GRADE 12

History P1

SELF STUDY GUIDE BOOKLET

basic education
Department: Basic Education
REPUBLIC OF SOUTH AFRICA

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NATIONAL EDUCATION COLLABORATION TRUST

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WOZA MATRICS 2021 CATCH UP

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1. INTRODUCTION

The declaration of COVID-19 as a global pandemic by the World Health Organisation led to the disruption of effective teaching and learning in many schools in South Africa. The majority of learners in various grades spent less time in class due to the phased-in approach and rotational/ alternate attendance system that was implemented by various provinces. Consequently, the majority of schools were not able to complete all the relevant content designed for specific grades in accordance with the Curriculum and Assessment Policy Statements in most subjects.

As part of mitigating against the impact of COVID-19 on the current Grade 12, the Department of Basic Education (DBE) worked in collaboration with subject specialists from various Provincial Education Departments (PEDs) developed this Self-Study Guide. The Study Guide covers those topics, skills and concepts that are located in Grade 12, that are critical to lay the foundation for Grade 12. The main aim is to close the pre-existing content gaps in order to strengthen the mastery of subject knowledge in Grade 12. More importantly, the Study Guide will engender the attitudes in the learners to learning independently while mastering the core cross-cutting concepts.

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2. HOW TO USE THIS SELF-STUDY GUIDE

This Self-Study Guide is designed to assist **YOU** in revising the critical content and skills covered during the year. The purpose is to prepare you to understand the key concepts and to provide you with an opportunity to establish the required standard and the application of the knowledge necessary to succeed in the NCS examination.

The Study-guide covers the following topics:

Topic 1: The Cold War

- Origins of the Cold War (Source-Based)
- Extension of the Cold War : Case Study: Vietnam (Essay)

Topic 2: Civil Society Protests from the 1950s to the 1970s

- The US Civil Rights Movement (Source-Based)
- The Black Power Movement (Essay)

Topic 2: Independent Africa

- Case study: The Congo

2.1 STRUCTURE OF THE STUDY-GUIDE

This self-study should be used in conjunction with textbooks and other resources.

- Cognitive Levels of questions
- How to prepare for source-based questions
- Skills in answering source-based questions
- Essay writing skills
- Examination Guidelines (2021 – 2023)
- A mind map to give you the summary of the topic
- A timeline and a list of concepts you must know
- Content
- Sources with different levels of questions and answers
- Essays questions and how you should approach it

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3. EXAMINATION GUIDELINES

The **prescribed topics** for 2021 to 2023 will be assessed as follows:

SECTION A: SOURCE-BASED QUESTIONS PAPER 1 (ONE question per topic will be set)	SECTION B: ESSAY QUESTIONS PAPER 1 (ONE question per topic will be set)
1. The Cold War **<u>Question focus</u>: The origins of the Cold War** ○ **End of Second World War (introduction); why did a Cold War develop?** ○ **USSR and USA and the creation of spheres of interest (Installation of Soviet friendly governments in satellite states; USA's policy of containment; Truman Doctrine; Marshall Plan; The Berlin Crises 1949-1961; Opposing Military alliances: NATO and Warsaw Pact** ○ **Who was to blame for the Cold war?**	**1. The Extension of the Cold War – Case Study: Vietnam** **<u>Question focus</u>: The Stages in the war:** ○ **<u>1957–1965</u>** Struggle in Vietnam between the South Vietnamese army and communist-trained rebels (also known as the Viet Cong) ○ **<u>1965 –1969</u>** North Vietnamese - USA struggle (include the nature of the Vietnamese war against the USA) ○ The War from a Vietnamese and USA perspective ○ The War as a global issue ○ **<u>1969 –1975</u>** USA withdrawal from Vietnam (impact on USA politics' student movements)
2. Independent Africa **<u>Question focus</u>: Africa in the Cold War:** **Case study: Angola** ○ **Angola: colonialism and independence** ○ **Outbreak of civil war in 1974 (MPLA, FNLA and UNITA)** ○ **Reasons for and nature of involvement in Angola (USSR, USA, Cuba, China, South Africa); impact on regional stability** ○ **Significance of the Battle of Cuito** ○ **Cuanavale 1987 and 1988**	**2. Independent Africa** **<u>Question focus</u>: How was independence realised in Africa in the 1960s and 1970s?** Case study: The Congo ○ What were the ideas that influenced the Congo? ○ Political (type of leader, legacies of colonialism, type of government, political stability and instability) ○ Economic (type of economy) ○ Social and cultural successes/ challenges that the Congo faced (benefits of independence, education, ○ Africanisation)

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3. Civil society protests from the 1950s to the 1970s **<u>Question focus</u>: The US Civil Rights Movement** ○ **Reasons and origins of Civil Rights Movement in the USA** ○ **Role, impact and influence of Martin Luther King Jr; The influence of passive resistance (Gandhi) on Martin Luther King Jr** ○ **Forms of protest through civil disobedience: Montgomery Bus Boycott; Sit-ins; Freedom Rides; campaigns and marches including Birmingham Campaign, the march to Lincoln Memorial, Freedom Summer and the Selma-Montgomery marches** ○ **School desegregation: case study Little Rock Arkansas (As part of forms of protests OR as a case study)** ○ **Short-term and long-term gains**	3. Civil society protests from the 1950s to the 1970s <u>Question focus</u>: The Black Power Movement ○ Reasons for the Black Power Movement ○ Formation of the Black Panther Party ○ Roles of Malcolm X, Stokely Carmichael, Huey Newton and other African American activists ○ Short-term and long-term gains
PAPER 2 **(ONE question per topic will be set)**	**PAPER 2** **(ONE question per topic will be set)**
1. Civil Resistance, 1970s to 1980s: South Africa **<u>Question focus</u>: The crisis of apartheid in the 1980s** ○ **Government attempts to reform apartheid (the 1982 Urban Bantu Authorities Act; the tricameral system)** ○ **Internal resistance to reforms** ○ **Growing power of the Trade Union Movement from 1973** ○ **Response to Botha's 'reforms' – new methods of mobilisation (labour's 'rolling mass action', roles of civics, UDF, Mass Democratic Movement and End Conscription Campaign and Black Sash)**	1. Civil Resistance, 1970s to 1980s: South Africa <u>Question focus</u>: The challenge of Black Consciousness to the apartheid state ○ The nature and aims of Black Consciousness ○ The role of Bantu Stephen Biko ○ Black Consciousness Movement (BCM) ○ The challenge posed by the ideas of ○ Black Consciousness to the state ○ The 1976 Soweto uprising–briefly, relating to the influence of BCM on the students ○ The legacy of Black Consciousness on South African politics

