nation’s land mass means that they have more power and control- a key aim of the Monroe Doctrine. |

| **Part one: From Civil War to World War, 1865-1920**  **Section 2: Populism, Progressivism and Imperialism, 1890-1920** | | | |
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| **Key Idea** | **Intended Knowledge:**  *Students will know that…* | **Key Vocabulary:** | **Prior Knowledge:**  *In order to know this students, need to already know that…* |
| Political tensions and divisions | * By the early 1890s it was clear to see that two political parties dominated; the Democrats and the Republicans. * However, the American political system was not yet fully formed; they needed to evolve due to the rapid scale of economic growth and social change. * The Republicans were more successful in managing this process, at least at first. Their victory in the 1896 election led to a long period of Republican political dominance. * Two of these new political forces were particularly important: the rise of Populism and Progressivism. * Before 1890, American politics was not yet truly national. By 1912, 12 new states were added to the Union. These new states contained new voters, with new political priorities. | * Gold standard- System of finance that maintains the value of the currency to a fixed price backed by gold reserves. | * Students will be aware of the two political parties that dominated the US political system. The priorities and aims of both parties will be understood by students. * Democrats stood for: states’ rights, white supremacy in the South, a limited role for the federal government and low tariffs in the interest of the ‘little man’. * Republicans stood for: favouring big businesses, high protective tariffs, values of native-born Americans from outside of the South, also the party of the Union. |
| Ideas and influence  **(Bryan/ Populism)** | * The 1890s proved to be turbulent years, with a financial panic, economic depression, violent strikes, and the rise of Populism. The democratic party became more radical and more divided; a revitalised, pro-business Republican Party swept to power in the ‘turning point’ election of 1896. * Populism first appeared as a political party at state level in 1890 and quickly became a grass roots movement, with strong support in the South, the Western Plains and the Rocky Mountains. * The Populists demanded: government ownership of railroads, the opportunity for farmers and settlers to be able to acquire land from corporations, graduated income tax and a currency that was not controlled by private bankers. * The impact of Populism was boosted by the leadership of William Jennings Bryan (Democrat). * The Democratic Party was weakened by the Panic of 1893, becoming more divided than ever before. As a result, the Democrats joined forced with the Populists as the election of 1896 approached. * Some Populists felt betrayed and wanted to run their own candidate against Bryan in the 1896 election. In the 1896 election, Bryan was defeated. Populism never fully recovered its momentum and was ultimately swallowed up by the Democratic Party. | * Populism- Political movement aimed at improving conditions for the country's farmers and agrarian workers. | * Students will be aware that in times of economic depression, countries suffer and their political systems come under immense pressure- causing distrust and uncertainty in the future. * Political system was dominated by the two major parties at the time: democrats and republicans. |
| Ideas and influence  **(Roosevelt/ Taft/ Progressivism)** | * Roosevelt became President from 1901-1909. * Progressivism was a movement expressing discontent and demands of social and political reform. * Progressivism was urban, middle-class and national. It linked together several themes: attacks on political corruption, demands to regulate business and break up cartels and trusts, female suffrage and women’s rights and protection of workers. * Roosevelt was known publicly as the enemy of big business, he regularly denounced the ‘wealthy criminal class’. * The riches of the business elites made them easy targets for criticism by progressives—John D. Rockefeller of Standard Oil was worth $200 million, he became the world’s first billionaire by 1913/ Andrew Carnegie said his steel empire for $480million in 1901. * Roosevelt decided not to run for the presidency in 1908 and nominated his close friend, William Howard Raft, as his successor. Taft won the election comfortably, but he soon appeared to be backtracking on Roosevelt’s progressive ideas—which surprised and angered Teddy Roosevelt. * Progressive policies under Roosevelt: Regularly denounced the wealthy criminal class, promised to regulate business/limit excesses, Northern securities (Sherman- Anti Trust Act=1902), 1905 Hepburn