

Revised Entry Level 1–3

Entry Level

History

Unit 6

People and Protest

UNIT 6: People and Protest

This example uses the American Civil rights movement as the main example. However, any other protest movement is acceptable, e.g. Suffragettes, anti-Vietnam war protesters, Poll Tax protesters, etc.

UNIT 6: People and Protest in the past

Learning Objective 1: Demonstrate knowledge of people who protested in the past

The same sources can be used for Entry Levels 1, 2 and 3 with each level completing a different task.

1. Begin with a brainstorm session – whole class or groups.

Why do people protest? How do people protest?

2. Teacher presents a simple PowerPoint presentation on how some groups in the past protested.

Did they use any methods the class suggested?

3. Source sheet and table exercise to be completed. This will cover Assessment Criteria 1.1 and 1.3.

UNIT 6: People and Protest in the past

Entry Level 1

Learning Objective 1: Demonstrate knowledge of people who protested in the past

Assessment criteria 1.1: Identify one group of people who protested in the past.

Task 1

Entry Level 1 learners could verbally or by pointing, correctly identify **one** group of people.

Then learners could give a reason why the group was protesting.

A

Insert a photo showing a Poll Tax protest march

B

Insert a photo showing a march supporting the Miners' strike

C

Insert a photo showing a Suffragette march

D

Insert a picture showing the Peasant's Revolt

E

Insert a picture showing the Tolpuddle Martyrs

F

Insert a picture showing the British Anti-Slavery Movement

Assessment criteria 1.2: Identify **one** individual who protested in the past.

Assessment criteria 1.3: Describe **one** method used by your chosen individual to show how they protested in the past.

UNIT 6: People and Protest in the past

Entry Level 2

Learning Objective 1: Demonstrate knowledge of people who protested in the past

Task 1

Assessment criteria 1.1: Identify **two** groups of people who protested in the past.

1. _____

2. _____

Task 2

Assessment criteria 1.2: State **three** individuals who protested in the past and explain why they were protesting.

1. _____

2. _____

3. _____

Task 3

Assessment Criteria 1.3: State **two** reasons why people protested in the past.

1. _____

2. _____

UNIT 6: People and Protest in the past

Entry Level 3

Learning Objective 1: Demonstrate knowledge of people who protested in the past

Entry Level 3 learners complete the question sheet below (referring to the sources on pages 3 and 4).

Alternatively, or in addition, Entry Level 3 learners could produce a PowerPoint or a Factsheet on their chosen person or group describing the protest and explaining why the protest happened.

Task 1

Assessment criteria 1.1: Describe how a chosen individual or group of people protested in the past.

Task 2

Assessment criteria 1.2: Explain why the chosen individual or group of people protested.

UNIT 6: People and Protest in the past

Task 3

Use the sources on pages 3 and 4 to answer the following questions:

1. Which sources show protests which look peaceful?

2. Which source shows a protest which looks like it might be violent?

3. Type bbc news on this day 31 march 1990 into Google

- (a) Why were people protesting against the Poll Tax?

- (b) How did this group choose to protest?

(c) Was the protest peaceful? Explain your answer.

UNIT 6: People and Protest in the past

Entry Level 1

Learning Objective 2: Demonstrate understanding of the methods used by the chosen group to protest

Entry Level 1: Learners can verbally tell the teacher about the chosen individual and the group's protest or can complete the spider diagrams and tell the teacher one reason why the method of protest was used.

Task 1

Assessment criteria 2.1: State **one** method used by the chosen group to protest in the past. (See spider diagram on page 13)