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2. The coming of democracy to South Africa and coming to terms with the past **<u>Question focus</u>: The Truth and Reconciliation Commission (TRC)** ○ **Reasons for the TRC: (Establishment and formations of sub-committees)** ○ **Various forms of justice (retributive and restorative)** ○ **The debates concerning the TRC** ⇒ **Positive aspects of the TRC** ⇒ **Amnesty provisions and problems with amnesty** ⇒ **Focus on gross human rights violations of the 1980s** ⇒ **Reparations** ○ **Responses of political parties to the TRC and the final report of the TRC** ○ **Focus on various case studies, victims and perpetrators**	2. The coming of democracy to South Africa and coming to terms with the past <u>Question focus</u>: Negotiated settlement and the Government of National Unity ○ Beginning of negotiations 1989 -1991 ○ Breakdown of negotiations ○ Multi-party negotiation process resumes ○ Ongoing violence: attempts to derail negotiations ○ Final road to democracy in 1994 (27 April 1994 election; the Government of National Unity (GNU))
3. The end of the Cold War and a new order 1989 to the present **<u>Question focus</u>: A new world order** ○ **What is globalisation?** ○ **Balance of power and impact on Africa** ○ **Dominance of global capitalism** ○ **Emerging economies and different forms of capitalism: BRICS** ○ **Responses to globalisation**	3. The end of the Cold War and a new world order <u>Question focus</u>: The impact of Gorbachev's reforms on the Soviet Union and South Africa ○ Gorbachev's reforms in the Soviet Union ○ Eastern Europe (overview or in broad outline): (events in Poland; significance of these events on the Soviet Union's influence in the Eastern Europe; Germany; The fall of the Berlin Wall) ○ The disintegration of the Soviet Union ○ Turning point in South Africa (the collapse of the Soviet Union and its impact on South Africa)

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4. Examination Requirements

REMEMBER

You are required to answer THREE questions which could be:
TWO Source-based Questions from Section A and ONE Essay Question from Section B = 150 Marks

OR

TWO Essay Questions from Section B and ONE Source-based Question from Section A – 150 Marks

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5. COGNITIVE LEVELS OF QUESTIONS:

COGNITIVE LEVELS	HISTORICAL SKILLS	WEIGHTING OF QUESTIONS	TYPICAL QUESTIONS
LEVEL 1	○ Extract evidence from sources ○ Selection and organisation of relevant information from sources ○ Define historical concepts/terms	**30%** **(15)**	○ What information in the source tells you about...? ○ Quote TWO reasons from the source... ○ What do you understand by the term...?
LEVEL 2	○ Explanation of historical ○ concepts/terms (in the context of ...) ○ Interpretation of evidence from sources ○ Explain information gathered from sources ○ Analyse evidence from sources	**40%** **(20)**	○ What message does the cartoonist convey regarding...? ○ Explain in your own words ... ○ Why do you think...?
LEVEL 3	○ Interpret and evaluate evidence from sources ○ Engage with sources to determine its usefulness, reliability, bias and limitations ○ Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions	**30%** **(15)**	○ Explain to what extent the evidence in Source 1A... ○ Compare the evidence in Sources 2A and 2B and explain how you would account for the differences... ○ Comment on the usefulness/ ○ limitations/ reliability of the information in Sources 3C and 3D...

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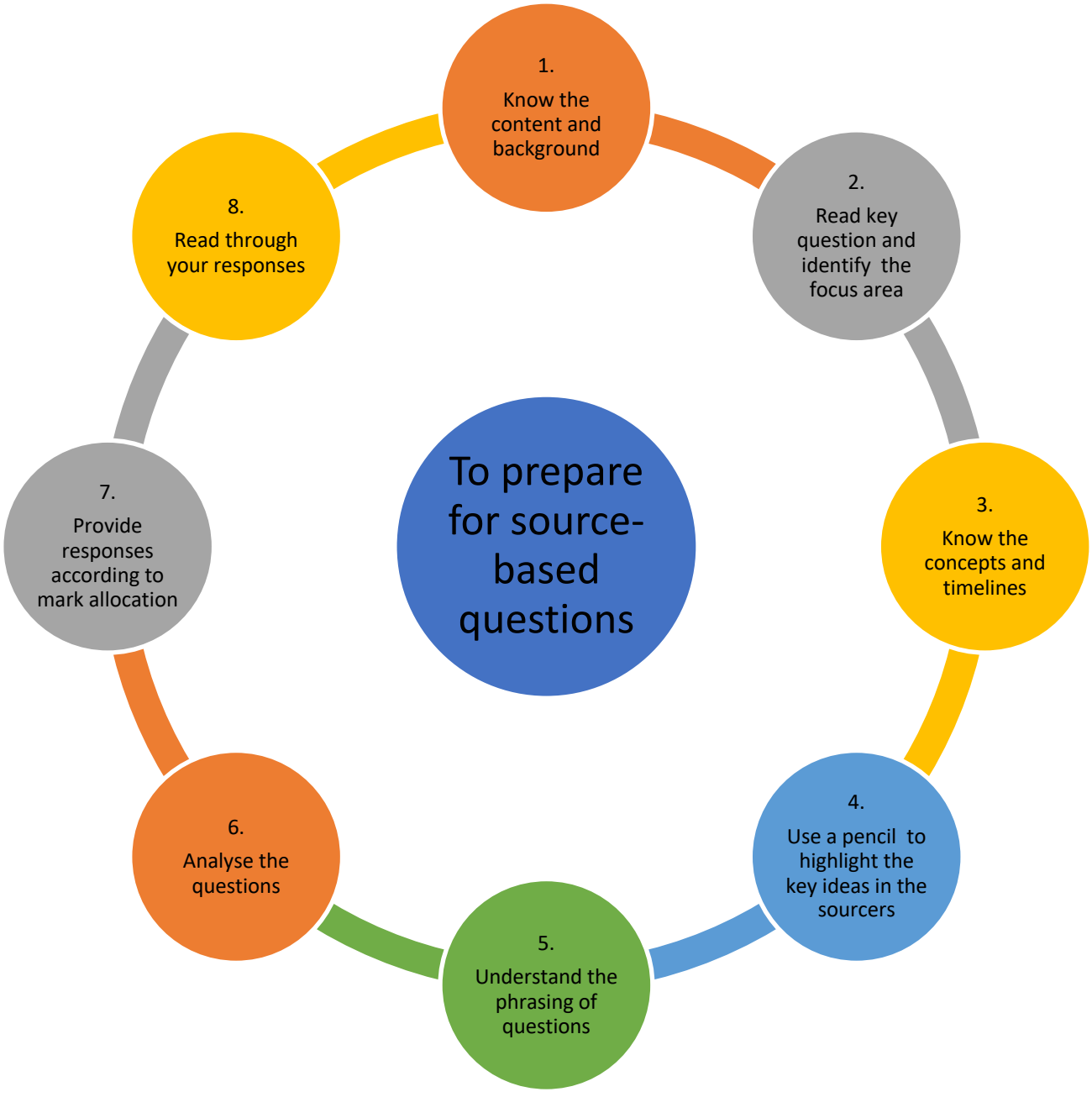
6. How to prepare for source-based questions

