

Scheme of Work – Paper 4

American Option, Depth Study: The USA, 1944–92

Cambridge International AS & A Level History 9489

For examination from 2021



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Introduction

This scheme of work has been designed to support you in your teaching and lesson planning. Making full use of this scheme of work will help you to improve both your teaching and your learners' potential. It is important to have a scheme of work in place in order for you to guarantee that the syllabus is covered fully. You can choose what approach to take and you know the nature of your institution and the levels of ability of your learners. What follows is just one possible approach you could take and you should always check the syllabus for the content of your course.

Suggestions for independent study **(I)** and formative assessment **(F)** are also included. Opportunities for differentiation are indicated as **Extension activities**; there is the potential for differentiation by resource, grouping, expected level of outcome, and degree of support by teacher, throughout the scheme of work. Timings for activities and feedback are left to the judgment of the teacher, according to the level of the learners and size of the class. Length of time allocated to a task is another possible area for differentiation.

Key concepts

This scheme of work is underpinned by the assumption that History is an academic discipline and is underpinned by the study and interpretation of a range of different types of historical evidence. The key concepts are highlighted as a separate item in the new syllabus. Reference to the Key Concepts is made throughout the scheme of work using the key shown below:

Key Concept 1 (KC1) – Cause and consequence

The events, circumstances, actions and beliefs that have a direct causal connection to consequential events and developments, circumstances, actions or beliefs. Causes can be both human and non-human.

Key Concept 2 (KC2) – Change and continuity

The patterns, processes and interplay of change and continuity within a given time frame.

Key Concept 3 (KC3) – Similarity and difference

The patterns of similarity and difference that exist between people, lived experiences, events and situations in the past.

Key Concept 4 (KC4) – Significance

The importance attached to an event, individual or entity in the past, whether at the time or subsequent to it. Historical significance is a constructed label that is dependent upon the perspective (context, values, interests and concerns) of the person ascribing significance and is therefore changeable.

Key Concept 5 (KC5) – Interpretations

How the past has been subsequently reconstructed and presented by historians.

Guided learning hours

Guided learning hours give an indication of the amount of contact time teachers need to have with learners to deliver a particular course. Our syllabuses are designed around 180 hours for Cambridge International AS Level, and 360 hours for Cambridge International A Level. The number of hours may vary depending on local practice and your learners' previous experience of the subject. The table below give some guidance about how many hours are recommended for each topic.

Topic	Suggested teaching time (hours / % of the course)
Theme 1: The late 1940s and 1950s	It is recommended that this unit should take about 45 hours/25% of the course.
Theme 2: The 1960s and the 1970s	It is recommended that this unit should take about 45 hours/25% of the course.
Theme 3: The 1980s and early 1990s	It is recommended that this unit should take about 45 hours/25% of the course.
Theme 4: Foreign policy 1944–92	It is recommended that this unit should take about 45 hours/25% of the course.

Resources

Textbooks endorsed by Cambridge International are listed at www.cambridgeinternational.org Endorsed textbooks have been written to be closely aligned to the syllabus they support, and have been through a detailed quality assurance process. All textbooks endorsed by Cambridge International for this syllabus are the ideal resource to be used alongside this scheme of work as they cover each learning objective. In addition to reading the syllabus, teachers should refer to the specimen assessment materials.

School Support Hub

The School Support Hub www.cambridgeinternational.org/support is a secure online resource bank and community forum for Cambridge teachers, where you can download specimen and past question papers, mark schemes and other resources. We also offer online and face-to-face training; details of forthcoming training opportunities are posted online. This scheme of work is available as PDF and an editable version in Microsoft Word format; both are available on the School Support Hub at www.cambridgeinternational.org/support. If you are unable to use Microsoft Word you can download Open Office free of charge from www.openoffice.org

Websites

This scheme of work includes website links providing direct access to internet resources. Cambridge Assessment International Education is not responsible for the accuracy or content of information contained in these sites. The inclusion of a link to an external website should not be understood to be an endorsement of that website or the site's owners (or their products/services).

The website pages referenced in this scheme of work were selected when the scheme of work was produced. Other aspects of the sites were not checked and only the particular resources are recommended.

How to get the most out of this scheme of work – integrating syllabus content, skills and teaching strategies

We have written this scheme of work for the Cambridge AS and A level History 9489 syllabus and it provides some ideas and suggestions of how to cover the content of the syllabus. We have designed the following features to help guide you through your course.

Learning objectives help your learners by making it clear the knowledge they are trying to build. Pass these on to your learners by expressing them as ‘We are learning to / about...’.

Suggested teaching activities give you lots of ideas about how you can present learners with new information without teacher talk or videos. Try more active methods which get your learners motivated and practising new skills.

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
How far were the late 1940s and 1950s a time of party-	To understand the reasons for Truman’s election in 1948	<p>Research task. Learners research the domestic reforms of Truman from 1945–48 and begin a timeline of his major actions. (I) www.pbs.org/wgbh/americanexperience/features/general-article/truman-domestic/</p> <p>In pairs produce a case study presentation of the 1948 election. www.trumanlibrary.org/teacher/campaign.htm Learners should look at:</p> <ul style="list-style-type: none"> • candidates • campaign issues • results • issues facing Truman <p>Extension activity Learners write a 300-word explanation of why Truman was elected in 1948. (I) (F)</p>

Extension activities provide your abler learners with further challenge beyond the basic content of the course. Innovation and independent learning are the basis of these activities.

Independent study (I) gives your learners the opportunity to develop their own ideas and understanding with direct input from you.

Past and specimen papers

Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support **(F)** Section B, 9489 Specimen Paper 4

Past papers, specimen papers and **mark schemes** are available for you to download at: www.cambridgeinternational.org/support

Using these resources with your learners allows you to check their progress and give them confidence and understanding.

Formative assessment (F) is on-going assessment which informs you about the progress of your learners. Don’t forget to leave time to review what your learners have learnt, you could try question and answer, tests, quizzes, ‘mind maps’, or ‘concept maps’. These kinds of activities can be found in the scheme of work.