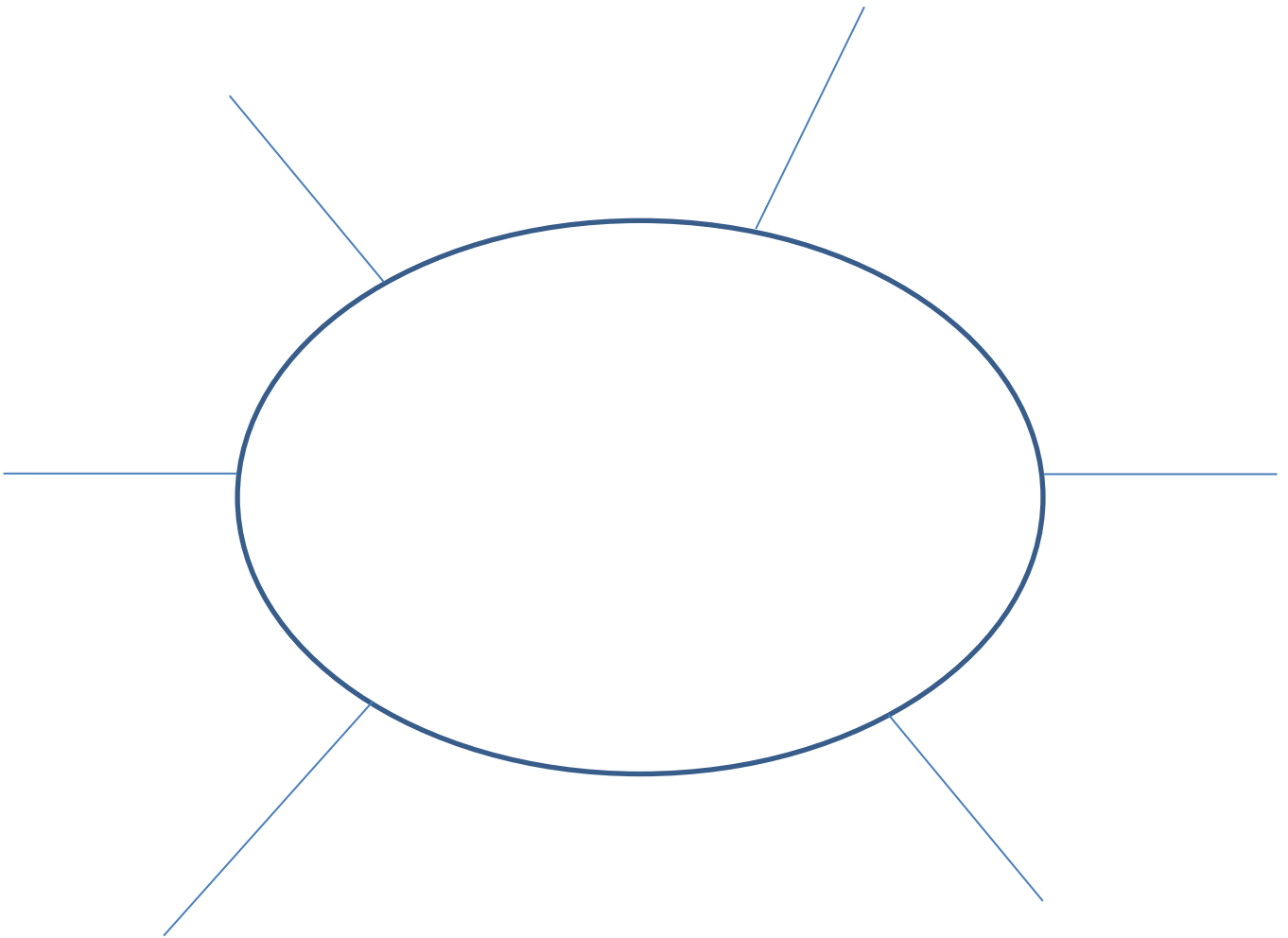
Task 2

Assessment criteria 2.2: State **one** method that the chosen individual used to protest in the past. (See spider diagram on page 13)

Assessment criteria 2.3: Identify **one** reason why a chosen group or individual used this method of protest.