When preparing for source-based questions remember the following:



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6.1 HOW TO ANSWER SOURCE-BASED QUESTIONS

Remember!!

✓ The **key question** provides the focus of the content in the sources.

✓ It will also be asked as the **paragraph question**.

✓ Make **brief notes** about each source you could include in the paragraph.

1. The source will be labelled e.g. Source 1C

2. The source will be **contextualised** – it will indicate **what** the source is about, **why** it was written, **who** wrote (owner of) the source, **when** it was written and **where** the event took place.

3. Read the source with understanding.

4. Highlight concepts / terms. In this source e.g., communism/amnesty

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6.2 Mark Allocation

- The **mark allocation** will indicate how much information you are required to provide in your response.
- Your responses should be clear, concise and be guided by the mark allocation.

	(2 x 1) (2)	Write 2 short responses from the source (extraction of information)	Response 1…√ Response 2…√
	(1 x 2) (2)	Write 1 complex response e.g., definitions or explanations	Response 1…√√
	(2 x 2) (4)	Write 2 complex responses Interpretation / explanation	Response 1…√√ Response 2…√√

6.3 Skills in Answering Source-Based Questions

RELIABLE

The following questions will help you to answer a question on reliability …

- What type of source is it? (Is it a primary or secondary source?)
- Who created the source? (Author)
- When was it created? (Date)
- Why was it produced? (Purpose)
- Where was it produced?

WHAT MAKES A SOURCE UNRELIABLE?

- A biased source only gives that
- person's perspective on the
- event in question.
- If a source contains a lot of emotional language
- If there is a hint that it might be exaggerated.

USEFUL

The following questions will help you to answer a question on usefulness…

- What does the source tell you?
- (Validity)
- Who created the source?
- When was it created? (Date)
- Look at the purpose – is it informative (fact) or opinionated is the source positive or negative? (Bias)
- Do you agree with what the source is showing?
- Would it be 'typical' at the time? (Relevance)
- What does the source not show us that we need to know? (Limitations)
- Can you relate this source to another? (Corroboration)

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GUIDELINES ON ASCERTAINING THE RELIABILITY OF A SOURCE

- Remember: No source is 100% reliable
- A source is likely to be more reliable if it was created at the time of an event in question (primary source that gives first-hand information).
- Sources created by people who were directly involved in an event can be more reliable
- These sources will usually be biased but they show us how a key role-player experienced the event in question.
- Sources written by historians are also considered more reliable, however, be aware of the context in which they were written (e.g., is the historian biased?)

WHAT ARE THE LIMITATIONS OF A SOURCE

- One sided view
- Bias
- Facts are deliberately omitted/exaggerated
- Propaganda

BIAS

Bias is when the creator's perspective is so strongly for or against something that the information in the source is clearly unbalanced or prejudiced. All sources contain some degree of bias, but it is not always possible to detect it.

Bias can either be extremely positive or extremely negative.

- If extremely positive, it is described as "pro-", or "in favour of", etc.
- If extremely negative, it is described as "anti-", or "strongly against", etc.
- If you cannot detect a bias, it is described as a "balanced" source.

How do I detect bias in a source?

- Look for times in a source where any of the following happen:
- When describing people or events, the language is too positive and does not admit anything negative
- When describing people or events, the language is too negative and does not admit anything positive
- The source fails to mention very important information of which you are aware
- The source provides clearly incorrect information

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POLITICAL CARTOONS

- All political cartoons rely heavily upon a very simple visual 'code' rather than relying solely on words to convey their message.
- Once we learn how this visual code works, we can use it to 'decode' the specific message of a cartoon.

Caricature (Exaggeration)

- Cartoonists intentionally draw people or characters with physical features that are larger than they naturally are.
- They do this in order to make a point.
- Usually, the point is to highlight something about the character of a person.

Symbolism

- Cartoonists use simple objects, or symbols, that the general public would be familiar with.
- These symbols are used to represent important concepts or ideas.
- While you're interpreting a cartoon identify any symbols and try to work out what concept the image is meant to represent.

Labelling

- To help their audience understand what each person represents in their drawings, cartoonists often write a name on the major figures.
- So, when you're interpreting a cartoon, look for the labels.

MESSAGES

What message…:

- To answer these questions, you are required to explain and/or clarify information in a source, i.e. interpret the message that the creator is trying to expose.
- In some instances, you could be asked to expose the creator's message by using evidence to substantiate your response.
- In the case of a visual source (cartoon, poster or photograph), you will have to explain what you see in the picture – literal meaning, as well as the symbolic meaning of what you see – the figurative meaning.

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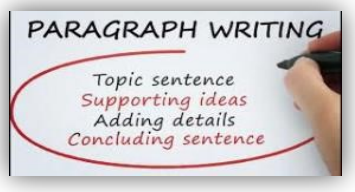
COMPARING OF SOURCES

Comparing information from different sources: When you are asked to compare information from sources, whether it be similarities or differences, you are expected to gather information from both sources which correspond or differ to each other.