Act (railroads), National Parks and forests (173 million acres in 1909) * Progressive policies under Taft: Tackled corruption with Roosevelt, supported robust US foreign policy abroad, believed in the importance of regulating business. | * Progressivism- Political movement which seeks to advance the human condition through social reform based on purported advancements in science, technology, economic development, and social organisation. | * Students will know the Progressivism was a political movement, which seeks to advance the human condition through social reform based on purported advancements in science, technology, economic development, and social organisation. * The Vice-President’s role is to succeed to the presidency upon the death or resignation of a president. |
| Ideas and influence  **(Wilson’s New Freedom)** | * Woodrow Wilson’s success in the 1912 election was made possible by the deep splits within the Republican Party as Roosevelt undermined his former ally, William Howard Taft. * Wilson won re-election in 1916 and gained a high reputation as a world statesman during WW1. * The 1912 election was a turning point in American politics, marking an unexpected recovery by the Democrats against a divided Republican Party. * Wilson called his programme of reforms the ‘New Freedom’. Wilson believed in a return to freedom for small businesses, and open competition instead of domination by big corporate cartels. * Reforms were made to banking; the Federal Reserve Act established a strong central bank which was under public regulation and control. All national banks were compelled to join one of the 12 regional Federal Reserve Banks. | * New Freedom-A slogan used by Woodrow Wilson in the 1912 presidential election campaign differentiating his Progressive ideas from those of Theodore Roosevelt. Later, the term was used as a general label for Wilson’s reforms brought in from 1913. | * Students will know that the Republican Party began to become divided near the end of Taft’s time in office, this is due to Roosevelt’s actions of undermining him. * The Democrat influence weakened over the last decade due to Republican success, due to the divide of the Republicans; the Democrats gain popularity. |
| **Part one: From Civil War to World War, 1865-1920**  **Section 2: Populism, Progressivism and Imperialism, 1890-1920** | | | |
| **Key Idea** | **Intended Knowledge:**  *Students will know that…* | **Key Vocabulary:** | **Prior Knowledge:**  *In order to know this students, need to already know that…* |
| Economic change and developments | * Agriculture and the rural economy remained highly significant in the US, despite the increased industrial growth. * The USA was a world leader in the production of wheat, corn and other grains. Cotton was still the foundation of the economy in the South. Grain, cotton and meat continued to be important exports. * Modernisation and mechanisation spread more widely, helping farmers to produce more goods. * The Federal Government aided agriculture by: The Reclamation Act 1902, the Meat Inspection Act 1906, Federal Farm Loan Act 1916, and the Vocational Education Act of 1917. * The First World War enhanced the agricultural ‘golden age’; farmers were able to buy more land and would receive good prices for their products. | * Net importer- A country where the total volume and value of its imports is greater than that of its exports. | * Students will know that the USA was already a rising economic power by 1890. There had been industrial expansion and the development of modern transportation. * Students will be aware that wars can have a beneficial impact on a nation’s economy if they are a strong industrial nation with a powerful workforce, for example the USA benefitted from the war-time contracts made during WW1. |
| Social developments **(Immigration/ urbanisation)** | * Immigration to the United States increased from the turn of the century. New migrants came due to a variety of different reasons: poverty, hunger, and persecution. Immigration was immensely important in shaping American society and culture at the beginning of the twentieth century. * Many people believed that the different cultures and immigrant communities merged together in a great ‘melting pot’. * There were still marked difference between the regions. Most economic and political power was concentrated in the Northeast; the South remained strongly influenced by the legacies of the past. The West was still an undeveloped region of vast distances and isolation. | * Russian Jews- Most were not Russian at all, but labelled this way. Most were from the borderlands of the Russian Empire, such as Poles, Lithuanians, and Ukrainians. | * Students will be aware that between 1890 and the First World War, America society was transformed by industrialisation, urbanisation and democratic change. * The size of the population increased, with more people moving to cities and away from the countryside. * Migration occurs due to a range of different reasons. Those reasons may be classified as ‘push’ or ‘pull’ reasons. ‘Push’- their home country is forcing them to migrate. ‘Pull’- another nation is attracting them to move. |