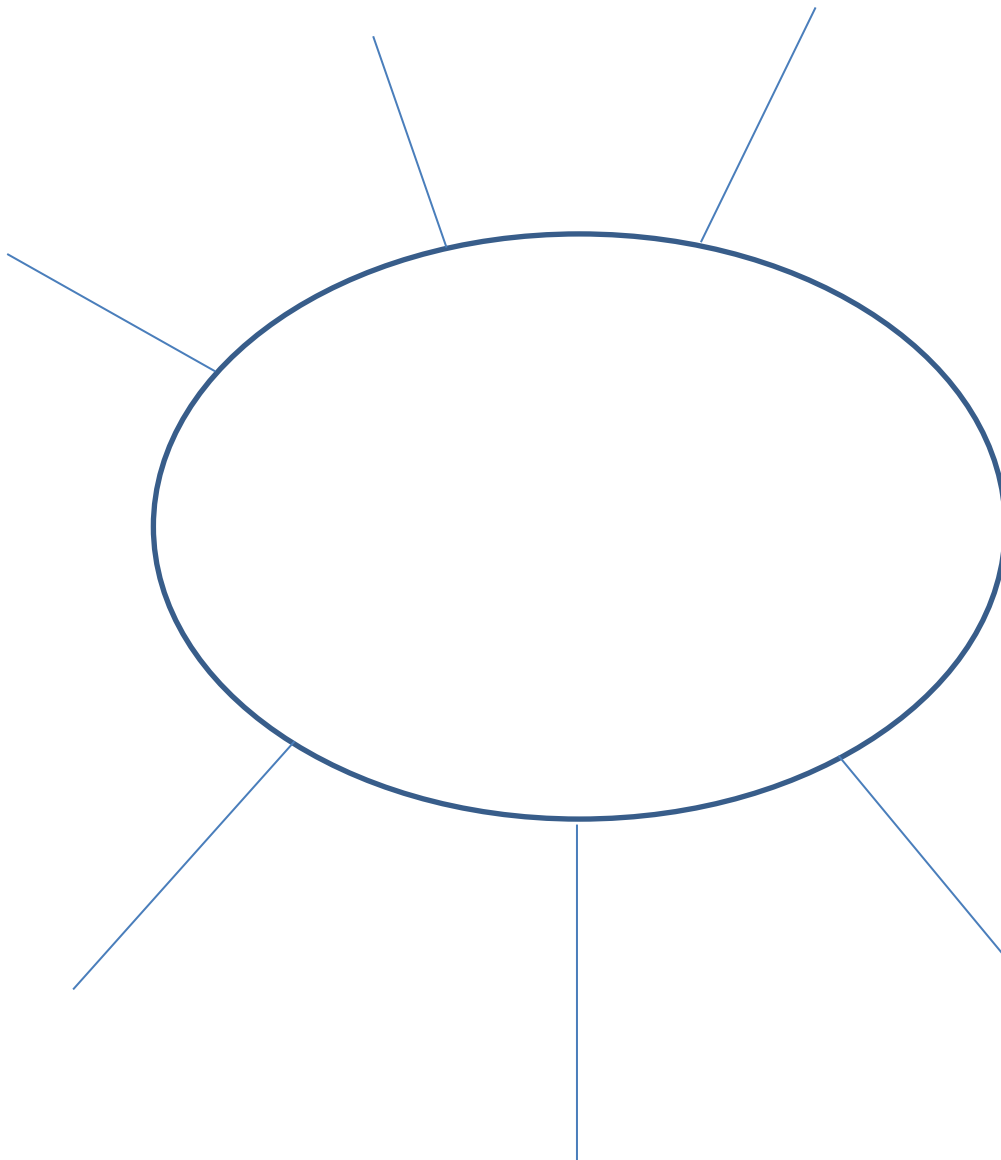
Which methods did Rosa Parks or any other chosen individual use to protest?

Complete the spider diagram below.



Which methods did the Civil Rights movement in the USA or any other chosen protest movement use to protest?

Complete the spider diagram below.



UNIT 6: People and Protest in the past

Entry Level 2

Learning Objective 2: Demonstrate understanding of the methods used by the chosen group to protest

Assessment criteria 2.1: State **two** methods used by the chosen group to protest in the past.

Task 1

Entry Level 2 learners could complete the spider diagrams and, then complete the worksheets which follow.

Task 2

CIVIL RIGHTS MOVEMENT

Write True or False beside each of the questions below

1. The Civil Rights movement (CRM) was led by Rosa Parks.
2. The CRM wanted equal rights for black people.
3. Dr Martin Luther King (Junior) believed in using violence to get what he wanted.
4. Dr Martin Luther King believed in only using non-violent protest.
5. Dr Martin Luther King told his followers to attack white people.
6. Dr Martin Luther King told his followers to meet violence with 'non-violence'.
7. Dr Martin Luther King thought they would get more support if they used peaceful methods of protest.
8. The CRM organised marches and demonstrations to put their point across.
9. The marches were called 'freedom marches'.
10. No white people supported the CRM.
11. The CRM had white supporters.