- For example, you will say “Source A says…” and “Source B confirms this by saying…”.

The mark allocation will be as follows:
Source A says…
Source B confirms this by saying… √√
Remember, it is important that you find a link in both sources to compare. If the mark allocation is (2x2) (4) then you compare by providing Two comparing responses.



- Remember to write only ONE paragraph.
- A paragraph question will always instruct you to use the information in the relevant sources, as well as your own knowledge to write a paragraph.
- This means that you read and analyse the sources and see what information/evidence they give you regarding the key question.
- Use the information in the sources to guide you into answering the question.
- The ‘own knowledge’ should only be used to help you elaborate on the information that the source gives.

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7. HOW TO PREPARE FOR ESSAY QUESTIONS

7.1 Hints in Essay Writing

1. Read the essay question carefully to understand the focus.
2. Underline the instruction ***verb, question focus, direction given to the content focus (context of the content) and timeframes.***
3. Use the key words in the question to draw a mind-map which will assist in the planning of the essay.
4. You need to take note of the format of an essay namely: Introduction, Body (in paragraphs) and conclusion.
5. The essay should be written in ***chronological order*** (the order in which events unfolded)
6. The introduction should be a direct response to the question. You are expected to take a stance, explain it and outline the main content /evidence that will be used to support your stance.
7. In the body of the essay, structure the content/ evidence to link and support the stance taken in the introduction.
8. The conclusion must restate the main point taken in the introduction. No new information must be presented. Present one or two general sentences which accurately tie up the argument taken in the introduction.

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7.2 History Essay Writing Frame

This writing frame will assist you to structure your responses to the Essay Questions

Question: (Write the Essay Question in the space below) ○ **Underline the Key 'instruction' words?** ○ **Any terms/names/dates need explaining.**
Introduction: (Write your introduction below) Your introduction should respond directly to the question posed.
PARAGRAPH 1:
(A) First sentence of first paragraph (Point) Check: Have you made your key point?)
(B) Development/explanation of point? (Explanation)
(C) Evidence to support your argument? (Evidence/Elaboration) **1.** **2.** **3.**
(D) Check: Have you referred back to the question/linked the point explicitly to the question? YES? NO
(E) Link to the Line of argument (Link)
CONCLUSION:
This essay writing frame can be used for structuring any History essay. **Use it with the paragraph structuring frame (Point > Explain >Example >Link) and guidelines for writing introductions and conclusions.** **Learners can adapt this frame to include as many paragraphs as they need.**

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7.3 Different types of Essay questions

HINT: Essay questions will be phrased in the following ways:

Do you agree with the statement?

A statement will be given. Candidates will be asked to take a stance.

Critically discuss …

Provide evidence with both positive and negative arguments, supports or contradicts an argument.

Explain to what extent …

To state the degree to which something is or is believed to be the case: this type of question calls for a thorough assessment of the evidence.

7.4 DON'TS IN ESSAY WRITING

- Do not use the personal pronoun "I". Instead of saying 'I think that….' Say 'It can be argued that…...'
- Do not call historical figures by their first names. For example, don't refer to Martin Luther King as Martin; Nelson Mandela as Nelson; Cyril Ramaphosa as Cyril.
- Do not write personal notes for the person marking your paper, you will just irritate him or her.
- Do not colour in, highlight or draw little "smileys" in your work.
- Do not make comments or value judgements that are not directly asked for in the question.
- Do not use 'etc'. 'Etc' usually indicates that you can't think of anymore examples. If you said 'Peas, carrots and potatoes, etc…' the reader knows that you know many other examples of vegetables. But, in a History essay, if you say Martin Luther King Junior, Phillip Randoplh, Rosa Parks, Malcom X leaders of the Civil Rights Movement etc. It usually means that you do not know any more names.
- Do not use sub- headings and bullets in answering essays.

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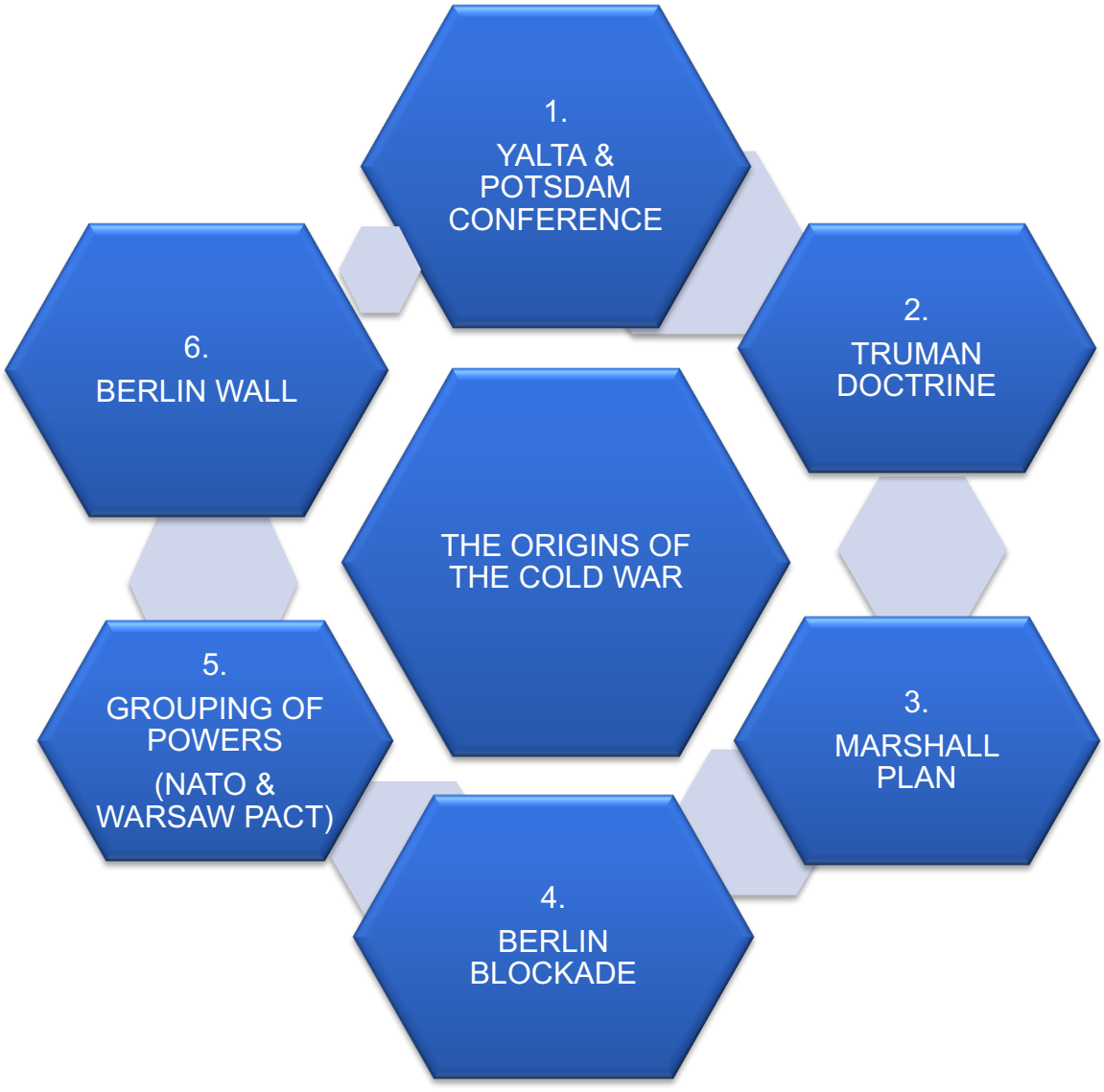
8. Question focus: The origins of the Cold War