| Social developments **(The position of African Americans)** | * During the 1896 Supreme Court case Plessy v Ferguson, they ruled that the state of Louisiana (and by implication all states) had the right to segregate public facilities such as schools and railroads. This known referred to through the phrase: ‘separate but equal’. * African Americas were denied many rights; particularly in regards to their voting rights. For example, black voters would be given forms to fill in in foreign languages, or their registration forms would be mysteriously lost by the white voter registration officials. * Little action was taken by the federal government to improve African-American lives. From 1891 and 1911 the federal government was controlled entirely by Republicans, who had no serious presence in the South. Woodrow Wilson, the only southerner and Democrat to lead the country in this period, extended the racist Jim Crow laws into the federal government. * W.E.B Du Bois was Washington’s main black antagonist. He founded the Niagara Movement in 1905 to call an end to racism and begin the fight for equality. In 1909 he founded the NAACP | * Plessy V Ferguson- A supreme court ruling which allowed for "equal but separate accommodations for the white and colored races." * Lynching- The hanging of a young black man from a tree. The vast majority of victims were black. * NAACP- National Association for the Advancement of Coloured People. A civil rights organisation in the USA. | * Students will know that the Southern states were extremely racist, viewing black Americans as less superior. * From KS3 students will be aware that black and white Americans were treated very differently; they were expected to use different facilities, suffer a poor education and be denied any voting rights. * The KKK was a White Supremacist group that targets African-American citizen; the Jim Crow system was in place and consequently lynching was a common method of torture and murder. |
| Foreign affairs  **(Imperialism)** | * America’s foreign adventures laid the country open to domestic disputes and showed that its new immigrant populations, notably German and Japanese Americans, were not as thoroughly integrated into American life as they might have been. * America and its allies won WW1 and America benefitted from the war, but the effort destroyed Wilson’s presidency and his health. * Not all Americans wanted to expand their power. The Anti-Imperialist League was formed in 1898. * The major reason for Americans to support imperialism was that it offered a route for continued expansion. | * Imperialism- A policy of extending a country's power and influence through colonisation. * Anti-Imperialist League- Argued against militarization and the creation of an overseas American Empire. | * Students will know that an empire brings much wealth and power to a nation. Many countries, most notably the British Empire, had a desire to expand their empire in order to be recognised as a leading power. * Americans believe in the notion of ‘Manifest Destiny’, the belief that white Americans were divinely ordained to settle the entire continent of North America. |
| Foreign affairs  **(International affairs- Spain and the Philippines)** | * In 1897 there was a rebellion in Cuba against Spanish rule. Cuba’s major trading partner was the USA, being 90 miles from the coast of Florida. McKinley sent the battleship USS Maine to Cuba in January 1898, by February it has sunk. The Americans claimed it had sunk due to an external attack. * The was the looming concern of the “yellow peril”—the threat from an unstable China and a modernising Japan (and immigration from both countries) War with Spain would open the way for American bases in the Pacific. * The Americans declared war on Spain. The war had two main stages; the first being that the USA relieved Spain of its possessions in the Philippines, Guam, Puerto Rico and annexing Hawaii. The US won an easy victory over the Spanish, Under the Treaty of Paris, the USA acquired the Philippines, Guam and Puerto Rico. Cuba became independent, but the USA was heavily involved in supervising. * The acquisition of the Philippines was controversial for the violence, paternalism and racial prejudice that had been shown by the US government, the Anti-Imperialist League attacked the government for betraying traditions of the Founding Fathers. | * Protectorate- A state or territory partly controlled by (but not in the possession of) a stronger state. They have self-rule in internal affairs. * USS Maine- A United States Navy ship that sank in Havana Harbour on February 15, 1898, contributing to the outbreak of the Spanish–American War. | * Students will know that many Americans wanted to expand their influence throughout the Pacific in order to create more power and wealth for themselves. * From KS4, students will know that the USA and Cuba relied heavily on one another for trade. Given their close proximity to each other, they had a close trading partnership. |