Theme 1: The late 1940s and 1950s

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
Why and how were the late 1940s and 1950s a time of economic prosperity? KC1 KC4	To understand the reasons for and nature of US economic developments, 1945–60.	<p>Teacher-led introduction Introduction to what happened to the US economy in this period. This YouTube video gives a good general introduction www.youtube.com/watch?v=mctiO5FWWWI</p> <p>Research task In groups learners research and prepare a giant mind map to answer the question ‘Why was there an economic boom between 1945 and 1960?’. Learners should look at changes in the economy and the impact they had on the American population. Useful themes to start with include:</p> <ul style="list-style-type: none"> • new industries: defence, aerospace, petrochemical • agricultural modernisation • ways of working – labour organisation. <p>Ask learners to compare a Paper 2 and Paper 4 question paper and mark scheme. (F)</p> <p>Class discussion</p> <ul style="list-style-type: none"> • What are the key differences between the two papers? • What are the different demands of Paper 4? <p>Written task Learners write a summary of reasons for economic development in the period. (I)</p>
	To learn about the growth of consumerism and its impact.	<p>Learners watch this video clip www.youtube.com/watch?v=uYCJiS9n34o and take notes on the role and impact of consumerism in the suburbs (which looks ahead to the next key question). (I)</p> <p>Read the online article on ‘The Rise of American Consumerism’ and make a five-point summary on the main changes in the way people consumed goods in the 1950s. (I) www.pbs.org/wgbh/americanexperience/features/general-article/tupperware-consumer/</p> <p>Research task In groups prepare a presentation on ‘The Consumer Society’ using the website learners have already looked at and other internet resources. Learners should think about the impact of:</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<ul style="list-style-type: none"> • cars • home ownership • credit cards • suburban shopping centres. <p>Extension activity Learners produce a mind map to show how consumerism changed the lives of many Americans in the 1950s. (I)</p>
	To understand the role of the federal government's economic policies.	<p>Teacher-led introduction Introduction to the role of federal spending in a booming economy including military expenditure and infrastructure. http://history.state.gov/milestones/1945-1952/NSC68 www.ourdocuments.gov/doc.php?flash=true&doc=88</p> <p>Research task In pairs one learner researches the Federal Highway Act and the other researches military spending in the 1950s. Together they write a summary of which was most important: roads or bombs?</p> <p>Class Discussion What was the most important reason for economic boom between 1945 and 1960? Learners should look at what they've learnt during this key question and analyse different ideas about the impact.</p> <p>Written task Why and how was this period a time of economic prosperity? (F)</p>
	To learn about the impact of full employment on industrial growth.	<p>Teacher-led introduction Introduction into changing employment figures in the period.</p> <p>Research task Learners research the development of US industry in the late 1940s and 1950s. (I) www.let.rug.nl/usa/outlines/history-1994/postwar-america/the-postwar-economy-1945-1960.php</p> <p>Give learners a paragraph from an essay on one of the topics covered so far. (F) The paragraph should be very detailed, with little analysis and no clear link to the question.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		Ask learners to: <ul style="list-style-type: none"> • say what they think the question is and feedback on the strengths/weakness of the paragraph • to rewrite the paragraph putting in clear analysis and links to the question, when they know the question.
How far did society change in the late 1940s and the 1950s? KC1 KC4	To understand the impact of the aftermath of the Second World War on various social groups including women.	<p>Introduction to the contradictory status of women in the 1950s: ideas between ‘perfect housewife’ and new roles of working women. This video gives a good contemporary view of family life. www.youtube.com/watch?v=h8kZzBJrOkU</p> <p>Learners read the article on women’s roles and make a summary of changes and contradictions. (I) www.pbs.org/wgbh/amex/pill/peoplevents/p_mrs.html</p> <p>Research task In pairs learners research women’s roles and produce a comparison between ‘The Ideal Housewife’ and ‘New Pressures’. Learners could begin by thinking about:</p> <ul style="list-style-type: none"> • women’s role in the home • women’s role in the workforce • the role of the Kinsey Reports and Playboy (1953) • the introduction of the contraceptive pill. <p>Discussion How much did women’s lives change in the period?</p> <p>Social class and groups: This video www.youtube.com/watch?v=t7T9WBDLy0w gives a useful introduction to how class and society was beginning to change.</p> <p>Research task In pairs, learners research and plan a presentation on how society changed in America in the 1950s. Learners should think about:</p> <ul style="list-style-type: none"> • education (The G.I. Bill of Rights) • new approaches to child-rearing in the Middle Classes • white collar jobs and the idea of ‘The Company Man’ • the lifestyle expected by the Middle Class. <p>Class discussion The Second World War had a positive impact on US society.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Extension activity Learners read the article on the History of the Middle Class. Learners should write a 10-point summary of how the idea of the Middle Class has changed. (I) www.time.com/time/nation/article/0,8599,1882147,00.html</p>
	<p>To understand the changing patterns of urbanisation and of migration patterns across the USA.</p>	<p>Teacher-led introduction Introduction to the meanings of suburbs and exurbs and how they started to grow in 1950s America. This website www.ushistory.org/us/53b.asp offers a good overview.</p> <p>Research task In groups learners should research 'The Growth and impact of the Suburbs' and prepare a presentation. Learners should begin to think about:</p> <ul style="list-style-type: none"> • government subsidies • decline in inner city living and 'the white flight' • rise of the 'Sun Belt' and change in living conditions • Levittown. www.ushistoryscene.com/uncategorized/levittown/ <p>Learners read and take notes on the articles below. Make a six-point summary on the success and impact of suburban living. (I) http://amhistory.si.edu/onthemove/exhibition/exhibition_15_2.html http://nreionline.com/mag/1950s-post-war-america-hitches-and-heads-burbs</p> <p>Class Discussion How much did the suburbs change the way Americans lived?</p>
	<p>To evaluate the reasons and impact of the growth of a distinct youth culture, e.g. teenagers.</p>	<p>Ask learners to consider, based on what they have learned already, why the lives of young people changed in the USA in the 1950s.</p> <p>Learners read the 'Teenagers Take the Stage' section of this article www.shmoop.com/1950s/society.html and take notes on: (I)</p> <ul style="list-style-type: none"> • ways in which life changed for the young • reactions to changes in youth culture. <p>This website also has a useful section on 'Voices against conformity' www.ushistory.org/us/53f.asp</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	<p>To consider the reasons for and impact of increased social mobility.</p>	<p>Class discussion Was there a revolution in youth culture in the USA?</p> <p>Teacher-led introduction Introduction to explain the concept of social mobility.</p> <p>Based on what learners have learned so far in this theme, ask them to consider:</p> <ul style="list-style-type: none"> • the factors they have covered which would encourage upward social mobility. • the factors they have covered which might limit opportunities for some groups. <p>Research task Learners conduct their own research into the extent and impact of social mobility in the US post-WWII. (I)</p> <p>Ask learners to read a Principal Examiner Report for Teachers (PERT) for this section of the syllabus and note the key points. (F)</p> <p>Class discussion</p> <ul style="list-style-type: none"> • What key points are raised? • How can learners address these in their own responses?
<p>How far were the late 1940s and 1950s a time of party political stability.</p> <p>KC1 KC3 KC4</p>	<p>To understand the reasons for Truman's election in 1948.</p>	<p>Introduction to the presidency of Truman and the main domestic policies. This online presentation www.slideshare.net/ntengowski/trumandomestic-policy gives some good ideas of where to start.</p> <p>Research task Learners research the domestic reforms of Truman from 1945–48 and begin a timeline of his major actions. (I) www.pbs.org/wgbh/americanexperience/features/general-article/truman-domestic/</p> <p>In pairs learners produce a case study presentation of the 1948 election. www.trumanlibrary.org/teacher/campaign.htm</p> <p>Learners should look at:</p> <ul style="list-style-type: none"> • candidates • campaign issues • results • issues Truman faced.

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Extension activity Learners write a 300-word explanation of why Truman was elected in 1948. (I)(F)</p>
	To analyse the challenge of McCarthyism and the Red Scare.	<p>Teacher-led introduction Introduction to main issues involved in McCarthyism and the Red Scare including causes and the actions of the House Un-American Activities Committee. The YouTube video gives a good historical introduction. www.youtube.com/watch?v=qkHURumycM</p> <p>Research task In groups, learners research some of the cases which caused the Red Scare to grow. They prepare a presentation on 'Was there a communist threat in the USA?'. Learners should begin by researching:</p> <ul style="list-style-type: none"> • Alger Hiss • Klaus Fuchs • Julius and Ethel Rosenberg • the Hollywood Ten. <p>In pairs, learners produce a visual diagram looking at the causes, events and impacts of McCarthyism. Learners should think about:</p> <ul style="list-style-type: none"> • the personality of Senator McCarthy • the role of the HUAC • the role of the FBI • loss of jobs • social, cultural and political impacts. <p>Class Discussion What impact did McCarthyism have on American society?</p>
	To understand the reasons for Eisenhower's election victories in 1952 and 1956.	<p>Research task Learners are divided into two groups. One focuses on 1952 and the other on 1956. Each group studies this study source https://millercenter.org/president/eisenhower/campaigns-and-elections and prepares a summary and a revision activity on their topic to share with the other group.</p> <p>Class discussion</p> <ul style="list-style-type: none"> • What are the similarities and differences between the reasons for Eisenhower's election? • What were the main reasons for his electoral success?