8.1 MIND MAP



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8.2 TIMELINE

DATE	EVENT
1945	Yalta Conference - Big Three (Russia, USA and Britain)
1945	Potsdam Conference
1947	Truman Doctrine
1947	Marshall Plan
1948 - 1949	Berlin Crisis: Berlin Blockade
1949	Formation of NATO
1955	Formation of Warsaw Pact
1961	Berlin Wall

8.3 KEY CONCEPTS

COMMUNISM	is a doctrine that advocates a classless society in which private ownership has been abolished and the means of production belong to the community
CAPITALISM	is an economic system based on the private ownership of the means of production and distribution of goods, characterised by a free competitive market and motivated by profit
DEMOCRACY	a system of government in which leaders are chosen by the People through a system of elections.
COLD WAR	Ideological battle between capitalism and communism without getting involved in an actual war OR A period of conflict and competition between the capitalist United States and the communist Soviet Union without getting involved in an actual battle
IRON CURTAIN	A symbolic border between the communist bloc and western European countries during the Cold War
CONTAINMENT	The policy of the USA to stop the spread of communism

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8.4 CONTENT

8.4.1 What was the Cold War?

- The Cold War was a series of mounting tensions between the two super-
- Powers (USA and Russia) each representing differing ideologies.
- On the one hand the USA symbolised a capitalist, democratic system and the USSR or Russia, stood for the principles of communism and a one-party system of government
- The struggles between the two sides, the East vs. the West, was an indirect conflict and came at considerable risk to global peace.
- At times, the Cold War became 'warm' and threatened to develop into full scale, 'hot' war - but one of the two powers always backed down at the last minute and thus the Cold War continued for a lengthy period.

8.4.2 Origins of the Cold War

- After World War II, the Allied Powers (USA, Britain and France) had several conferences to discuss the future of Germany and the reconstruction of Europe.

Stalin
Roosevelt
Churchill

- In February 1945, the Yalta Conference was held in the Soviet Union and the following were decided upon by the Big Three (USSR, USA and Britain)

  ⇒ That Germany be divided into four Zones of occupation - Russian, American, British and French.
  ⇒ Berlin, the capital of Germany, which was situated in the Russian Zone, be divided into four sections, one for each of the 4 major powers.
  ⇒ Countries that were free from Nazi occupation be allowed to hold free elections to decide what type of government they wanted.
  ⇒ Russia agreed to assist in defeating Japan once the war was over.

- After Germany surrendered in May 1945, a second conference of the Allied Powers was held in Potsdam near Berlin.

- Although the relations between the West and the Soviet Union had become strained, the following agreements were reached at Potsdam (July - August 1945):

  ⇒ The Four Zones of occupation in Germany would each have an army and be ruled by a military governor. This would be done under a joint Allied Control Council (ACC).
  ⇒ The ACC would ensure the co-ordination of economic issues.
  ⇒ Germany was to be demilitarized and disarmed and the ideology of National Socialism be removed.
  ⇒ Although Germany was divided into Four Zones, it was agreed that it would remain united.

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8.4.3 EXPANSION OF COMMUNIST CONTROL IN EASTERN EUROPE

During World War II, the USSR extended its influence and occupied the Baltic republics of Latvia, Lithuania and Estonia.

After the end of the war, while Europe concerned itself with rehabilitation of the war-ravaged countries, the USSR made important territorial advances in Eastern Europe.

Communist governments were established in Poland, Hungary, Czechoslovakia, Yugoslavia, Albania, Bulgaria, and East Germany.

Elections which were promised in these countries often did not occur and when elections did take place, results that were unfavourable to the communists, were ignored.

It was under these circumstances that British Prime Minister, Winston Churchill made his infamous "Iron Curtain" speech at Fulton - Missouri, USA.

Churchill's speech widened the gap between USSR and the West, but did little to deter the USSR's expansion in Europe.

The Western Allies (Britain, France and the USA) decided to unite their respective sections of Germany to form the German Federal Republic (August 1949). Konrad Adenauer became West Germany's first Chancellor,

USSR responded by establishing the German Democratic Republic in October 1949. Hence, the chances of Germany re-unifying were dashed because of the increased East-West tensions.

8.4.4 INVOLVEMENT OF THE USA, BRITAIN AND FRANCE IN EUROPE

- During both World War I and II, America's foreign policy was one of neutrality.
- However, when her interests were threatened in the Pacific at Pearl Harbour, she had to change her foreign policy to one of active participation.
- At Yalta and Potsdam, Britain and France, looked to the USA for leadership. Furthermore, the Western Allies looked to the USA for financial as well as military assistance.

