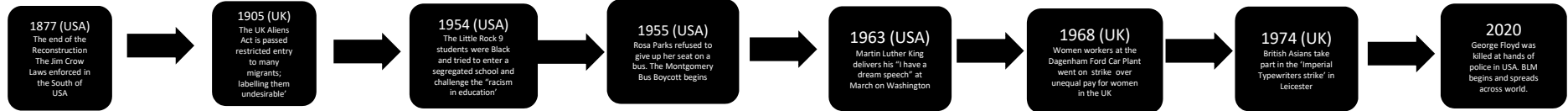




















How did 'Protest' lead to progress in the Civil Rights Movement (1865-2022)



| | Key Word | Definition | <div><p>Racial discrimination was entirely legal in Britain right up to the late 1960s. The Bristol Bus Boycott of 1963 was the nation’s first black-led campaign against it. It marked a new chapter in the struggle for racial equality in Bristol and the UK. The Boycott has helped changed Bristol and Britain forever. It shows us the difference ordinary people can make when they come together to take action against social injustice.</p><p>Madge Dresser</p></div> | Knowledge Milestones | Extra Knowledge | Expert Knowledge | |
|---|----------------|--|--|---|--|--|---|
|  | Activism | A type of campaign which uses actions to bring about change. | |  | In the USA & UK many different groups have been fighting for equality and civil rights. | ➡ Protest may take many different forms as activism ; this could be strikes, demonstrations, speeches, rallies, petitions (letters to government) or sit-ins. | ➡ Areas where activism has taken place could be in; equality in education for Black students, equal pay for women in the UK or better rights for migrant communities in Britain. |
|  | Boycott | To withdraw buying goods or using services as a manner of protest. | |  | In the USA Black citizens have protested about the segregation in life. Eg in education where Black Schools were of a lesser quality to White schools. | ➡ The Little Rock 9 staged a ‘walk-in’ to an all white school in Alabama, USA. They faced taunts and violence as they tried to enter a white school. | ➡ The actions of The Little Rock 9 brought attention to the issue. The US courts stated after the protest that segregation of schools was wrong (1954) |
|  | Civil Rights | The rights of citizens to be treated equally and fairly. | |  | In the USA Black citizens have protested about the segregation in life. EG segregation in daily life, such as restrooms, transport and parks. | ➡ After refusing to give up her seat for a white person Rosa Parks and Martin Luther King staged a boycott of buses until there was a change in segregation laws. | ➡ The actions of Black protest groups and chipped away at the Jim Crow Laws By 1964 a Civil Rights Act had been passed in the US making it a law that you cannot discriminate on race. |
|  | Equality | The act of ensuring all individuals are treated equally and given opportunities in life. | |  | In the UK since 1945 there has been a colour bar where black & Asian people have not been treated equally. | ➡ In 1962 Caribbean migrants in Bristol protested to challenge being unable to get jobs as Bus Drivers. | ➡ Inspired by the 1955 US Boycott they did the same. This gained media attention and support from Labour MPs. They won acceptance. |
|  | Immigrant | Someone who has moved to another country with the intent to settle permanently | |  | Since 1945 people from across the British Empire migrated to Britain, seeking a better life. When this has not occurred many turn to protest. | ➡ In 1968, 3,000 Kenyan Asians arrived in Leicester. The racism and challenges they faced pushed them to protest. Eg the Imperial Typewriters Strike 1972. | ➡ The strike failed and workers admitted defeat. Yet it gave them a sense of confidence that they could fight for change. |
|  | Integration | The act of bringing others together into society. | |  | In the UK women have protested about how equality was not happening for them in areas such as work and wages. | ➡ Post 1945 many women were paid a great deal less than men. In 1968 women at the Dagenham Car Plant went on strike for equal pay. | ➡ The actions of protest groups meant in 1970, The Equal Pays Act made it law that women were not to get paid lower than men. It was only with the 2010 Equality Act that this was tightened further. |
|  | Jim Crow Laws | Southern US State Laws that allowed and enforced segregation against Black people. | | | | | |
|  | Lynching | The put someone to death (as by hanging) by the people. This is done by a mob of people without trial or legal approval. | | | | | |
|  | Racism | The belief that people of different races of ethnic groups have different value in society and using this against them. | | | | | |
|  | Reconstruction | The period after the US Civil War (1861-1865) when newly freed slaves were still facing hardship and discrimination. | | | | | |
|  | Segregation | The act of separating people in society, such as in public spaces. | | | | | |

If you want to find out more check out the following links or scan the QR codes on your phone or tablet.