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	<p>To consider the reasons for and impact of Eisenhower's domestic policies.</p>	<p>Learners work in pairs (one who studied 1952 in-depth and one who studied 1956 in-depth) to plan a response to a Paper 4 question on this topic. (F)</p> <p>Teacher-led introduction Introduction to Eisenhower including his career and concept of Middle Way Conservatism. This video gives an overview of his career www.watchmojo.com/video/id/11390/</p> <p>Research task In pairs, one learner should research Eisenhower's economic policy and the other should look at his social policies. www.pbs.org/wgbh/americanexperience/features/general-article/eisenhower-domestic/</p> <p>Learners should produce a presentation on 'Did Eisenhower produce a stable country?'. Learners should think about:</p> <ul style="list-style-type: none"> • economics – fiscal conservatism; submerged land act; Eisenhower recessions 1953 and 1957–8 • social policies – social security, National Defence Education Act, Civil Rights Act. <p>Learners feed back their presentations to the rest of the class.</p> <p>Give learners an essay (or extract from an essay) which has an analytical framework but which either lacks supporting knowledge or the knowledge is inaccurate/irrelevant. (F)</p> <p>Ask learners to:</p> <ul style="list-style-type: none"> • use the Generic Levels of Response for Paper 4 to say which Level they think the response would achieve • re-write one paragraph of the essay to raise the Level by selecting appropriate, accurate material to support the points made.
<p>How effective was the Civil Rights movement in the 1950s? KC1 KC2 KC4</p>	<p>To understand the impact of key civil rights groups including NAACP and SCLC.</p>	<p>Using (or other resources or textbooks) www.history.com/topics/civil-rights-movement/naACP and www.historylearningsite.co.uk/the-civil-rights-movement-in-america-1945-to-1968/southern-christian-leadership-conference/ learners should:</p> <ul style="list-style-type: none"> • create a timeline to show the key developments in the Civil Rights movements in the 1950s. • explain the aims and methods of the National Association for the Advancement of Colored People (NAACP) and Southern Christian Leadership Conference (SCLC). <p>Research task Working in groups, learners research either the Lunch Centre Protests (1960) or the Freedom Rides (1961) and</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>produce fact files on their chosen event. When finished learners should swap their fact files with another group. The following resources are useful. www.teachersdomain.org/special/frriders/ www.pbs.org/wgbh/americanexperience/freedomriders/watch americanhistory.si.edu/brown/history/6-legacy/freedom-struggle-2.html</p> <p>Class discussion What impact did the key civil rights groups have in the 1950s? Learners create a mind map to show the results of this discussion. (F)</p>
	<p>To evaluate the role of leading African Americans.</p>	<p>Research task In pairs produce a presentation on the role of either Rosa Parks or Martin Luther King Jr. in the Civil Rights movement of the 1950s. www.historylearningsite.co.uk/rosa_parks.htm and www.ushistory.org/us/54f.asp are useful.</p> <p>Learners should think about:</p> <ul style="list-style-type: none"> • what they did • the impact of their actions • the way they have been remembered. <p>Class discussion The Civil Rights movement changed considerably in the 1950s. How far do you agree?</p>
	<p>To assess the response of the people and governments of Southern states.</p>	<p>Teacher-led overview of the role of States and some governors in trying to prevent the continuation of the Civil Rights movement.</p> <p>Research task Learners mind map or summarise the role of either Truman or Eisenhower in the Civil Rights struggle of the 1950s and the actions taken by federal government. (I)</p> <p>Homework task How effective was the civil rights movement in the 1950s?</p> <p>Give learners a response to a Paper 4 question on this topic. The essay should contain good ideas and</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>information but lack balance or be very poorly organised. (F)</p> <p>Ask learners to:</p> <ul style="list-style-type: none"> • mark the response using the generic mark bands for Paper 4 • feed back their marks and suggest ways the essay could be altered to achieve a higher mark • write a one-side essay plan to show how it could be improved.
	<p>To assess the responses of federal institutions, i.e. Congress, President and Supreme Court.</p>	<p>Teacher-led overview of situation in Civil Rights at the end of Second World War including significance of Jim Crow laws and the role played by African Americans in the world wars. Introduce the issues of the Warren Court and the NAACP.</p> <p>Research task</p> <p>Learners research Brown v. Board of Education and The Little Rock 9, Arkansas. These resources are useful www.loc.gov/exhibits/brown/brown-aftermath.html www.youtube.com/watch?v=RGjNqrQBUno www.youtube.com/watch?v=TTGHLdr-iaK</p> <p>Learners should focus on</p> <ul style="list-style-type: none"> • why these cases became important • how the Warren Court dealt with them. <p>Learners write a response to a Paper 4 question on this theme in timed conditions, to be teacher marked. (F)</p>
<p>Past and specimen papers</p>		
<p>Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support (F) Section B, 9489 Specimen Paper 4 Section B, 9389 Paper 4, past papers June and November</p>		

Theme	Relevant books (non-endorsed)	Comments
<p>Theme 1: The late 1940s and 1950s</p>	<p>Patterson, J T, <i>Grand Expectations: The United States, 1945-1974</i>, OUP, 1998</p> <p>Sanders, V, <i>The American Dream: Reality and Illusion, 1945-1980</i>, Hodder Education, 2015</p> <p>Murphy, D, and Cooper, K, <i>United States 1917–2008</i>, Collins Educational, 2008</p> <p>Byrnes, M S, <i>The Truman Years, 1945-1953</i>, 1st edition, Routledge, 2000</p> <p>Damms, R, <i>The Eisenhower Presidency, 1953-1961</i>, 1st edition, Routledge, 2002</p> <p>Heineman, K J, <i>The Rise of Contemporary Conservatism in the United States</i>, 1st edition, Routledge, 2018</p> <p>Sanders, V, <i>Civil Rights in the USA 1945-68</i>, Hodder Education, 2008.</p> <p>Dierenfield, B J, <i>The Civil Rights Movement</i>, Revised 1st dition, Routledge, 2013</p>	<p>This is a very useful reference text for teachers.</p> <p>This text offers a clear outline of the period and is part of the Access to History series.</p> <p>These three texts (Byrnes, Damms and Heneman) are part of the Seminar Studies series and provide in-depth coverage.</p> <p>Part of the Access to History series and accessible to learners.</p>

Theme 2: The 1960s and the 1970s

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<p>Why and how did the USA experience a deteriorating economic situation in the 1960s and 1970s?</p> <p>KC1 KC4</p>	<p>To understand the economic impact of involvement in Vietnam.</p>	<p>Teacher-led introduction Introduction focusing on the key issues of:</p> <ul style="list-style-type: none"> • the economic impact of Vietnam • the idea that economic prosperity came to an end in the late 1960s and early 1970s. <p>There are relevant charts in this document which could be useful http://economicsandpeace.org/wp-content/uploads/2015/06/The-Economic-Consequences-of-War-on-US-Economy_0.pdf</p> <p>Research task Learners produce a presentation on why the US economy began to fail in the late 1960s and early 1970s. Learners should begin to research:</p> <ul style="list-style-type: none"> • the trade deficit • spiking energy prices • the cost of the space race • the revival of Western Europe and Japan. <p>Ask learners to compare a Paper 2 and Paper 4 question paper and mark scheme. (F)</p> <p>Class discussion</p> <ul style="list-style-type: none"> • What are the key differences between the two papers? • What are the different demands of Paper 4? <p>Extension activity Read the following article on the 1970s crisis and summarise in 10 bullet points what reasons it gives for economic difficulties. (I) www.dollarsandsense.org/archives/2009/1109reuss.html</p>
	<p>To understand the reasons for the failure of post-war economic doctrines.</p>	<p>Ask learners to reflect on and identify the main features of US economic policy in the late 1940s and 1950s. Create a class list of features.</p> <p>Research task Learners use the website www.shmoop.com/1960s/economy.html and answer the following questions.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<ul style="list-style-type: none"> • What were the strengths of the US economy? • What were the weaknesses in the US economy? • How, and to what extent, did policy change in the 1960s from the class list of key features? • Why did government spending increase in this period? <p>Class discussion How far can Kennedy's policies be seen as weakening the US economy in the 1960s?</p>
	To assess the impact of external challenges including foreign competition, oil crises of 1973 and 1979 and the Cold War.	<p>Teacher-led introduction Introduction to the importance of oil as a political tool and definition of Organization of the Petroleum Exporting Countries (OPEC). This video www.youtube.com/watch?v=VCLRIVxOH-Q gives a good contemporary account of the 1973 crisis.</p> <p>Research task In pairs use this website http://cr.middlebury.edu/es/altenergylife/70's.htm on the 1970s oil crisis to produce a diagram of causes, events and impacts of the oil crisis of 1973 and research the crisis of 1979.</p> <p>Give learners a paragraph from an essay on one of the topics covered so far. (F) The paragraph should be very detailed, with little analysis and no clear link to the question.</p> <p>Ask learners to</p> <ul style="list-style-type: none"> • say what they think the question is and feedback on the strengths/weakness of the paragraph • rewrite the paragraph putting in clear analysis and links to the question, when they know the question.
	To understand Stagflation and its impact.	<p>Research task Read the online article and write a definition of Stagflation and its impact. (I) www.khanacademy.org/humanities/us-history/postwarera/1970s-america/a/stagflation-and-the-oil-crisis</p> <p>Learners produce a more in-depth revision guide on the causes and effects of Stagflation in the 1970s. (I)</p> <p>Class discussion Why, after 30 years of economic growth, did the USA experience such severe economic problems in the 1970s? In groups, learners start to plan this essay using knowledge from across the course.</p> <ul style="list-style-type: none"> • Learners could begin by looking at paragraph structure and ways of using evidence. • This is a Specimen Paper question and the mark scheme can be found on the School Support Hub. This is a good point to stop and really concentrate.