8.4.5 TRUMAN DOCTRINE

- Harry Truman who succeeded Roosevelt as President in 1945, introduced his first strategic plan, known as the Truman Doctrine, to combat Communism and assist devastated European countries.
- Truman announced his policy of **containment**: The Truman Doctrine.
- 'The USA would support (by economic or military aid) free peoples (meaning anti-communists) who were resisting armed minorities or outside pressures (meaning the USSR).
- USA sent $400 million economic and military aid to Greece and Turkey.
- With the Truman Doctrine in place, the USA provided massive arms supplies and economic aid to Greece. With these resources, Greece was able to defeat the communists.
- The communists were defeated, and capitalist rule restored.

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- Turkey, with a similar plight, was also given 60 million dollars to curb communist infiltration.
- In June 1947, the American Secretary of State, George Marshall, announced the 'Marshall Plan'

What were the results of the Truman Doctrine?

- The communists in Greece and Turkey were defeated and Soviet troops withdrew from Iran.
- Hostility between the USA and the USSR increased.
- The USA had committed herself to a policy of containment.
- Cominform (Communist Information Bureau) was set up in September 1947 to link communist parties around the world in common action, in strict obedience to the Soviet Union, and to ensure that they received no aid from the West.

8.4.6 MARSHALL PLAN

- The Marshall Plan was an economic aid package, which aimed to rebuild the economies of war-ravaged countries.
- Marshall stated that ‘Our policy is not directed against any doctrine or country, but against hunger, poverty, desperation and chaos.’
- By September 1947, 16 European countries had applied for Marshall Aid, including Britain and France.
- Over the next four years, millions of dollars were pumped into Western Europe in an effort to assist with economic recovery.
- The economies of the countries began to gradually flourish. USSR became concerned about the negative impact this would have on the Eastern European countries under her control, who were struggling to sustain their economies.
- USSR accused America of embarking on a policy of `dollar imperialism' (America was assisting countries to become financially dependent on her)
- In response, Stalin launched the Cominform in September 1947, to assist Russian Satellite States.

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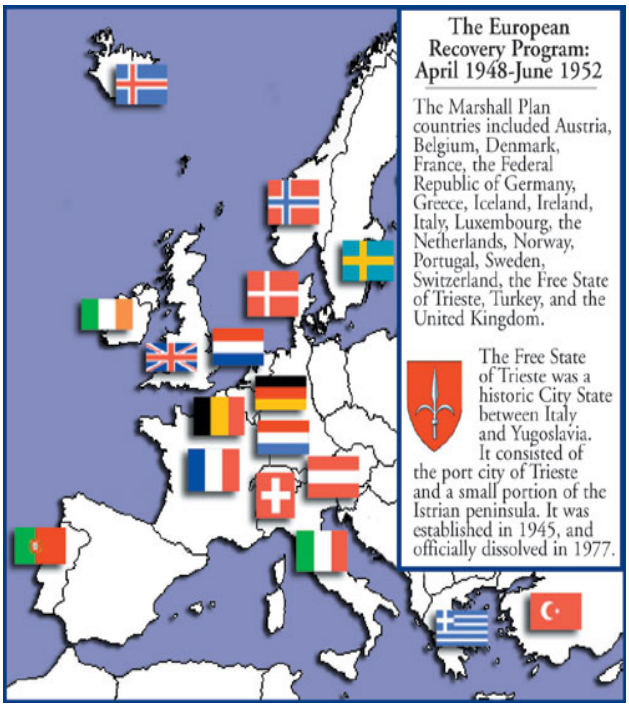
What were the consequences of the Marshall Plan?

- By September 1947, sixteen European countries had applied for Marshall Aid which included the following countries: Britain, France, Belgium, Luxembourg, Italy, Netherlands, Denmark, Sweden, West Germany, Portugal, Austria, Switzerland, Greece, Turkey, Iceland and Norway.



- These 16 countries set up the Organisation for European Economic Co-operation (OEEC) to put the Marshall Plan into action.

- Under the Marshall Plan, US Congress approved spending $12 billion dollars to help rebuild Europe. By 1953 the USA had provided 17 billion dollars to help these countries rebuild their economies.

- The plan was a success both economically and politically. Malnutrition disappeared in countries involved, industrial output increased and by 1953 Western Europe was flourishing and Communist parties had weakened.

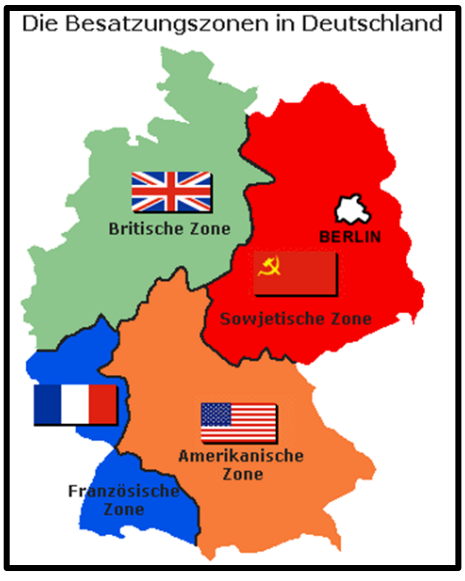
- Tension increased between East and West thus intensifying the Cold War.

- In 1949, the Molotov Plan was introduced (named after USSR's Foreign Minister) to offer financial assistance to ailing East European Countries

8.4.7 THE BERLIN CRISIS, 1948

- After the Second World War, the Allies collectively agreed to divide Germany into 4 sectors.

- This division led to the creation of the Federal Republic of Germany (West Germany) and East Germany.



- Berlin, the capital of Germany was also divided into the East and West sectors. West Berlin was situated in the Russian sector and was controlled collectively by the Western Allies. East Berlin was controlled by USSR.

- In an attempt to improve economic growth in the Western zones of Germany, in June 1948, the Western powers introduced a new currency, the ' Deutschmark' which replaced the worthless Reichmark.

- The improvement of the economy in West Germany and West Berlin alarmed the Communists in the Eastern sector.

- USSR responded to the currency reform in West Berlin by imposing a blockade of all roads and canal links between West Germany and West Berlin. The intention was to cut essential supplies and eventually force West Germany to give in to

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Communist control. More than 2,5 million people were affected by this blockade.