| Foreign affairs  **(The Panama Canal)** | * The achievement of Roosevelt’s construction of the Panama Canal was vital for the expansion of American sea power, overseas trade, and strategic interests. * The idea of a canal through Central America, linking the Atlantic and the Pacific, was difficult and expensive. The French had tried to build a canal in the 1880s but failed as they were unable to control the outbreak of yellow fever among the canal builders in the jungle. * Roosevelt persuade the Panamarians to revolt against Colombia, and then bought the land from the new Panamarian regime that he had helped to establish. The canal began in 1904, and was completed in 1914. * Roosevelt also added to the Monroe Doctrine. The Roosevelt Corollary served the right for the US to become an international police power in the western hemisphere if necessary. | * Panama Canal- An artificial 82 km waterway in Panama that connects the Atlantic Ocean with the Pacific Ocean and divides North and South America. * Roosevelt Corollary- Declared that the United States had the right and even the duty to intervene in the affairs of other countries in the western hemisphere in order to protect American interests and security. | * Students will be aware of the ambitions of the USA to assert more dominance and control throughout the Pacific. The belief od Manifest Destiny and the Monroe Doctrine contributed to this notion. * The Monroe Doctrine is a United States foreign policy position that opposes European colonialism in the Western Hemisphere. |
| Foreign affairs  **(The First World War; neutrality and entry)** | * After winning the Presidency in 1912, Wilson turned away from Dollar Diplomacy. He and Bryan, his secretary of state believed most wars were wrong. Wilson replaced Dollar Diplomacy with the open- door policy. * In August 1914, Woodrow Wilson declared US neutrality. There was no prospect at that time of US involvement in the war. The USA was, apart from Germany, the only nation producing industrial quantities of the dyes and drugs that Britain wanted. * In 1915 the RMS Lusitania, full of American passengers en route to Liverpool, was torpedoes by a German U-boat. This caused a storm of anti-German protest; Germany suspended the use of unrestricted submarine warfare for fear of provoking direct US intervention. * The Germans resumed submarine warfare in January 1917. The British then intercepted and published a copy of the ‘Zimmerman Telegram’, whereby the German foreign minister secretly proposed an alliance with Mexico and the invasion of the southern United States. Public pressure was now placed on Wilson; the US declared war on Germany in April 1917. | * Open-door policy- Prevented any one nation from monopolising trade with China, allowing free trade in all of the zones of control. * Neutrality- President Woodrow Wilson stated that America must be “impartial in thought as well as in action.” For a century, the U.S. had stayed out of European affairs, they wished to continue with this policy throughout WW1. * Zimmerman Telegram- The German foreign minister, Alois Zimmerman, secretly proposed a German alliance with Mexico. This was intercepted by the British and passed on to Washington. | * Students will know that the USA was emerging as a leading power at the beginning of the 20th century. The USA were able to capitalise on the contracts made throughout war. * Students will have an awareness, from KS3, of the USA’s belief that they should stay out of European affairs as much as possible. |