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Ask learners to read a PERT for this section of the course and note the key points. (F)</p> <p>Class discussion</p> <ul style="list-style-type: none"> • What key points are raised? • How can learners address these in their own responses?
<p>How great were the social changes of the 1960s and 1970s?</p> <p>KC1 KC3 KC4</p>	<p>To understand the nature and extent of changes in the social class system.</p>	<p>Learners watch this video https://archive.org/details/SocialCI1957 as an introduction to this topic. It follows the fortunes of 3 male babies born to different classes.</p> <p>Learners should note:</p> <ul style="list-style-type: none"> • what is the social/economic/educational background of each baby? • how likely is it that these babies will become more affluent and socially mobile? • How does class limit/enhance their opportunities? <p>Class discussion</p> <p>What does this film show about social class in the 1960s?</p> <p>What were the key characteristics of each social class in the USA in the 1960s?</p> <p>Learners conduct their own research to complete a chart on social class in the US covering the key features of each group. (I)</p>
	<p>To understand response for the growth of feminism and its impact.</p>	<p>Research task</p> <p>In pairs, learners research and gather notes on the following important aspects of the feminist movement:</p> <ul style="list-style-type: none"> • Betty Friedan • Gloria Steinem • National Organisation for Women (NOW) • Court cases i.e. Roe v. Wade. <p>Group task: (I)</p> <ul style="list-style-type: none"> • In pairs learners create a timeline of the key moments in the feminist movement in the 1960s and 1970s. • Learners choose one person or event from the timeline and write a revision fact file to share with the rest of the class. These fact files could be shared as part of an online community. <p>Give learners an essay (or extract from an essay) which has an analytical framework but which either lacks supporting knowledge, or the knowledge is inaccurate/irrelevant. (F)</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		Ask learners to <ul style="list-style-type: none"> • use the Generic Level of Response for Paper 4 to say which Level they think the response would achieve • re-write one paragraph of the essay to raise the Level by selecting appropriate, accurate material to support the points made.
	To assess the impact of the counter-culture movement.	<p>Research task Learners research and note the key features of counter-culture. They share ideas in a spider diagram/mind map. (F)</p> <p>Learners use the website below to develop a timeline of the development of counter-culture</p> <ul style="list-style-type: none"> • how it was linked to changing US politics • activism • Hippies and Yippie • Women. <p>www.cliffsnotes.com/study-guides/history/us-history-ii/the-new-frontier-and-the-great-society/the-counterculture-of-the-1960s</p> <p>Class discussion What was the impact of counter-culture?</p>
	To understand the reasons for the growth and impact of the gay rights movement, e.g. Stonewall 1969.	<p>Teacher-led introduction Introduction to the issue of gay rights and growing awareness during the 1960s. The online video www.pbs.org/wgbh/americanexperience/features/trailer/stonewall-trailer/ is a powerful introduction to the Stonewall riots.</p> <p>Research task In pairs learners produce a timeline of the gay rights movement through the 1960s and 1970s. The following websites are useful for this activity. www.infoplease.com/ipa/A0194028.html www.time.com/time/interactive/0,31813,1904681,00.html</p> <p>Using the material they have been given in this part of the course, learners consider the question ‘How far do the 1960s and 1970s appear to have been revolutionary in social attitudes?’ They should find evidence to challenge and support the idea of a revolution in attitudes.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Class discussion What evidence is there that there was a revolution in social attitudes?</p>
<p>How far were the 1960s and 1970s a time of party political instability. KC1 KC2 KC3 KC4</p>	<p>To compare and assess the domestic policies of various Presidents: Kennedy, Johnson, Nixon, Ford and Carter.</p>	<p>Research task Learners are divided into 5 groups and each is given a President to research. They should draw up a timeline of key developments for their President's term in office to include:</p> <ul style="list-style-type: none"> • education • welfare • poverty • equality. <p>These are useful website but there are others and learners could use textbooks instead. www.ushistory.org/us/56e.asp www.pbs.org/johngardner/chapters/4c.html</p> <p>Learners re-group so that there is one of each President in each group. They are given a chart to complete to compare the policies. Each member of the group feeds back on their President.</p> <p>Learners consider their findings.</p> <ul style="list-style-type: none"> • Are there similarities/key themes which emerge? • What are the main differences in domestic priorities of these Presidents?
	<p>To understand the impact of the Vietnam War on party politics.</p>	<p>Show learners a copy of the cartoon here https://spartacus-educational.com/ARTlevine.htm What is the message of this source?</p> <p>Learners read this short article www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=3469 and note the ways the Vietnam War impacted on the Democratic Party. (I)</p> <p>Research task Learners study this article and explain how and why Vietnam had an impact on one of the elections listed up to 1992 (the class could be divided into groups and given one election each to research). https://historynewsnetwork.org/article/7729 A fact sheet for each election should be produced and shared with the rest of the class.</p> <p>Ask learners to read a PERT for this section of the syllabus and note the key points. (F)</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Class discussion</p> <ul style="list-style-type: none"> • What key points are raised? • How can learners address these in their own responses? <p>Extension activity: Learners read this article and summarise the key points of the argument. www.politico.com/magazine/story/2015/02/vietnam-lbj-pleiku-haunts-democrats-115259</p>
	To assess the rise and fall of the 'imperial presidency' including Nixon and Watergate.	<p>Teacher-led introduction Introduction to career and scandal of Richard Nixon. This BBC video www.bbc.co.uk/programmes/topics/Watergate_scandal provides some good opening talking points.</p> <p>Learners read this article and summarise the key points it raises about the impact on Vietnam for the role of the President. (I) www.theatlantic.com/magazine/archive/2017/10/how-americans-lost-faith-in-the-presidency/537897/</p> <p>Research task In groups learners research Nixon and the Watergate scandal and add details to their thematic timeline. www.pbs.org/wgbh/americanexperience/features/general-article/nixon-politics</p> <p>As part of a flipped learning activity, learners a write response to a Paper 4 question on this topic to be peer assessed next lesson.</p>
	To evaluate the role and impact of mass media.	<p>Learners mark each other's essays using the generic mark scheme for Paper 4 and decide which level they would award the response. They should also provide feedback on</p> <ul style="list-style-type: none"> • two positive aspects of the essay • one area to improve. <p>Learners read this article and create a mind map to show the impact of television in the 1960s. https://edition.cnn.com/2014/05/29/showbiz/tv/sixties-five-things-television/index.html They should consider the impact on society and politics.</p> <p>Extension activity: learners read this article and make a summary of the main points about the impact of media coverage of Vietnam on public opinion. www.rewire.org/pbs/vietnam-war-media-shapes-public-opinion/</p>
How far did the position of ethnic	To understand the nature of the	<p>Research task In groups learners research and prepare a factsheet on the impact of one important event in the Civil Rights</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
minorities improve in the 1960s and 1970s? KC1 KC2 KC4	responses of federal institutions, Civil Rights Act 1964.	<p>movement.</p> <ul style="list-style-type: none"> • March on Washington 1963 • Freedom Summer 1964 • Selma 1965. <p>Learners feedback their finding and consider government responses leading to</p> <ul style="list-style-type: none"> • The Civil Rights Act of 1964 • Voting Rights Act of 1965. <p>These websites are useful. www.historylearningsite.co.uk/civil1.htm www.history.com/topics/black-history/selma-montgomery-march</p> <p>For their chosen event learners should also prepare a two-sided handout including:</p> <ul style="list-style-type: none"> • main events • who was involved • impact and aftermath.
	To evaluate the role of civil rights leaders and groups, e.g. Martin Luther King Jr, SNCC, CORE, La Raza and American Indian Movement (AIM).	<p>Teacher-led introduction Introduction to how Hispanics and American Indians formed movements which fought for Civil Rights.</p> <p>Research task In groups learners prepare a presentation on how Hispanics or American Indians fought for equal rights including:</p> <ul style="list-style-type: none"> • American Indian movement • Trail of Broken Treaties • The Longest Walk • The Chicano civil rights movement. <p>Class discussion Were individuals, mass groups or politicians primarily responsible for the changes made in the 1960s?</p> <p>Learners write a 2-minute speech to explain what they think was the major advance in this period and why. (F)</p>
	To understand the growth and impact of the Black Power	<p>Teacher-led introduction Introduction to the tactics and membership of the Black Power and Black Panther movements. This video www.youtube.com/watch?v=S49Tw679AKc opens some talking points about the Black Power salute at the 1968</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	movement.	<p>Olympics.</p> <p>Research task In pairs, learners research the Black Power movement including:</p> <ul style="list-style-type: none"> • Malcolm X • Stokely Carmichael • the size and significance of Black Power. <p>Class discussion How important was the Black Power movement in the fight for Civil Rights?</p> <p>Give learners a response to a Paper 4 question on this topic. The essay should contain good ideas and information but lack balance or be very poorly organised. (F)</p> <p>Ask learners to</p> <ul style="list-style-type: none"> • mark the response using the generic mark bands for Paper 4 • feed back their marks and suggest ways the essay could be altered to achieve a higher mark • write a one-side essay plan to show how it could be improved.
	To understand the reasons for, and impact of, Affirmative Action	<p>Teacher-led introduction Introduction on the affirmative action in the United States. This website is useful www.infoplease.com/spot/affirmative1.html</p> <p>Learners read the summary of the Supreme Court ruling Regents of University of California v. Bakke and write a 10-point summary of how affirmative action worked. (I) www.pbs.org/wnet/supremecourt/rights/landmark_regents.html</p> <p>Learners write a response to a Paper 4 question on this theme in timed conditions, to be teacher marked. (F)</p>