- This was the turning point of the Cold War and was a test to gauge/determine whether the Allies would protect West Berlin.

How did the Western powers react to the Berlin Blockade?

- The Western Allies decided to resist and embark on a massive airlift of essential supplies (such as food, fuel, building materials, clothing and medical supplies)

- West Berlin's approximately 2.1 million inhabitants had only enough food for 36 days and coal for 45 days. The Western powers had three options available to them. Each of these options had advantages and disadvantages. These three options can be summed up as follows:
  - ⇒ Ignore the airlift and drive through the blockade
  - ⇒ Pull out of Berlin
  - ⇒ Airlift supplies to West Berlin

- The Americans and British gambled on an airlift of supplies to overcome the blockade.

- The real test was whether the USSR would shoot down their planes. The West assumed that USSR would not risk this as the Cold War would then become a 'hot' war.

- This proved to be true because from April 1948 to May 1949, millions of tons of resources were airlifted to West Berliners.

- By May 1949, USSR admitted failure and called off the blockade.

What were the results of the Berlin Blockade for the Cold War?

- The Soviets suffered a major defeat in this crisis.
- The division of Berlin became a permanent feature of the Cold War.
- It showed the determination of the West to keep the doors of democracy open in a 'sea of communism'.
- East-West relations were strained further, and the Cold War got worse.
- Germany split up. In May 1949, America, Britain and France united their zones into the Federal Republic of Germany (West Germany) with Bonn as its capital. In response, in October 1949, Stalin set up the German Democratic Republic (East Germany), with East Berlin as its capital.
- It led to the militarisation of West Berlin and paved the way for the first Western regional defence system.
- After the Berlin Blockade, both the USA and the USSR began to build up their armies and weapons, resulting in an arms race.

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8.4.8 The Crises of 1958

- In 1958, Berlin once again became the focus of the Cold War. The new Soviet leader, Nikita Khrushchev, demanded the West hand over Berlin, which lay in the heart of the Soviet zone, to East Germany.

- The Western powers refused to give in to these demands and Khrushchev did nothing to enforce them.

- Although, not a major crisis, this incident indicates that Berlin because of its positioning and the differences in the way it was controlled, would continue to be a bone of contention (source of conflict) between East and West.

8.4.9 The Berlin Wall – 1961

- Berlin continued to be a source of conflict between the Soviet Union and the West.

- In 1961 John F Kennedy became the new American president; his inexperience seemed to give the Soviets an opportunity for a foreign policy success.

- Khrushchev immediately set out to test Kennedy.

- In 1961, it was clear that West Berlin, controlled by the Western powers, was much wealthier than East Berlin, which was under Soviet control. East Berliners, because of the poor conditions in their part of the city, had begun escaping to the West via West Berlin. By June of that year, they were escaping at a rate of 500 a day and 30 000 defected to the West during July. This was an embarrassment to Khrushchev who saw West Berlin as a capitalist infection in the heart of East Germany.

- He was determined to stop East Berliners from escaping and so on Sunday 13 August 1961, East German troops sealed off West Berlin with road blocks and barbed wire. They then began to construct a concrete wall around the Western zones of the city. This was a high, fortified wall that was manned 24 hours a day by machine-gun posts and searchlights.

- As a result of these actions, Berlin was divided into two and overnight its citizens were cut off from family, friends and jobs.

- The Berlin Wall stood as a symbol of the divide between West and East, between democracy and communism and led to further tension between the Soviet Union and the Western Powers.

- The Western Powers were afraid that the Soviets were planning to seize West Berlin by force and President Kennedy made it very clear that they would fight to protect

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West Berlin. The building of the wall solved Khrushchev's problem of East Berliners defecting to the West, but his policy of peaceful co-existence with the West was destroyed.

What were the results of the building of the Berlin Wall?

- Berlin was physically divided and free access from East to West came to an end. It stopped the flow of East Berliners to the West. Many of those that tried to cross the wall were killed. Tension between East and West increased, but Kennedy did not want American troops to pull the wall down as he did not want to risk war.
- In 1963, Kennedy visited West Berlin showing the USA's commitment to West Berlin. There he made a historic speech in which he praised the character of the people of Berlin in their pursuit of freedom and uttered the now famous words, ***Ich bin ein Berliner!'*** (I am a Berliner).
- This speech was considered by some as a turning point in the Cold War as:
  - ⇒ It was a major morale booster for the West Germans who were alarmed by the recently built Berlin Wall.
  - ⇒ It gave a strong message to the Soviet Union and dashed Moscow's hopes of driving the Allies out of West Berlin.
- Two months later, President Kennedy negotiated the first nuclear Test Ban Treaty with the Soviet Union, in what was seen as the first step towards improving relations between East and West.

8.4.10 THE GROUPING OF DEMOCRATIC POWERS: NATO 1949

- After the Berlin Blockade, there was a need for the development of a Western Defence system.
- As early as March 1948, a military initiative had been undertaken in the form of the Brussels Defence Treaty. This was signed by Britain, France, Belgium, Holland and Luxembourg.
- The Treaty was extended to include the USA, Canada, Portugal, Ireland, Italy, Denmark and Norway. This led to the formation of the North Atlantic Treaty Organisation (NATO) in 1949. By 1952, Greece and Turkey were admitted as members of NATO and in 1955 West Germany joined.

So, what were the main principles of NATO?

They agreed to the following:

- An attack on one member state would be considered an attack on all.
- Force would be used to defend the interests and security of member states in the North Atlantic region.
- All member states would jointly contribute to the NATO armed forces.
- The organisation would be headed by a commander-in-chief - the first was General Eisenhower of the USA.

8.4.11 THE WARSAW PACT OF 1955: THE COMMUNIST BLOC

- In response to the admittance of West Germany to NATO, the USSR convened a meeting of communist Eastern European countries in Poland.
- Russia, together with Poland, Hungary, Albania. Romania, Czechoslovakia and East Germany entered into a defence treaty called the Warsaw Pact or Warsaw Treaty Organisation.
- The Warsaw Pact consisted of 6 million troops from member states.
- The first Commander-in-Chief was General Konev.
- Although the Warsaw Pact was designed to combat the West in the event of any conflict in Europe, it proved to be ineffective in suppressing revolts in Eastern Europe.

