

Year 9 History

Knowledge Organiser

Civil Rights: America & Britain

Term 4

Name:

Class:



Enquiry Question:

How and why did Civil Rights improve in America and Britain?

Big Questions:

- 1) Did life improve for black people in America once slavery was abolished in 1865?
- 2) What impact did the Plessy 'separate but equal' ruling have on Civil Rights in America?
- 3) What was life like for Black Americans during the 1950s?
- 4) What factors helped the growth of the Civil Rights movement during the 1950s?
- 5) How did education progress for black Americans during the 1950s?
- 6) What impact did the Montgomery Bus Boycott have during the 1950/60s?
- 7) Who were the Windrush Generation and what led to the 2017 scandal?
- 8) What impacted race relations in Britain during the 20th/21st Century?

When the American Civil War ended in 1865, the victorious North punished the South by implementing the 13th Amendment which officially abolished slavery across America. However most southern states went on to pass laws that denied Black Americans basic human rights. Known as the 'Jim Crow' laws, these laws ensured that although black people were free from slavery, they would never be equal to whites. Until the 1950s, lynch mobs and the Ku Klux Klan committed acts of terrorism against black communities to reinforce Jim Crow laws. During the 1950s and 1960s African Americans and others identifying as Black were trying to gain equal rights under United States laws after years suffering under racist policies across the United States. However this wasn't just the case in America. Across Britain throughout the 20th/21st century black citizens were also being treated differently to white citizens. During the 1980s there was high unemployment, racial tension and in many places the country's black population had poor relationships with the police. This led to several riots and civil rights campaigns urging for change across Britain. More recently the death of George Floyd has reawakened deep anger at generations of black people who have fallen victim to police brutality - and rekindled a centuries-long struggle for racial justice across the world.

Big Question 1

Did life improve for black people in America once slavery was abolished in 1865?

In the US Constitution it says that all people in the US are equal, but until 1863 this was ignored: black people were slaves in the Southern States.

After the American Civil War 1861-65, fought between the Northern States (Union) and the Southern States (Confederacy), the victorious North punished the South by changing the constitution to make it even clearer that black people were:

- Freed from slavery
- Equal
- Allowed to vote



The North knew it would hurt the South because the southern whites depended on the black slaves to work on the cotton, tobacco and sugar plantations. That is why the North did it. However, as anger over the war died down it became clear that the North did not really care about black people because it let the south ignore the constitution and introduce a set of state laws, collectively known as the Jim Crow Laws.



Federal laws are laws which cover the whole country. State laws only affect one state. A state can pass its own laws, but Supreme Court can overrule them.

What were the Jim Crow Laws?

After the American Civil War, most southern states and, later, border states, passed laws that denied Black Americans basic human rights. 'Jim Crow' became a nickname for the collection of laws, customs and treatment that segregated and ridiculed African Americans from the 1870s to the 1960s. The Jim Crow Laws were named after a character in a plantation song that the black slaves used to sing. He allegedly had a white girlfriend which made him a hated figure in the South. These laws were introduced by the state governments of the southern states after the Civil War to make sure that although black people were free from slavery, they would never be equal to whites.

The laws:

1. SEGREGATED (separated) black people from whites so they had to use separate, or separate sections, of buses, trains, theatres, hospitals and churches.

- When black people argued that this was unconstitutional, the Supreme Court of the USA ruled that segregation was legal as long as facilities were equal. They weren't of course, but this was often difficult to prove or ignored.

2. STOPPED black people from voting. They used various tricks to stop people from registering to vote.

- Either making them pay a poll tax which they could not afford before they were allowed to register to vote.
- Make them pass a literacy (reading) test to show they were clever enough to be allowed to vote. Of course, they were asked to read very difficult passages.
- If these failed, intimidation and violence were used.

Big Question 2

What impact did the Plessy 'separate but equal' ruling have on Civil Rights in America?