Past and specimen papers

Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support (F)

Section B, 9489 Specimen Paper 4

Section B, 9389 Paper 4, past papers June and November

Theme	Relevant books (non-endorsed)	Comments
<p>Theme 2:</p> <p>The 1960s and the 1970s</p>	<p>Sanders, V, <i>The American Dream: Reality and Illusion, 1945-1980</i>, Hodder Education, 2015</p> <p>Sanders, V, <i>Civil Rights in the USA 1945-68</i>, Hodder Education, 2008</p> <p>Sanders, V, <i>Politics, Presidency and Society in the USA 1968-2001</i>, Hodder Education, 2008</p> <p>Murphy, D, and Cooper, K, <i>United States 1917–2008</i>, Collins Educational, 2008</p> <p>Dierenfield, B J, <i>The Civil Rights Movement</i>, Revised 1st edition, Routledge, 2013</p> <p>Patterson, J T, <i>Grand Expectations: The United States, 1945-1974</i>, OUP, 1998</p> <p>Jones, M, <i>The Limits of Liberty, American History, 1607-1992</i>, 2nd edition, OUP, 1995.</p>	<p>From the Access to History series and a useful learner resource for Themes 1, 2 and 3.</p> <p>From the Access to History series and a useful learner resource covering the civil rights aspects of this course.</p> <p>From the Access to History series and a useful learner resource on the 1970s.</p> <p>Written for AS and A level learners, this is an accessible text for learners and contains a detailed section on civil rights.</p> <p>Part of the Seminar Studies series giving detailed coverage.</p> <p>A useful book for teachers / reference text.</p>

Theme 3: The 1980s and early 1990s

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<p>How far did the US economy improve in the 1980s and early 1990s?</p> <p>KC1 KC2</p>	<p>To understand the nature and impact of Reaganomics.</p>	<p>Teacher-led introduction Introduction to Ronald Reagan and the basics of Reaganomics including the difference between ‘demand management’ and ‘supply side’ economics. www.shmoop.com/reagan-era/economy.html is useful.</p> <p>Research task Learners research and write a 5-point summary of Reaganomics. (I) www.pbs.org/wgbh/americanexperience/features/general-article/reagan-domestic</p> <p>Ask learners to compare a Paper 2 and Paper 4 question paper and mark scheme. (F) (If this has not been completed in an earlier part of the Paper 4 course)</p> <p>Class discussion</p> <ul style="list-style-type: none"> • What are the key differences between the two papers? • What are the different demands of Paper 4?
	<p>To understand the impact of foreign competition.</p>	<p>Research task Learners work in small groups to prepare a fact sheet on the impact of foreign competition on the American economy. Learners should research and include:</p> <ul style="list-style-type: none"> • the growing economies of Germany and Japan (and other Pacific Rim economies) • how world trade share affected the US economy • how buying habits in the US changed. <p>This website is useful https://laboureconomics.wordpress.com/2011/05/04/the-effect-of-foreign-competition-us-firms/</p> <p>Class discussion What was the impact of foreign competition on the US economy in this period?</p> <p>Learners each write 5 quiz questions on the topic covered in the last two sections of this theme to be used as a revision aid. (F)</p>
	<p>To evaluate the reasons for, and extent of, changes in</p>	<p>Learners read the article on the 1982 recession and write a summary of how the early Reagan years affected peoples living standards. www.pbs.org/wgbh/americanexperience/features/general-article/reagan-recession/ (I)</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	living standards.	<p>Research task In pairs, learners produce a revision guide to changing living and social standards in 1980s America. Learners can begin by looking at: www.ushistory.org/us/59d.asp</p> <ul style="list-style-type: none"> the changing consumer economy Yuppies and greed the influence of technology.
	To understand the twin deficits: budget and trade.	<p>Teacher-led overview of how the 1980s saw the growth of national debt in the US economy and a massive trade deficit. Again, it is important to think about this in context of Themes 1 and 2.</p> <p>How far did the US economy improve in the 1980s?</p> <p>Give learners a paragraph from an essay on one of the topics covered so far. (F) The paragraph should be very detailed, with little analysis and no clear link to the question. Ask learners to:</p> <ul style="list-style-type: none"> say what they think the question is and feedback on the strengths/weakness of the paragraph rewrite the paragraph putting in clear analysis and links to the question, when they know the question.
<p>How effective were responses to the social challenges facing the USA in the 1980s?</p> <p>KC1 KC2 KC3 KC4</p>	To understand the reasons for and effectiveness of the 'war on drugs'.	<p>Teacher-led overview of the change in use and attitude to drugs in 1980s America. This online article gives a good overview of the impact during the decade. www.druglibrary.org/special/goode/drugpanic.htm</p> <p>Research task In groups research using these resources www.youtube.com/watch?v=lQXgVM30mIY www.pbs.org/wgbh/pages/frontline/shows/drugs/ and write a summary of the campaigns against drugs in 1980s America. Learners can begin to consider:</p> <ul style="list-style-type: none"> Nancy Reagan and the Just Say No programme increased use of incarceration as punishment the DARE drug education programme.
	To assess attempts to respond to the outbreak of AIDS.	<p>Teacher introduction Introduction to the panic caused by the AIDs epidemic in the early 1980s in America. This video provides some useful discussion points www.youtube.com/watch?v=9oenTf9BUcw Learners read the section on Reagan and AIDs from the website and list the difficulties that Reagan had in dealing with the AIDs epidemic. (I) www.avert.org/aids-history-america.htm#contentTable0</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>http://millercenter.org/president/reagan/essays/biography/4</p> <p>Class discussion Did Reagan do as much as he could to tackle the AIDS epidemic in the 1980s? Discussion should include consideration of</p> <ul style="list-style-type: none"> • his political position and • the difficulties surrounding his personal views.
	To consider the on-going issue of gender inequality.	<p>Learners watch this video http://video.pbs.org/video/2331419282/ and note the key developments which it covers.</p> <p>Research task In pairs learners research and prepare a presentation on either the progress of Women’s or Gay rights in the 1980s including:</p> <ul style="list-style-type: none"> • methods used to fight for equal rights • the progress of legal rights • Supreme Court rulings. <p>These websites are useful www.helium.com/items/2084244-womens-rights-in-the-1980s-america www.boundless.com/u-s-history/the-conservative-turn-of-america-1968-1989/the-reagan-administration/the-gay-rights-movement/</p> <p>Learners present their ideas to the rest of the class.</p> <p>Class Discussion Did the pace of change for equal rights slowdown in the 1980s? This discussion should reflect on the previous decades and knowledge gained about the 1960s and 1970s.</p>
	To understand the reasons for and impact of the rise of the religious right.	<p>Teacher-led introduction Introduction to what is meant by the religious right and how they started to feature more in America during the 1980s.</p> <p>Research task Learners research and write a two-sided summary of the views of the Religious right on: (I)</p> <ul style="list-style-type: none"> • family • education • sexuality • the place of the Moral Majority.