| The USA by 1920  **(Economic power)** | * The inflation that had arise in the American economy during the war continued from 1918 to 1920, when American trade with Europe stopped. American banks began to call in the loans they had made during wartime. * All over Europe, and around the world, people believed that ‘Wilsonian idealism’ would make a better world after the ‘war to end all wars’. * The Paris Peace Conference in 1919 established a post-war peace settlement based on the Fourteen Points that Wilson has proposed. * Wilson also faced growing difficulties at home. There were social divisions and economic problems. Almost 50,000 American soldiers had been killed in action. When Wilson came home from Paris, he had the difficult task of ‘selling’ the treaty, and the League of Nations, to the American people. | * Conscription- Calling men up for compulsory military service. Often referred to by Americans as the ‘draft’. Introduced for the first time in the US by the Selective Service Act of 1917. * Wilsonian idealism- Post-war peace based on self-determination. Allowing peoples and nations to decide their own destinies outside the control of old empires. * Fourteen Points- A statement of principles for peace that was to be used for peace negotiations in order to end World War I. | * Students will know that war will have a huge impact upon a nation’s economy. The USA benefitted from WW1 due to the extensive contract they made with foreign nations. After war, they were able to recall the loans they gave out during war, benefitting their economy further. * From KS4, students will know that the Peace meeting in 1919 was arranged to punish Germany and ensure peace was establish upon the world stage; this was called the Treaty of Versailles. |
| The USA by 1920  **(Social and ethnic divisions)** | * Despite the American population largely coming together during WW1 to fight for a common cause, the war also put stressed and strains on American society, and existing social division intensified. * The outbreak of WW1 meant that immigration reduced due to closed borders in Europe and the dangers of crossing the Atlantic. When the US entered the war, questions were raised about the loyalties of the diverse nationalities of recent immigration communities. * In June 1917, Wilson passed the Espionage Act, instructing all postmasters to keep a close watch on suspicious mail. In May 1918, the ESPIONAGE Act was extended by the Sedition Act. More than 1500 prosecutions were carried out, two-thirds resulting in convictions. * Fear of Communism being spread by immigrants from Central and Eastern Europe aroused deeps suspicions in the United States. This led to the Red Scare, an intense backlash against all kinds of socialism and revolution. * Rapid demobilisation of the army caused problems in the jobs market and a rise in trade union militancy, this meant that during 1919 there was a wave of strikes involving more than 4 million people. For example: Boston Police strike in September 1919—75% of officers went on strike and the ‘Great Steel Strike’ against US Steel began in 1919 and lasted 3 months. | * Red Scare- A widespread fear of a potential rise of communism, anarchism or other leftist ideologies by a society or state. * Communism- a left-wing theory or system of social organisation in which all property is owned by the community and each person contributes and receives according to their ability and needs. * Trade Unions- Groups of employees who join together to maintain and improve their conditions of employment. | * Students will know from KS3 that immigrants were always viewed with scepticism by the American people. Immigrants were not trusted and therefore blamed for many of the negative aspects of society. * From KS4, students will have a thorough understanding of communism versus capitalism. The USA and USSR (Russia) engaged in the Cold War which lasted for decades. The roots of this war was the conflicting ideologies of both superpowers. * When workers are unhappy with their working conditions they join trade unions and organise strikes. As a result, socialism becomes more appealing to workers as they are campaigning for better, more equal rights of workers. |
| The USA by 1920  **(Political reaction and renewed isolationism)** | * During 1919 and 1920, it seemed as if there was a sea change in American politics. The national mood swung away from Progressivism and idealism towards political reaction. The nations favoured the idea of renewed isolationism. * In the 1920 election, the Republicans won sweeping victories in Congress and regained the Presidency. Warren Harding presented an image of calm reasonableness. * Wilson’s ideas were decisively rejected in 1920. The new President Harding, had little interest in foreign affairs. He promised the American people ‘normalcy’, avoiding excessive government intervention at home and giving international complications low priority. | * Renewed isolationism- A rejection of the idealism of Woodrow Wilson and the activism of Roosevelt, favouring the earlier isolationist policy of the United States. * Normalcy- Restoring life to how it was before the war. | * Students will know that there was resentment from some Americans surrounding US intervention in war. Many would have preferred to remain out of European affairs. * Republicans had dominated Congress prior to the democrat Woodrow Wilson’s victory. However, due to the demise of Wilson’s popularity, the Republicans were back in favour of the American population. |