<https://www.bristolmuseums.org.uk/stories/bristol-bus-boycott/>
READ

<https://www.youtube.com/watch?v=ltiEMX9XO6A>
WATCH

<https://historydetectivepodcast.com/10-civil-rights-podcasts-to-use-in-the-classroom/>
LISTEN

Writing good History: Key skills

Chronology

The order in which events happen. The big "story".

Change/ Continuity

Whether things have changed or remained the same over time.

Similarity/Difference

What events or situations have in common, and how they are different.

Cause

The reasons that something happens- long term or trigger cause.

Consequence

Things that happen as a result of an event. Can be good or bad.

Significance

Whether an event is important or not. The impact it has had on people. How it has changed the world.






Sources

Information that comes from the time studied, or that was produced by someone who was there at the time.






Interpretations

The views of people who were not there at the time but have researched the event.

EXTENDED WRITING: What do I need to know?

| | |
|---|--|
|  | Make sure you include more than once cause when asked to explain WHY something happened. |
|  | If asked if you AGREE you need to include arguments for why you do agree (SUPPORT the statement) and arguments for why you disagree (CHALLENGE the statement). This called having a BALANCED ARGUMENT. |
|  | Try to use the PEE structure- make a POINT that answers the question, add DETAILED EVIDENCE (examples) to support your point, and then EXPLAIN how these are linked. |
|  | Include ANALYSIS that measures the importance of each reason- are they long/short term? Which impacts more people? Are the reasons/points connected? |
|  | Say which reason is most important, or whether you agree or disagree with the statement. This can be done as a conclusion. |

USING SOURCES: What do I need to know?






| | |
|---|--|
|  | Inferences- to make an inference you need to state what you can learn, or work out from a source. Make sure you take note of the focus of the question! |
|  | Utility- when looking at how USEFUL a source is, you first must state what information the source gives you about the topic in the question. This is the CONTENT of the source. Does the source SUPPORT or CHALLENGE your own knowledge? |
|  | Utility- You next need to look at the PROVENANCE of the source. This means looking at who wrote the source, when it was written, what type of source it is and why it might have been produced. Do these things make the source RELIABLE? |
|  | If answering a "how useful" question you need to make a judgement- How useful is it? Extremely? Quite? Not very? Not at all? You can do this in a CONCLUSION |
|  | Whenever you use written sources you must QUOTE from the source, if using a picture source you must mention something you can SEE in the picture. |

Suggested Vocabulary: What do I need to know?

| To show importance | To agree/disagree | Linking points |
|---------------------------------|--|---|
| The primary reason... | The evidence supports the view that... | This meant that... |
| The most significant cause... | This view is convincing because... | The impact of this was... |
| A crucial role was played by... | One reason to agree is... | In addition to this... |
| Of lesser importance was... | An alternative view is... | This acted as a catalyst for... |
| A key factor was... | A less supported view is... | This led to... |
| The fundamental cause... | A less convincing argument is... | An immediate consequence was... |
| A less significant reason... | It is clear that... | Long term this was significant because... |



USING INTERPRETATIONS: What do I need to know?

| | |
|---|---|
|  | When looking at the similarities or differences between interpretations make sure you mention the point of view given in BOTH interpretations. |
|  | If you are asked to suggest reasons WHY the interpretations have different views think about whether they FOCUS on different things, or whether one is POSITIVE and the other NEGATIVE, might the authors have done different RESEARCH? |
|  | To decide how far you AGREE with an interpretation, use your own knowledge- does this SUPPORT or CHALLENGE the view given in the interpretation? |
|  | You can also use sources to help you decide whether an interpretation is VALID- do the sources support or challenge the view in the interpretation? Are the sources RELIABLE? |
|  | Remember to always include QUOTES from the interpretations, and include a JUDGEMENT in the conclusion- do you agree? |