The Plessy Case 1896- 'Separate but equal'

In 1896, the Supreme Court made a ruling that shaped race relations in the USA for the next 60 years. In 1892, a black man called Homer Plessy was arrested for refusing to move from a seat on a train that had been reserved for a white person. Plessy's case eventually reached the Supreme Court. He argued that his rights had been infringed and that the Jim Crow laws went against the Constitution of the USA.

Despite this argument, Plessy lost his case. In 1896, the Supreme Court ruled that it was acceptable to segregate black and white people so long as equal facilities were provided. This decision was known as the 'separate but equal' ruling. The ruling said, "Laws which keep the races apart do not mean that one race is better or worse than the other".

The outcome of the Plessy case had made the Jim Crow laws legal. This opened the door for similar laws and segregation became the accepted way of life in the Southern states. Any legal fights against segregation faced the problem of the Plessy 'separate but equal' decision. This ruling upheld the Jim Crow laws. All states had to follow Supreme Court rulings, and it meant that Southern states could use Plessy to segregate facilities legally and oppose any attempts at desegregation. If black Americans were to have equality in the South, it was vital to get Plessy overturned.

The Ku Klux Klan (KKK)

Another reason why life was so bad in the southern states was the Ku Klux Klan (KKK). It was set up in 1865, after the Civil War, to make sure that white people would stay supreme, despite the fact that the North had just freed black people, made them equal and allowed them to vote. The Klan were not going to let this happen in reality, even if it said it on paper.

Only White Anglo Saxon Protestants (WASPS) who promised to defend the USA from black people, immigrants, Jews, Catholics, communists and socialists, could be members.

Members met in the evenings and paraded in white robes and hoods (symbolising white supremacy and purity) and carrying torches.

Any black person who tried to improve themselves or 'rise above their place' at the bottom of society was beaten, tarred and feathered, raped or murdered. The Klansmen left a burning cross as their calling card. The most terrifying punishment was lynching (execution without trial by a mob). Any white person who stood up for, or tried to help black people, got the same treatment.

In Georgia there were 135 lynchings between 1924 and 1925 but no one was convicted of these brutal crimes. If brought to trial, it was difficult to find a jury that would convict Klansmen. This was sometimes because the Klan threatened the jury; often the police, judges and members of the jury were Klansmen. By 1924 there were an estimated 5 million members of the Klan, but numbers fell when the Klan's leader, D.C. Stephenson, was found guilty of the abduction and rape of a young woman in 1925. He was sentenced to life imprisonment.

The NAACP

The National Association for the Advancement of Coloured People (NAACP) was set up in 1909 by W.E.B. Du Bois to 'fight' for the rights of black people. It was a peaceful protest group. Its aims were to:

- Abolish segregation
- End lynching
- Get black people the right to vote (in practise)
- Get equal education opportunities for black people

It tried to achieve its aims through discussion, persuasion, petitions, sit-ins, freedom rides and through education. One of the most famous members of the NAACP was Martin Luther King Jr.

Big Question 3

What was life like for Black Americans during the 1950s?

Civil rights organisations during the 1950s

By 1950, there were many organisations working for civil rights. These groups were important in developing the tactics of nonviolent direct action.

CORE

CORE had a smaller membership than the NAACP and worked mainly in the North. It was unusual because, in its early years, most members were white and middle-class. CORE campaigns targeted segregation, but not in the courts. CORE used non-violent direct action protests, such as boycotts, pickets and 'sit-ins' within segregated places (e.g. lunch counters in department stores). These tactics had been used before, but often only by small groups of black people, which were usually ignored. CORE trained its members in non-violent methods such as not reacting if spat at or sworn at. Members were also taught the best position to lie in if they were being physically attacked. Trained members then taught local groups about these techniques. In this way, although CORE had a small membership, they managed to influence a lot of local groups all over the country.

Church Organisations

Black American churches were the centre of most Southern communities. Black clergymen were often community leaders and organisers, and were involved in the civil rights movement because:

- Most were paid by their church, so would not lose their jobs if they spoke out against white racism
- They were educated, effective speakers
- They could negotiate with the white community, because of their status in the black community
- They had their own network of contacts, so they could organise people and events
- They could gain support from black people of all ages and classes, depending on the location of the church.