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>http://nationalhumanitiescenter.org Give learners an essay (or extract from an essay) which has an analytical framework but which either lacks supporting knowledge, or the knowledge is inaccurate/irrelevant. (F)</p> <p>Ask learners to</p> <ul style="list-style-type: none"> • use the Generic Levels of Response for Paper 4 to say which Level they think the response would achieve • re-write one paragraph of the essay to raise the Level by selecting appropriate, accurate material to support the points made.
<p>How and why did the early 1980s and early 1990s mark a return of party political stability? KC1 KC2 KC4</p>	<p>To understand Conservatism: the rise of the New Right.</p>	<p>Teacher-led introduction Introduction to the fundamentals of Neo-conservatism and how it changed the ideas of much of the right wing in the American politics. Learners should be encouraged to contrast this with the 'Middle Way' Conservatism of Eisenhower and other 'Old Right' thinkers. This website has some useful ideas which could be adapted www.slideserve.com/kellsie/the-new-right-and-the-reagan-revolution</p> <p>Research task In groups learners research aspects of the New Right and the effect it had upon the American politics. Learners should then prepare a group fact file for revision including:</p> <ul style="list-style-type: none"> • The Heritage Foundation • Pat Robertson • importance of grass roots voters and politics. <p>Class discussion How have New Right ideas affected the American politics in the last 3 decades?</p>
	<p>To understand the reasons for the electoral success of the Republicans in the 1980s.</p>	<p>Research task In pairs learners should prepare a presentation on 'Why did George Bush win the election of 1988?' These resources are useful http://millercenter.org/president/bush/essays/biography/3 and www.pbs.org/wgbh/americanexperience/features/general-article/bush-election88/ The presentation should include:</p> <ul style="list-style-type: none"> • the candidates • the issues of the campaign • the way the campaign was conducted including dirty tricks • the results.

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Class discussion Was 1988 an easy win for George H W Bush?</p>
	<p>To assess the impact of the Iran–Contra Affair (1985–87) on Reagan’s presidency.</p>	<p>Teacher-led introduction Introduction into the Iran-Contra Affair. Learners watch this short video https://billmoyers.com/content/high-crimes-misdemeanors-reagan-iran-contra-scandal/ and list the reasons why the Iran–Contra affair was so controversial. Get feedback from the class to create a mind map to answer the question above.</p> <p>Learners read this article and take notes on the impact of the Affair. (I) www.pbs.org/wgbh/americanexperience/features/reagan-iran/</p> <p>Ask learners to read a PERT for this section of the course and note the key points. (F) (If this has not been completed in an earlier part of the Paper 4 course)</p> <p>Class discussion</p> <ul style="list-style-type: none"> • What key points are raised? • How can learners address these in their own responses?
	<p>To understand the fluctuating fortunes of the Democrats, reasons for the election of Clinton in 1992.</p>	<p>Research task Learners prepare for a discussion on ‘Why did the Democrats seem to decline during the 1980s?’. Learners should be prepared to think about:</p> <ul style="list-style-type: none"> • the rise of ‘Reagan Democrats’ • the end of the Democrat coalition of voters • weaknesses of Democratic politicians • the issues which appealed to voters in the 1980s. (I) <p>Class discussion Why did the Democrats seem to decline during the 1980s? Learners read this article and take notes on the reasons why Clinton won the 1992 election. https://millercenter.org/president/clinton/campaigns-and-elections</p> <p>Learners complete a response to a Paper 4 question on one topic covered in this theme. (F)</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<p>How far did the position of ethnic minorities improve in the 1980s?</p> <p>KC1 KC2 KC4</p>	<p>To understand the developing nature of identity politics and multiculturalism.</p>	<p>Learners read this article and watch the video it includes to gain an insight into how identity politics developed in the USA https://combaheerivercollective.weebly.com/</p> <p>Research task Learners work in groups to devise a short presentation on the developments of identity politics in the US. Presentations should include</p> <ul style="list-style-type: none"> • definitions of multiculturalism and identity politics • reasons for development in the 1980s • Why identity politics are so controversial. <p>Learners should include comments from supporters and critics.</p> <p>This article is useful in tracing the development of identity politics www.tikkun.org/the-evolution-of-identity-politics-an-interview-with-eric-ward</p> <p>Extension activity Learners can read the Combahee River Collective Statement here https://combaheerivercollective.weebly.com/the-combahee-river-collective-statement.html and note the main aims of the collective.</p>
	<p>To understand the impact of the formation of the Rainbow Coalition in the mid-1980s.</p>	<p>Learners watch this short vide www.youtube.com/watch?v=cWjPrIUgKA4 What can they learn from this video about the aims of the Rainbow Coalition?</p> <p>Learners conduct their own research into the Rainbow Coalition covering the following: (I)</p> <ul style="list-style-type: none"> • background and impact of Jesse Jackson • reasons for the formation of the Coalition • key policies of the Coalition. <p>Learners read this article www.thenation.com/article/jesse-jackson-rainbow-coalition-democratic-politics/ and summarise this author's assessment of the impact of the Rainbow Coalition.</p> <p>Class discussion How far did the Rainbow Coalition reflect disenchantment with US politics and political parties?</p>
<p>To assess the social impact of Reaganomics.</p>		<p>Learners listen to podcast on the impact of Reagan on 'communities of colour' and summarise the arguments in six bullet points. This could also lead to a discussion afterwards on the impact of Reagan's policies. www.nbcnews.com/id/5158315/ns/us_news-life/t/reagan-contrary-view/ (I)</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Learners read the article on the influence on the Reagan’s presidency on African American communities. www.npr.org/2011/02/04/133497430/Remembering-Presidents-Reagan-Civil-Rights-Legacy Learners should write a summary of the main arguments given. (I)</p> <p>Give learners a response to a Paper 4 question on this topic. The essay should contain good ideas and information but lack balance or be very poorly organised. (F)</p> <p>Ask learners to</p> <ul style="list-style-type: none"> • mark the response using the generic mark bands for Paper 4 • feedback their marks and suggest ways the essay could be altered to achieve a higher mark • write a one-side essay plan to show how it could be improved.
	<p>To understand the impact of Affirmative Action and Supreme Court judgements in practice.</p>	<p>Teacher overview of how affirmative action had been working since its foundation and the reaction to it during the Reagan period. Linking back to the previous Theme is a good idea here as learners will be expected to have a coherent understanding.</p> <p>Research task In groups learners choose two Supreme Court judgements to research using this website www.eeoc.gov/eeoc/history/35th/1980s/supremecourt.html</p> <p>A good starting list includes:</p> <ul style="list-style-type: none"> • Stotts vs. Memphis Fire Department • Wygant vs. Jackson Board of Education • US vs. Paradise • Watson vs. Fort Worth Bank • Antonio vs. Wards Cove Packing Company. <p>For each case, learners should build a case study to explain what the case shows about the place of affirmative action in the 1980s. Learners write a response to a Paper 4 question on this theme in timed conditions, to be teacher marked. (F)</p>

Past and specimen papers

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Section B, 9489 Specimen Paper 4