UNIT 6: People and Protest in the Past.

Entry Level 3

Learning Objective 2: Demonstrate understanding of the methods used by the chosen group to protest

Assessment criteria 2.1: Describe **two** methods used by the chosen individual or group to protest.

Task 1

Entry Level 3 Learners could complete the tasks for Entry Level 2 learners using the spider diagram.

Task 2

THE CIVIL RIGHTS MOVEMENT

1. What did the Civil Rights movement want?

2. Who was the leader of CRM?

3. Did Dr Martin Luther King believe in violence or peaceful protest?

4. What types of protest did Dr Martin Luther King want the Civil Rights movement to organise?

5. Give **two** reasons why Dr Martin Luther King wanted the Civil Rights movement to use these types of protest?

1. _____

2. _____

6. Did any white people support the Civil Rights movement?

7. Look at the photo below showing a Civil Rights movement march. Look at the placards (signs) being carried.

Name **three** things these marchers wanted.

Insert a photo which can be found by typing 'Civil rights supporters carrying placards at the March on Washington, D.C., August 28' into Google Images

1. _____

2. _____

3. _____

Task 3

Imagine you are taking part in one of Martin Luther King's Civil Rights marches.

Make a placard showing your demands to take with you to the march.



Entry Level 3

Learning Objective 2: Demonstrate understanding of the methods used by the chosen group to protest

Assessment criteria 2.2: Explain how successful or unsuccessful the methods used by the individual or group of people to protest were.

Task 3

Learners could read the fact sheet then complete the question sheets. Alternatively learners could produce a PowerPoint presentation outlining how successful or unsuccessful the chosen methods were.

CIVIL RIGHTS – TIMELINE

In **1954** the US Supreme Court said American **schools should be ‘desegregated’** (blacks and whites should attend the same schools).

In **December 1956** a new law was passed meaning that **segregation on buses was now illegal**.

However, in many Southern states the bus companies just ignored the ban. So in 1961, a group of black and white civil rights protestors set off from Washington to travel by bus to New Orleans.

They wanted to test the law to see if black people were allowed to travel freely on the buses. The **‘Freedom Riders’** as they became known were attacked all along the route by angry white protesters. They never finished the trip to New Orleans but the US government made the bus companies stop segregation.

In **1964 a Civil Rights Act** was passed – this **banned discrimination based on race**.

In **1965 the Voting Rights Act** gave all black people the right to vote. It banned tests which were used to stop black people from voting.

In **June 1967** the Supreme Court said it was illegal to ban black people and white people from marrying.

In **1967** the first black judge, **Thurgood Marshall** was appointed to the **US Supreme Court**.

The **Civil Rights Act of 1968** was passed banning discrimination in the area of housing.

A

Insert a poster encouraging black Americans to register to vote

B

Insert a photo showing a Civil Rights march demanding 'Integrated schools', 'Equal rights' 'Integrated schools' etc.

C

Insert a photo showing a Civil Rights march demanding 'the right to vote'

D

Insert a photo of Thurgood Marshall

How successful was the US Civil Rights Movement?

Look at your notes and sources A, B, C and D. Fill in the table to show how successful the Civil Rights protestors were in achieving their demands?

How successful was the US Civil Rights Movement?

DEMAND	SOURCE	WAS IT SUCCESSFUL? (DATE)
End segregation in schools		
Right to Vote		
Decent housing for black people		
Treated equally with white people		

Look at your notes and sources A, B, C and D.

1. What were the protestors demands? Make a list.

1. _____

2. _____

3. _____

4. _____

2. Would you say they were mostly successful in achieving these demands?

3. For each of the demands you listed – show how it was achieved.

1. _____

2. _____

3. _____

4. _____

UNIT 6: People and Protest in the past

Entry Level 1

Learning Objective 3: Be able to use sources to investigate the effects protests had on peoples' lives in the past

Assessment criteria 3.1: Recognise **two** types of historical sources.