White attitudes towards church organisations

White people had conflicting attitudes towards black church organisations. Some whites approved of the church organisations because they urged non-violence, and because many of them also emphasised working within the segregated system. Many white political leaders favoured meetings with black churchmen, if they had to have meetings with members of the black community at all. Black churchmen were educated, polite and, so the white politicians thought, easy to send away with promises of future reform.

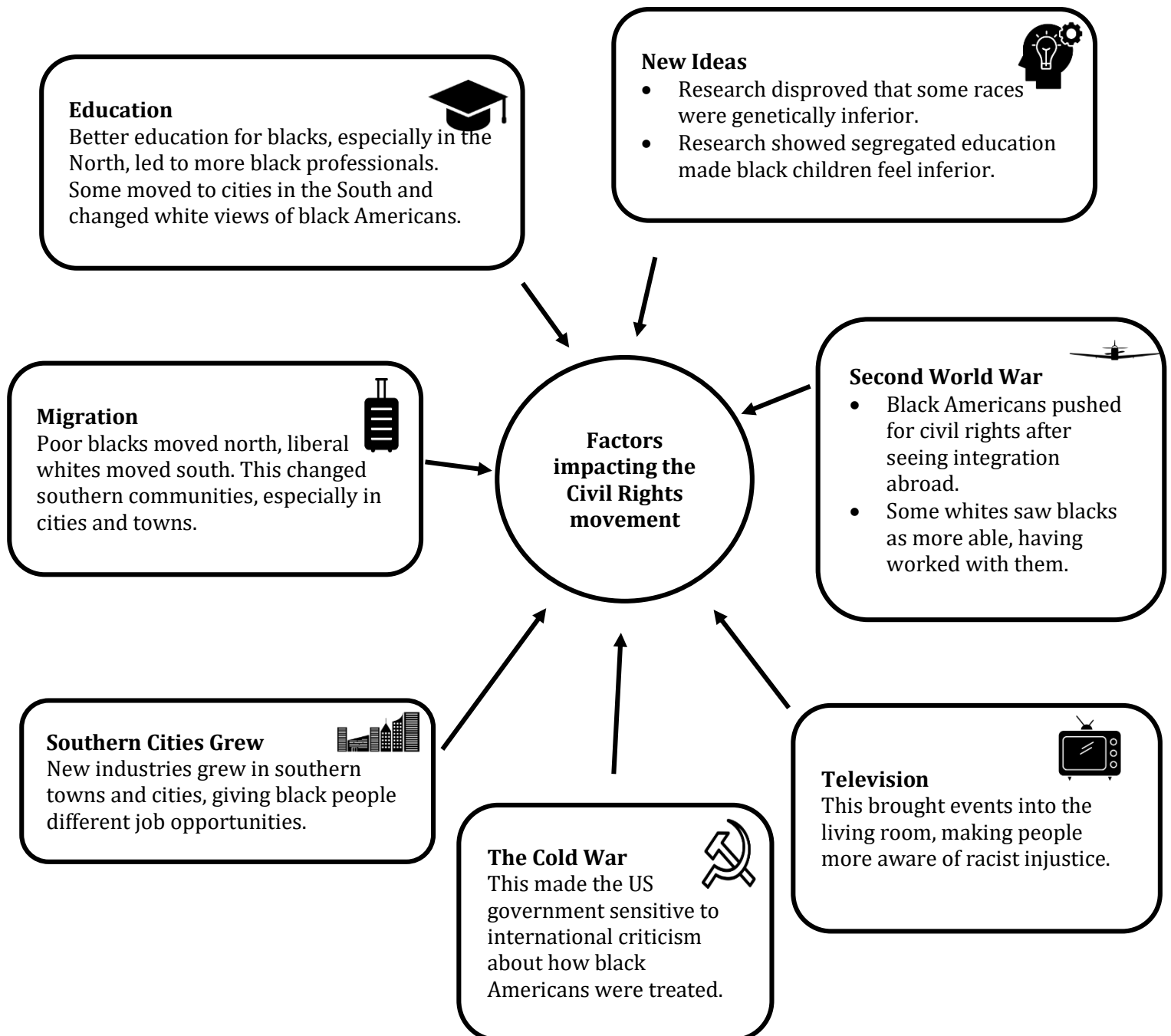
Other whites were suspicious of black American church groups. They thought they were too organised, that they could call on too much support. These whites were fearful that the church groups could become a threat. It was from this group of whites that the attacks on black churchmen and churches came.