Section B, 9389 Paper 4, past papers June and November

Theme	Relevant books (non-endorsed)	Comments
<p>Theme 3:</p> <p>The 1980s and early 1990s</p>	<p>Sanders, V, <i>Politics, Presidency and Society in the USA 1968-2001</i>, Hodder Education, 2008</p> <p>Murphy, D, and Cooper, K, <i>United States 1917–2008</i>, Collins, 2008</p> <p>Heineman, K J, <i>The Rise of Contemporary Conservatism in the United States</i>, 1st Edition, Routledge, 2018</p> <p>Rossinow, D, <i>The Reagan Era: A History of the 1980s</i>, Columbia University Press, 2016</p> <p>Jones, M, <i>The Limits of Liberty, American History, 1607-1992</i>, 2nd edition, OUP, 1995.</p>	<p>From the Access to History series and a useful learner resource on the 1980s to 1990s.</p> <p>Part of the Seminar Studies series offering detailed coverage of this period.</p> <p>A useful text for teachers on Reagan.</p> <p>Chapter 29 gives coverage of this period.</p>

Theme 4: Foreign policy, 1944–92

Syllabus ref. and Key Concepts	Learning objectives	Suggested teaching activities
<p>How did US leadership of the global economy develop and change from 1944 to 1970?</p> <p>KC1 KC2 KC4</p>	<p>To understand the establishment of the Bretton Woods system from 1944: the International Monetary Fund (IMF). The World Bank and the General Agreement on Tariffs and Trade (GATT).</p>	<p>If learners have studied Theme 1, they could be asked to summarize the position of the US in 1944. Otherwise, this could be a teacher led introduction.</p> <p>Research task Learners read the information here and take notes to cover www.thebalance.com/bretton-woods-system-and-1944-agreement-3306133 www.wto.org/english/thewto_e/whatis_e/tif_e/fact4_e.htm</p> <ul style="list-style-type: none"> • What was the Bretton Woods agreement? • Why was it agreed? • What was the IMF? • What was its role in the global economy? • How was the World Bank different from the IMF? • What was GATT? • Why was it established? <p>Class discussion What were the key reasons underpinning these developments?</p> <p>Ask learners to compare a Paper 2 and Paper 4 question paper and mark scheme. (If this has not been completed in an earlier part of the Paper 4 course) (F)</p> <p>Class discussion</p> <ul style="list-style-type: none"> • What are the key differences between the two papers? • What are the different demands of Paper 4?
	<p>To understand the reasons for and impact of rebuilding the economies of Japan (the Doge Line and the Korean War) and Western</p>	<p>Learners are divided into two groups. Each group devises a short presentation on their topic covering the following content</p> <ul style="list-style-type: none"> • analysis of a contemporary cartoon on the topic • a timeline to show key stages in the development of policy • what the economic state of the Japan/Western Europe was at the end of Second World War • why the US was keen to help rebuild Japan/Western Europe • what the Dodge line/Marshall Plan was

Syllabus ref. and Key Concepts	Learning objectives	Suggested teaching activities
	Europe (the Marshall Plan).	<ul style="list-style-type: none"> the impacts of US intervention on Japan/Western Europe. <p>These resources are useful for Japan. https://history.state.gov/milestones/1945-1952/japan-reconstruction https://courses.lumenlearning.com/boundless-worldhistory/chapter/japanese-recovery/</p> <p>These resources are useful for Western Europe. www.history.com/topics/world-war-ii/marshall-plan-1 https://history.state.gov/milestones/1945-1952/marshall-plan</p> <p>Learners share their presentations either by presenting to the rest of the class or on a shared online platform.</p> <p>Class discussion What are the key similarities/differences in the economic rebuilding of Japan and Western Europe?</p> <p>Extension activity Learners read this article www.theguardian.com/world/2009/sep/11/second-world-war-rebuilding (which covers both Western Europe and Japan) and summarise the main arguments of the author.</p>
	To consider the implementation of the Bretton Woods system in the 1950s, e.g. GATT agreements.	<p>Ask learners to ‘think, pair, share’ in 5 minutes on the main features of the Bretton Woods system. They give feedback on their key points to the class.</p> <p>Research task Learners research the impact of Bretton Woods in the 1950s covering</p> <ul style="list-style-type: none"> exchange rates post-Second World War prosperity link between Bretton Woods and rebuilding in Europe and Japan. <p>This website gives a useful overview http://news.bbc.co.uk/1/hi/business/7725157.stm</p> <ul style="list-style-type: none"> the impact of GATT in the 1950s the reason further agreements on trade and tariffs failed (The Havana Charter?) <p>Learners prepare a plan to a Paper 4 question on one of the topics covered in this theme (I) (F)</p>
	To understand the	Teacher-led introduction

Syllabus ref. and Key Concepts	Learning objectives	Suggested teaching activities
	<p>nature and extent of challenges to US leadership of the global economy up to 1970, e.g. competition from Japan and West Germany.</p>	<p>Introduction covering the nature and extent of challenge to the US leadership of the world economy in the 1970s. This video is useful (although it goes beyond 1970s) and could be used to develop a timeline www.learnliberty.org/videos/us-economic-history-9-americas-transition-to-a-global-economy-1960s-1990s/</p> <p>Class discussion To what extent was the US a victim of its own success?</p> <p>Give learners a paragraph from an essay one of the topics covered so far. (F) The paragraph should be very detailed, with little analysis and no clear link to the question.</p> <p>Ask learners to</p> <ul style="list-style-type: none"> • say what they think the question is and feed back on the strengths/weakness of the paragraph • rewrite the paragraph putting in clear analysis and links to the question, when they know the question.
<p>Was US foreign policy towards communism between 1950 and 1963 a policy of containment or a policy of rollback? KC1 KC3 KC4</p>	<p>To evaluate relations with USSR and China.</p>	<p>Learners study this resource www.ushistory.org/us/56g.asp and create an overview timeline showing the development of US relations were developing with</p> <ul style="list-style-type: none"> • the USSR • China. <p>Research task Why was there tension with China and the USSR?</p> <ul style="list-style-type: none"> • Impact of ideology • Impact of leadership • Impact of conflict in Korea/US interest in Asia • Impact of USSR's actions in Eastern Europe. <p>Learners watch this short video www.khanacademy.org/humanities/us-history/postwarera/1950s-america/v/korean-war-overview and</p> <ul style="list-style-type: none"> • identify reasons for US involvement in Korea • make a timeline to show key events.
	<p>To understand the reasons for, and impact of, involvement in Korea.</p>	<p>Why was the US involved in the Korean War? The class feeds back their ideas to a mind map.</p> <p>Learners read the Truman's speech here www.archives.gov/education/lessons/korean-conflict#documents from June 1950 and note his key aims in Korea. Learners use the article above and develop detailed notes on the points already identified.</p>

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		<p>This website www.digitalhistory.uh.edu/teachers/lesson_plans/pdfs/unit10_23.pdf is also useful and contains primary source material.</p> <p>Class discussion Ask the class to predict the likely outcomes of US involvement in Korea.</p> <p>Research task Learners carry out independent research to test their hypotheses.</p> <p>Extension activity learners read this article on the impact of the Korean war starting from p17 www3.nccu.edu.tw/~lorenzo/Jervis%20Korean%20War%20and%20Cold%20War.pdf and summarise the main impacts.</p>
	To understand the reasons for and impact of the Nuclear arms race.	<p>Teacher-led introduction Introduction to Nuclear situation by the end of the 1960s and the influence of the Space Race.</p> <p>Research task In pairs learners research either the Non-Proliferation Treaty or SALT. They should prepare a presentation on:</p> <ul style="list-style-type: none"> • the issues surrounding the treaties • why they were signed • how effective they were in encouraging countries to move away from nuclear weapons • the influence of the treaties on the policy of Détente. <p>http://history.state.gov/milestones/1961-1968/NPT www.state.gov/www/global/arms/treaties/salt1.html www.coldwar.org/articles/70s/SALTlandII.asp</p> <p>Learners work in pairs or small groups to prepare a detailed essay plan to a question on this topic. (F) Ask learners to assess each other's work</p> <ul style="list-style-type: none"> • use the generic mark bands for Paper 4 to say which level they think the response would achieve • feedback on the strengths of the plan and say what could be improved.
	To understand the reasons for, and the significance of, the Cuban Missile Crisis.	<p>Research task Learners continue to research and analyse US involvement and add information to their charts for this Key Question. Learners should begin by looking at:</p> <ul style="list-style-type: none"> • US reactions to Castro coming to power