Using the Source sheet on page 26, when prompted the learner could point to two different types of source, e.g. (a) a photograph (b) a newspaper (c) a poster.

Alternatively the learner could complete a worksheet ticking or circling the type of source asked for.

Task 1

What type of historical source is shown?

Insert teacher's own choice of a **photograph** showing a Civil Rights Movement peaceful protest

Insert teacher's own choice of a source showing a US **newspaper headline** about a Civil Rights success

Insert teacher's own choice of a source showing a **poster** connected to the topic

Insert teacher's own choice of a source showing a **book** related to the topic

Insert teacher's own choice of a source showing another **photograph** related to the topic

Insert teacher's own choice of a source showing a **film poster** related to the topic

UNIT 6: People and Protest in the past

Entry Level 2

Learning Objective 3: Be able to use sources to investigate the effects protests had on peoples' lives in the past

Assessment criteria 3.1: Identify **two** types of historical sources used and investigate the effects of protests on peoples' lives.

1. _____

2. _____

UNIT 6: People and Protest in the past

Entry Level 3

Learning Objective 3: Be able to use sources to investigate the effects protests had on peoples' lives in the past

Assessment criteria 3.1: Identify **three** different types of historical sources which give information on the effects of protest in the past.

Task 1

The learner could complete a worksheet – writing the type of source under each (at least three completed).

Alternatively the learner could make a PowerPoint presentation in which sources have been chosen by the learner and commentary shows how peoples' lives were affected by the protest.

1. _____

2. _____

3. _____

UNIT 6: People and Protest in the past

Entry Level 1

Learning Objective 3: Be able to use sources to investigate the effects protests had on peoples' lives in the past

Assessment criteria 3.2: Identify **one** historical source which shows how peoples' lives were affected by protests in the past.

Task 1

From a set of sources provided, the learner chooses **one** which shows the protest affecting peoples' lives, or the result of a protest changing or affecting peoples' lives.

1

Insert a **photo** showing people walking to work during the Montgomery Bus Boycott

2

Insert a photo showing a **newspaper headline** proclaiming segregation on buses ended

3

Insert **photo** showing Rosa Parks sitting at the front of a bus

UNIT 6: People and Protest in the past

Entry Level 2

Learning Objective 3: Be able to use sources to investigate the effects protests had on peoples' lives in the past

Assessment criteria 3.2: Select information from **two** historical sources which show how peoples' lives were affected by protests in the past.

Task 1

Using the sources provided, the learner completes the worksheet on page 31 which shows how peoples' lives were affected by protests. For some learners, a word box can be provided.

1

Insert a **photo** showing people walking to work during the Montgomery Bus Boycott

2

Insert a photo showing a **newspaper headline** proclaiming segregation on buses ended

3

Insert a **photo** showing Rosa Parks sitting at the front of a bus

Task 2

Look at your source sheet provided and then fill in the blanks.

These sources are about the Montgomery B ____ B _____.

Source ____ shows black people in the town refusing to

_____. This made life very

d_____ for them as they often had to w_____ long

distances to w_____ in all types of w_____.

The bus company was not h _____ either as it was

l_____ money.

Source ____ is a newspaper front page which is saying that

segregation on the b_____ was now o_____.

This greatly i_____ life for black Americans, who could feel that they

were now e_____ to white Americans.

Source ____ shows Rosa P _____ sitting at the f _____ of the

bus. This would not have been a _____ during

S_____.

Sources B and C show that the bus boycott was a _____ and

had a positive effect on the lives of b_____ Americans.

UNIT 6: People and Protest in the past

Entry Level 3

Learning Objective 3: Be able to use sources to investigate the effects protests had on peoples' lives in the past

Assessment criteria 3.2: Select information from these sources to make some simple observations on how peoples' lives were affected by protests in the past.

Task 1

Using the sources provided on page 30, the learner completes the set of questions which show how peoples' lives were affected by protests.

Look at your source sheet provided and then answer the questions which follow:

1. Which protest are these sources about?

2. Which source shows the actual protest?

3. How were peoples' lives affected while taking part in the protest?

4. Which **two** sources show that the protest was successful?

5. How does Source 2 show that the protest was successful?

6. How were the lives of black Americans affected after this protest?