Political opposition: Congress, Dixiecrats

Opposition to civil rights also came from the government (both federal and state). Attempts to produce a civil rights act to enforce the rights of black Americans were constantly blocked by Southern members of both the House of Representatives and the Senate in Congress (which passed the laws). The most significant opponents were nicknamed 'Dixiecrats' after Southern Democrats who had formed their own breakaway party rather than support a civil rights bill put forward by President Truman in 1948. By 1954 they had re-joined the Democrats, but kept their strong views on segregation and the rights of states. There were enough of them in Congress that presidents needed their support, so they had to take their views into account. Southern governors, local mayors and other state officials also mainly favoured segregation. There were no black judges and black juries were banned. Even if a civil rights group brought a lawsuit and had a sympathetic judge, any ruling he gave would have to be supported by local officials.

Big Question 4

What factors helped the growth of the Civil Rights Movement during the 1950s?



Big Question 5

How did education progress for Black Americans during the 1950s?

By far the biggest segregation issue for most people in the South was education. In the early 1950s, many Southern states made segregated public schools more equal, hoping to avoid calls for desegregation.

Linda Brown was one of many black children in Topeka, Kansas, who had to pass their local 'white' school and travel further to the nearest 'black' school. In 1951, the Browns and 12 other parents went to court to fight for their children's right to go to their nearest school, which was 'white'. They lost because of the *Plessy* 'separate but equal' ruling, as did four other cases in the South.

On 17 May 1954, the Supreme Court ruled that life had changed since the *Plessy* ruling. A good education was vital to progress. Segregated education made black children feel inferior, so was unconstitutional. 'Separate but equal' had no place in education and schools had to desegregate.

The significance of the events at Little Rock High School

Little Rock, Arkansas, had already desegregated its parks, library, university and buses. Following *Brown*, a plan was made for gradual school desegregation, starting with Central High School.

About 75 black students applied to the school. The school board chose 25. Opponents threatened the families of the black students with the loss of their jobs and with violence. At the start of the 1957 school year, only nine students were still willing to go – they later became known as the Little Rock Nine. A key opponent of the plan was Orval Faubus, Governor of Arkansas. When the school term started on 3 September, Faubus sent 250 state troops to surround the school 'to keep the peace', stopping the black students going in. The school board told the black students to skip the first day of school. Daisy Bates, the local NAACP organiser, arranged for them to arrive together the next day – but one student, Elizabeth Eckford, missed the message and arrived by bus, alone. The mob of waiting white people, many of them

women, were terrifying. She walked up to the state troopers thinking they would protect her. They turned their back towards the mob that was shouting 'Lynch her! Lynch her!'

Many students integrating into schools and colleges faced similar problems. However, on 4th September there were over 250 reporters and photographers outside the school in Little Rock, alerted by the events of the previous day. Photographs of Elizabeth and the mob were in newspapers worldwide. The outrage, inside and outside the USA, was enormous. The Little Rock Nine were famous. The federal government felt the publicity was bad for the USA's image abroad.

Extracts from President Eisenhower's speech after Little Rock on 24th September 1957

It is important that the reasons for my action be understood by all our citizens. As you know, the Supreme Court of the United States has decided that separate public educational facilities for the races are inherently unequal; and therefore, compulsory school segregation laws are unconstitutional.

Our personal opinions about the decision have no bearing on the matter of enforcement; the responsibility and authority of the Supreme Court to interpret the Constitution are very clear. Local Federal Courts were instructed by the Supreme Court to issue such orders and decrees as might be necessary to achieve admission to public schools without regard to race -- and with all deliberate speed.