Syllabus ref. and Key Concepts	Learning objectives	Suggested teaching activities
		<ul style="list-style-type: none"> • The Bay of Pigs incident • The Cuban Missile Crisis. <p>Class discussion Should US involvement in Latin America in this period be seen purely as 'Containment'?</p> <p>www.coldwar.org/articles/50s/guatemala.asp http://education-portal.com/academy/lesson/john-f-kennedy-and-the-cold-war.html www.johndclare.net/cold_war16.htm</p>
<p>Why, and with what success, did the USA follow a policy of détente between 1963 and 1979?</p> <p>KC1 KC2 KC3</p>	<p>To assess the reasons for changing policies towards Vietnam.</p>	<p>Teacher-led introduction Introduction to next stage of the Cold War and concept of détente. It is important for students to see developments so they can comment across periods. Learners could watch this video www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir2/detente_video.shtml. It is designed for younger learners but offers brief introduction to détente.</p> <p>Research task In groups learners research one aspect/event related to the US involvement in the Vietnam war. Topics should include:</p> <ul style="list-style-type: none"> • the Gulf of Tonkin incidents and US escalation • Operation Rolling Thunder • the My Lai massacre • US bombing of Cambodia and Laos • Vietnamization and cut in troop numbers • the Fall of Saigon. <p>Resources which could be used include www.discoveryeducation.com/teachers/free-lesson-plans/opposing-views-on-the-vietnam-war.cfm www.archives.gov/education/lessons/vietnam-photos/</p> <p>For their chosen aspect groups should prepare a presentation and handout on:</p> <ul style="list-style-type: none"> • the main events • how this changed American involvement in Vietnam • how this fits in with détente.

Syllabus ref. and Key Concepts	Learning objectives	Suggested teaching activities
		<p>Class Discussion How far did the US involvement in Vietnam follow a policy of détente after 1969?</p>
	To understand the Nixon Doctrine and its impact	<p>Learners read the article on Nixon’s foreign policy and summarise in 6 points. (I) www.pbs.org/wgbh/americanexperience/features/general-article/nixon-foreign/</p> <p>Research task In pairs learners research Nixon’s visit to China and produce a wall display summary showing the Causes, Events and Impact of the visit.</p> <p>Class discussion How important was the Presidency of Richard Nixon to the policy of Detente?</p>
	To assess attempts at nuclear arms limitation.	<p>Teacher-led introduction Introduction to Nuclear situation by the end of the 1960s and the influence of the Space Race.</p> <p>Research task In pairs learners research either the Non-Proliferation Treaty or SALT. They should prepare a presentation on:</p> <ul style="list-style-type: none"> • the issues surrounding the treaties • why they were signed • how effective they were in encouraging countries to move away from nuclear weapons • the influence of the treaties on the policy of détente. <p>http://history.state.gov/milestones/1961-1968/NPT www.state.gov/www/global/arms/treaties/salt1.html www.coldwar.org/articles/70s/SALTlandII.asp</p>
	To understand the reasons for and impact of changing relations with the USSR and China.	<p>Learners add to their timeline for 1950-1963 to show how relations developed and changed in this period.</p> <p>Research task Learners divide into two groups, one studying relations with the USSR in depth and one studying relations with China in depth.</p> <ul style="list-style-type: none"> • What were the key sources of tension between the two powers? • Why did relations deteriorate at certain points? • Why did relations improve or thaw at other points? • What was the situation by the end of the 1970s?

Syllabus ref. and Key Concepts	Learning objectives	Suggested teaching activities
		<p>http://afe.easia.columbia.edu/special/china_1950_us_china.htm https://2001-2009.state.gov/r/pa/ho/pubs/fs/85895.htm</p> <p>Class discussion How far does the class agree that the main reason for improved Sino-US relations was mutual fear of the USSR?</p> <p>Ask learners to read a PERT for this section of the course and note the key points. (F) (If this has not been completed in an earlier part of the Paper 4 course)</p> <ul style="list-style-type: none"> • What key points are raised? • How can learners address these in their own responses?
<p>How far did the USA change its policies towards the communist world between 1980 and 1991?</p> <p>KC1 KC2 KC4</p>	<p>To understand the reasons for the failure of détente and the Second Cold War.</p>	<p>Learners watch this video which gives a good overview of the period www.youtube.com/watch?v=dLGgLA9Dno4</p> <p>Class discussion Why did détente fail?</p> <p>Learners research using their own texts and internet resources to draw up a list of reasons for the Second Cold War and create a mind map to show their findings. (F)</p> <p>Give learners a Level 3 response to a Paper 4 question on this topic. (F) Ask learners to</p> <ul style="list-style-type: none"> • mark the response using the generic mark bands for Paper 4 • feed back their marks and suggest ways the essay could be altered to achieve a higher mark • write a one-side essay plan to show how it could be improved.
	<p>To understand the 'Reagan Doctrine' in theory and practice.</p>	<p>Teacher-led introduction Introduction to the final decade of the Cold War and the role of Reagan. Learners should understand that they need to think about the changing relationship and actions of the USA and USSR. The video www.youtube.com/watch?v=M0NXs_uWPgg is a clip from Reagan's 'Evil Empire' speech which is a good starting place for the discussion.</p> <p>Research task In pairs learners begin to build a timeline of Reagan's involvement in the Cold War during his first term as president. Learners should include a basic overview of the event and what this shows historians about Reagan's attitude. Learners should start by looking at:</p>

Syllabus ref. and Key Concepts	Learning objectives	Suggested teaching activities
		<ul style="list-style-type: none"> • military build-up under Reagan • the invasion of Grenada • US involvement in Nicaragua. <p>www.washingtonpost.com/world/brief-history-of-key-military-interventions-by-the-us/2013/08/26/acb0590e-0eb1-11e3-bdf6-e4fc677d94a1_gallery.html#photo=1</p> <p>Class discussion To what extent did Reagan reverse the policy of détente?</p>
	To evaluate changing relations with the USSR.	<p>Learners read the biography of Gorbachev online and write a 10-point summary of his life. (I)</p> <p>Teacher-led overview of relationship between Reagan and Gorbachev including meeting and what influenced the relationship.</p>
	To understand the roles of Reagan and Bush (Snr).	<p>Learners listen to a podcast of Reagan’s ‘tear down this wall speech’ www.historyplace.com/speeches/reagan-tear-down.htm and note the likely impact of this speech in</p> <ul style="list-style-type: none"> • the USA • the USSR • East Germany • Europe. <p>Learners read this article and note the ways it challenges the supposed impact of Reagan’s speech above. www.history.com/news/ronald-reagan-tear-down-this-wall-speech-berlin-gorbachev</p> <p>Research task What was the impact of Bush (Snr) on the end of the Cold War? www.history.com/news/george-bush-reagan-cold-war-end-gorbachev</p> <p>Learners write a response to a Paper 4 question on this theme in timed conditions, to be teacher marked. (F)</p>

Past and specimen papers

Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support (F)

Section B, 9489 Specimen Paper 4

Section B, 9389 Paper 4, past papers June and November

Theme	Relevant books (non-endorsed)	Comments
<p>Theme 4:</p> <p>Foreign policy 1944–92</p>	<p>Murphy, D, and Cooper, K, <i>United States 1917–2008</i>, Collins, 2008</p> <p>Herring, G, <i>From Colony to Superpower: U.S. Foreign Relations since 1776</i>, OUP, 2011.</p> <p>Jones, M, <i>The Limits of Liberty, American History, 1607-1992</i>, 2nd edition, OUP, 1995</p> <p>Kaufman, J P, <i>A Concise History of U.S. Foreign Policy</i>, Rowman and Littlefield, 2017</p>	<p>A useful learner text which gives an outline of key developments.</p> <p>A useful reference text for teachers and learners.</p> <p>This is a useful reference text and Chapters 26, 27 and 29 give coverage of foreign policy.</p> <p>A useful teacher and learner resource which looks at what can be learned about US foreign policy from a series of case studies.</p>

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