And so with deep confidence, I call upon the citizens of the State of Arkansas to assist in bringing to an immediate end all interference with the law and its processes. If resistance to the Federal Court order ceases at once, the further presence of Federal troops will be unnecessary and the City of Little Rock will return to its normal habits of peace and order; and a blot upon the fair name and high honor of our nation in the world will be removed. Thus will be restored the image of America and of all its parts as one nation, indivisible, with liberty and justice for all.

Big Question 6

What impact did the Montgomery Bus Boycott have during the 1950s/60s?

The causes and events of the Montgomery Bus Boycott

The rules about segregation on public transport in Montgomery were particularly harsh:

- Black Americans had to follow the instructions of the white drivers.
- The front part of the bus was reserved for whites at all times.
- Black Americans had to fill the bus from the back.
- Black Americans could not sit next to whites and had to stand even if there was a vacant seat in the whites section.
- If a white person boarded the bus and all white seats were taken, black people had to give up their seats.

The significance of Rosa Parks

- Parks was well thought of and highly respected in her community.
- She knew she might lose her job as a seamstress if she challenged the segregation law. When news emerged of her arrest, she was sacked by her employers.
- She endured harassment during the whole of the boycott but never spoke out against it. Her husband also lost his job during the boycott and they eventually moved to Detroit.
- She was a symbol of the struggle in Montgomery and became known as 'the mother of the civil rights movement'.
- In 1999, *TIME* magazine named Rosa Parks on its list of 'The 20 Most Influential People of the 20th Century.'
- Parks was the secretary of the local NAACP and knew many influential local activists.



Big Question 7

Who were the Windrush Generation and what led to the 2017 scandal?

What was the Windrush?

The Empire Windrush was a former German cruise liner and troopship commandeered to take servicemen back to the Caribbean. On Thursday 27th May 1948, the Windrush set sail from Kingston to take some Caribbean people back to the UK. The ship disembarked at Tilbury on 22nd June 1948. Before the Windrush even left Kingston, a telegram arrived from the British Governor's Office in Jamaica to the Colonial Office in Whitehall delivering 'bad news'.



The ship was carrying 1,027 passengers, including two stowaways. Alongside those travelling from the Caribbean for work, there were also Polish nationals displaced by World War Two, members of the RAF and people from Britain. According to the ship's passenger lists, more than half of the 1,027 listed official passengers on board (539) gave their last country of residence as Jamaica, while 139 said Bermuda and 119 stated England. There were also people from Mexico, Scotland, Gibraltar, Burma and Wales. Overall, 802 passengers gave their last country of residence as somewhere in the Caribbean. Many of them had paid £28 (about £1,000 today) to travel to Britain in response to job adverts in local newspapers.

The majority of the people on board were men. There were 684 males over the age of 12, alongside 257 females of the same age. There were also 86 children aged 12 and under.

The Windrush Scandal

The Windrush scandal began to surface in 2017 after it emerged that hundreds of Commonwealth citizens, many of whom were from the 'Windrush' generation, had been wrongly detained, deported and denied legal rights. Coverage of these individuals' stories began to break in several newspapers, and Caribbean leaders took the issue up with then-Conservative Prime Minister, Theresa May.



Commonwealth citizens were affected by the government's 'Hostile Environment' legislation - a policy announced in 2012 which tasked the NHS, landlords, banks, employers and many others with enforcing immigration controls. It aimed to make the UK unliveable for undocumented migrants and ultimately push them to leave.

Many of the Windrush generation arrived as children on their parents' passports, and the Home Office destroyed thousands of landing cards and other records, so many lacked the documentation to prove their right to remain in the UK. The Home Office demanded at least one official document from every year they had lived here. Attempting to find documents from decades ago created a huge, and in many cases, impossible burden on people who had done nothing wrong.

Falsely deemed as 'illegal immigrants' / 'undocumented migrants' they began to lose their access to housing, healthcare, bank accounts and driving licenses. Many were placed in immigration detention, prevented from travelling abroad and threatened with forcible removal, while others were deported to countries they hadn't seen since they were children.

Their harmful and unjust treatment provoked widespread condemnation of government's failings on the matter, with calls being made for radical reform of the Home Office and the UK's immigration policy. In response to these demands, then Home Secretary, Sajid Javid announced in May 2018 that the Home Office would commission a 'Windrush Lessons Learned Review'.

Big Question 8

What impacted race relations in Britain during the 20th/21st century?

Race Relations in Bristol in 20th Century

Due to its heavy involvement in the Slave Trade, it was no wonder that by the early 1960s Bristol had an estimated 3,000 residents of West Indian origin.

The Bristol Bus Boycott of 1963 arose from the refusal of the Bristol Omnibus Company to employ black or Asian bus crews in the city of Bristol, England. The boycott was led by Paul Stephenson who was knowledgeable of the Montgomery Bus Boycott in the United States.

The boycott drew national attention to racial discrimination in Britain, and the campaign was supported by national politicians, with interventions being made by church groups and the High Commissioner for Trinidad and Tobago. After months of boycotting, the Transport and General Workers' Union (TGWU) in a meeting with 500 bus workers agreed on August 27th 1963 to end the colour bar. On September 17th 1963, Raghbir Singh, a British-Asian Sikh, became Bristol's first non-white bus conductor. The Bristol Bus Boycott was considered by some to have been influential in the passing of the Race Relations Act 1965.

Race Relations Acts, 1965-2000

The Labour Government that came into office in 1964 was led by Prime Minister Harold Wilson. Wilson had promised the leader of the Bristol Bus Boycott, Paul Stephenson, that when a Labour Government came into office, it would pass a law against discrimination. Following on from the first Race Relations Act in 1965, subsequent governments have continued to implement acts against discrimination.

Brixton Riots (April, 1981)

During the 1980s, the country was divided. There was high unemployment, racial tension and in many places the country's black population had poor relationships with the police.

Many young black people believed that police officers treated them badly, unfairly and used the 'stop and search' law as one of the ways to do it. Under this law, the police could stop anyone to search them if they thought they might be planning to commit a crime. Many black people involved in the Brixton riots felt that they were being targeted for these searches just because of the colour of our skin.

In April 1981, big fights began between some black people and the police in Brixton in London. For three days, rioters - mostly young black men - fought with police, attacked buildings and set fire to cars. The damage came to an estimated £7.5 million.

After the riots, there was a public investigation into why the riots happened, carried out by Lord Scarman. He produced a report in November 1981 which placed the riots into the context of racial disadvantage faced by young blacks. Scarman also blamed the police for escalating the tensions and called on law enforcement agencies to in the future consult and cooperate with the Brixton community. However, the report concluded that 'institutional racism' did not exist in the London's Metropolitan police force.

The murder of Stephen Lawrence

On 22 April 1993, at the age of just 18, Stephen was murdered in an unprovoked racist attack while waiting for a bus with his friend Duwayne Brooks in Well Hall Road, Eltham, south-east London. Whilst waiting for the bus, white youths on the opposite side of the road called out racist abuse to Stephen. The group then came across the road and it is thought that one or more of the group stabbed Stephen twice. Mr. Brooks turned and ran calling out to Stephen to run and to follow him. The wounds proved fatal. Stephen didn't know his killers and his killers didn't know him.

Glossary

Abolish	Formally put an end to (a system, practice, or institution).
Boycott	A boycott is an act of nonviolent, voluntary and intentional refusal from using, buying, or dealing with a person, organization, or country as an expression of protest, usually for moral, social, political, or environmental reasons.
Civil rights	The rights of citizens to political and social freedom and equality.
Civil War	A war between citizens of the same country.
Clergymen	A male priest, minister, or religious leader, especially a Christian one.
Colour Bar	A social and legal system in which people of different races are separated and not given the same rights and opportunities.
Constitution	The basic principles and laws of a nation, state, or social group that determine the powers and duties of the government and guarantee certain rights to the people in it.
CORE	The Congress of Racial Equality, set up in 1942.
Democracy	The belief in freedom and equality between people, or a system of government based on this belief, in which power is either held by elected representatives or directly by the people themselves:
Depression	This happens when businesses collapse and millions of people lose their jobs. In America the Great Depression took place during the 1930s.
Dixiecrats	The Southern Democrats who withdrew from the party in 1948 in opposition to its policy of extending civil rights.
Institutional racism	When people are treated differently because of the colour of their skin and it becomes normal behaviour within a specific group or organisation - or 'institution'.
Integration	The mixing of people of different races who had previously been segregated.
Jim Crow Laws	The Jim Crow laws were state and local laws that enforced <u>racial segregation in the Southern United States</u> .
KKK	The Ku Klux Klan, established in 1865.
Lynching	Killing someone for an alleged offense without a trial, usually by hanging.

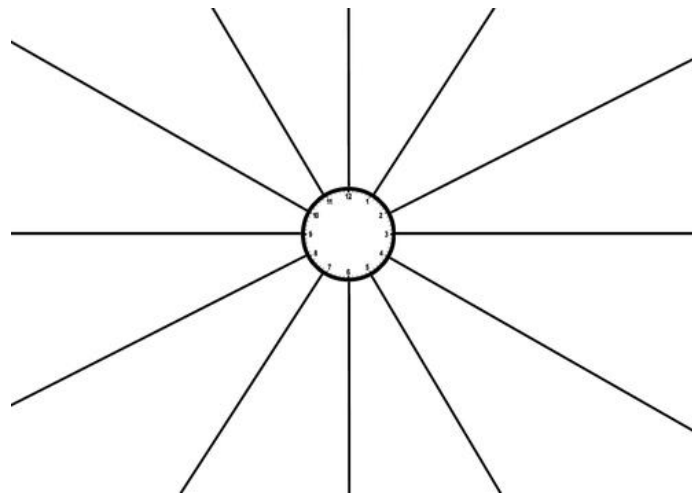
NAACP	The National Association for the Advancement of coloured people. Established in 1909.
Plantation	An estate on which crops such as coffee, sugar, and tobacco are grown.
Riot	Form of civil disorder commonly characterized by a group lashing out in a violent public disturbance against authority, property or people.
Segregation	The enforced separation of different racial groups in a country, community, or establishment.
Stop and Search	In England and Wales, stop and search is the power given to police to search an individual or vehicle if they have "reasonable grounds" to suspect the person is carrying: illegal drugs, a weapon or stolen property.
Supreme court	The highest federal court in America.
Tarred and feathered	To coat someone with tar and bird feathers as a form of public punishment and shaming.
White Anglo Saxon Protestants (WASPs)	A social group of white Protestants in the United States, often of British descent, and typically wealthy and well-connected
White Citizens Council	The White Citizens Council was established in July 1954.
Windrush Generation	People arriving in the UK between 1948 and 1971 from Caribbean countries have been labelled the Windrush generation.

How do I revise for end of topic assessments?

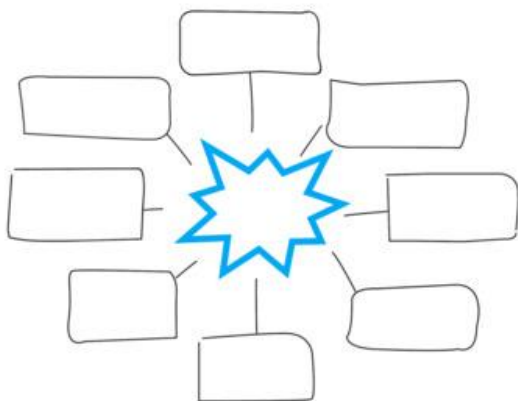


Flashcards – Use flashcards to practice key dates, terms and people. You could write a key date on one side, and turn it over and put the event. Alternatively, you could do match-ups, where a key person is written/drawn and then on another card what they have done is written down. You could then match-up the cards. Flashcards are also great for writing out knowledge questions on one side, and writing the answer on the other side.

Revision clocks –



Take an A3/A4 bit of paper and divide it into 12 sections. In each section write a big question and write 3 or 4 bullet points of the key knowledge for that question in the clock. Make your clocks colourful and highlight key words/dates/people.



Mind-maps – Write a topic in the middle and have 5-6 branches coming off around it with the key ideas. For example, you could have a mind-map on the Battle of Hastings, and your branches could include the key events, information about the different fighting techniques and the reasons why William won.

Brain dump – Get a blank piece of paper, and write down everything you know about the topic being studied. Give yourself 4-5 minutes to do this. When the time is up, in a different coloured pen, use your workbook and knowledge organiser to fill in any missing details.

Homework 1 – The Murder of Emmett Till.

Read through the information below on Emmett Till and answer the questions below.

Emmett Till, a 14-year old from Chicago, visited relatives in Mississippi in August 1955. He knew about Jim Crow laws. Till told his Southern cousins about life in the North and said he had a white girlfriend. One of them dared him to go into Roy Bryant's store and talk to Carolyn, Roy's wife. Till went in and bought some sweets. His cousin then came in and they left together.

There is conflicting evidence about what happened in the store. Carolyn Bryant said that Till grabbed her and made sexual suggestions. She said she was scared, ran out for a gun from her car for self-defence and Till wolf-whistled as she passed. His cousins admitted the wolf-whistle, but said nothing could have happened in the short time Till and Carolyn Bryant were alone. When Roy Bryant returned from a trip the next day he was told the story. The next night he and his half-brother went to Till's uncle's house, hauled Till into a truck and drove off. They beat Till, shot him and then threw him into the river with a heavy weight attached to his neck with barbed wire. The body was found three days later.

Murders of black Americans were almost 'normal' in Mississippi. What was not normal was what happened next. Till's mother, Mamie Till Bradley, insisted on having her son's body returned to Chicago and had an open viewing of the body at the funeral home. This led to huge publicity, which in turn led to widespread shock and outrage among black and white people. The trial of Till's killers was reported across the whole country. The jury cleared the defendants after about an hour. The defendants later told their story (admitting the murder) to a magazine for \$3,500. This fuelled further outrage.

Emmett Till did not get justice. Black Americans were still murdered in Mississippi and their murderers still went free. However, the Till case is significant in the history of civil rights. Some historians say it started the rapid growth of the civil rights movement. It showed how public outrage, and publicity, won support for civil rights. Civil rights campaigners used publicity to make it hard for people to ignore outrages and injustice. The NAACP produced a pamphlet called *M is for Mississippi and Murder*, linking the cases of Till, Lee and Smith - all black, all murdered in Mississippi in 1955.

Homework 2 – Civil Rights true/false

Read each statement and decide whether it is true or false. Correct any false statements in the space provided.

Statement	True/False	Corrected statement
The American Civil War was from 1862-1864.		
Federal Laws cover all states and state laws just cover the state. State Laws have precedence of Federal Laws.		
The Jim Crow laws were state and local laws that enforced racial segregation in the Southern United States.		
The Empire Windrush came to Britain in 1950.		
Rosa Parks was a symbol of the struggle in Montgomery and became known as 'the mother of the civil rights movement'		
The KKK were established in 1900.		
The Brixton Riots took place in April 1983.		

Homework 3 – Revision

Task – Complete a revision activity to revise for your end of unit assessment. Use page 13 of the knowledge organiser to give you some ideas of how you could revise.

Wider Reading/Resources

- *12 Years a Slave* by Solomon Northup.
- *The Help* by Kathryn Stockett.
- *Martin's Big Words: The life of Dr. Martin Luther King Jr.* by Doreen Rappaport.
- 12 Years a Slave (film).
- 13th (Netflix documentary).
- *The autobiography of Malcolm X* by Malcolm X.
- *The Case of Stephen Lawrence* by Brian Cathcart.
- *The Windrush Betrayal: Exposing the Hostile Environment* by Amelia Gentleman.