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8.5 ACTIVITY 1

QUESTION 1: HOW DID THE UNITED STATES OF AMERICA AND THE SOVIET UNION ATTEMPT TO CREATE SPHERES OF INTEREST IN EUROPE BETWEEN 1946 AND 1951?

Study Sources 1A, 1B, 1C and 1D and answer questions that follow

SOURCE 1A

The source below explains the United States of America's intention to contain the spread of communism in Europe from 1947 onwards.

… United States officials in 1947 and 1948 did not have precise (specific) ideas about how to implement containment. Should containment be applied everywhere? Should it be applied militarily? Should the United States focus on economic aid to nations seeking to reconstruct their economies? Should the United States assign priority to occupation policies, especially in Germany and Japan?

Initially, in what became known as the Truman Doctrine, the United States president proposed military aid to Greece and Turkey, and declared that the United States would contest totalitarian expansion everywhere. But his subordinates quickly recognised that they had to calculate priorities carefully. They decided that they should focus on economic reconstruction in Western Europe rather than military rearmament; that they should seek to erode (wear down) support for communist parties in France, Italy, and Greece; that they should manage the revitalisation (recovery) of Western Germany and Japan, and co-opt (choose) their future power. Containment meant that Soviet influence and communist ideology should be contained within the areas occupied by the forces of the Soviet Union at the end of World War II.

In June 1947, the United States announced the Marshall Plan to help rebuild Europe. The governments of most Western European nations were happy to receive US money and participate in a reconstruction programme. But they possessed deep fears about the revival of German power. In order to get the French to cooperate, the United States promised to retain its occupation forces inside Germany.

[From http://press.princeton.edu/chapters/pons/s2-9143.pdf. Accessed on 21 April 2021.]

1.1 Read Source 1A.

1.1.1 Explain the term *containment* in the context of the Cold War. (1 x 2) (2)

1.1.2 State THREE ways in the source that the United States of America could have used to implement the policy of containment. (3 x 1) (3)

1.1.3 Using the information in the source and your own knowledge, explain how the economic reconstruction of countries in Western Europe could have benefitted the economy of the United States of America in the late 1940s.
(1 x 2) (2)

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1.1.4 Comment on the usefulness of the information in this source to a historian researching the USA's policy of containment. (2 x 2) (4)

SOURCE 1B

The source below highlights the role that Dean Acheson, Deputy Secretary of State during George Marshall's administration, played in influencing the United States Congress to adopt Truman's policies in 1947.

… Acheson also played a vital role in shaping the political and economic institutions of Truman's Cold War. In early 1947, with Byrnes out and George Marshall in as the secretary of state, the anti-communist governments of Turkey and Greece claimed to be under severe Soviet pressure and could not guarantee their own survival. Convinced that the United States must help the Turkish and Greek governments, the administration nevertheless faced the difficult task of persuading a fiscally (financially) careful Congress to provide the aid needed to shore up (support) these governments.

On 27 February Truman called a meeting between administration officials and a handful of leading senators and members of Congress in the hope of winning over the legislators. Acheson described this encounter as 'Armageddon' (a term used to describe the end of the world). Marshall spoke first, emphasising the need for the United States to act because it was the right thing to do and because no one else would help. The legislators seemed unmoved. Was it America's fight? Was the bill (cost) likely to be enormous? Acheson asked to speak.

Immediately he changed the terms of the debate. The crisis in South-eastern Europe, he said, was no local dust-up (small fight) but one that involved the two Cold War powers. The Soviets were pressuring Turkey and Greece as they had pressured Iran. At stake was a vast portion of the free world, for if Greece went communist, 'like apples in a barrel infected by one rotten one, the corruption of Greece would infect Iran and all to the east. It would also carry infection to Africa through Asia Minor and Egypt, and Europe through Italy and France', which faced communist threats of their own. Only the United States stood in the way of a communist onslaught that would, if successful, snuff out freedom and destroy all hope of economic recovery in parts of three continents. The congressional leaders were impressed and the pronouncement of the Truman Doctrine followed on 12 March, promising that the United States would fight communism everywhere.

[From: http://www.americanforeignrelations.com/A-D/Cold-Warriors-Dean-acheson.html. Accessed on 21 April 2021.]

2.1 Refer to Source 1B.

2.1.1 List TWO institutions from the source that Dean Acheson helped to shape during Truman's Cold War. (2 x 1) (2)

2.1.2 Why, do you think, the US Congress was unwilling to provide aid to the Turkish and Greek governments? (1 x 2) (2)

2.1.3 Explain how Acheson managed to convince the US Congress to support both

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Turkey and Greece with aid. (2 x 2) (4)

SOURCE 1C

The extract below was written by David Reynolds, a historian at Cambridge University (England). It focuses on the reaction of the Soviet Union to the implementation of the Truman Doctrine and the Marshall Plan between 1947 and 1951.

Equally important was the Soviet reaction. The Russians sent an eighty-strong delegation to Paris, where the European Recovery Programme (Marshall Plan) was outlined and East European countries like Czechoslovakia and Poland expressed keen interest. But Stalin saw the American offer as a challenge to his sphere of influence. He warned the Czechs and others against participating and withdrew the Soviet delegation.

That autumn he declared ideological war on Western capitalism, creating Cominform (the Communist Information Bureau) to orchestrate (arrange) foreign communist parties and to replace the coalitionist (working together) strategy in France and Italy with strikes intended to bring down the governments. In the East Soviet influence now became Soviet domination. The coup in Czechoslovakia in February 1948 was followed by the Stalinisation of much of the region. All but communists were proscribed (prohibited), those independent of Moscow were purged (got rid of), agriculture and heavy industry were brought under state control, and civil and political liberties systematically abolished.

The Czech coup and the Berlin crisis did much to damage the Soviet image in Europe, even in France where the Communist Party was still picking up about a quarter of the vote in elections. Equally important, well-advertised Marshall aid was winning hearts and minds. Between 1948 and 1951 the United States put into Western Europe about $13 billion; during the same period the Soviet Union took out roughly the same amount from their part of the continent.

[From: *The Oxford Illustrated History of Modern Europe,* edited by TCW Blanning]

3.1 Use Source 1C.

3.1.1 Name the TWO East European countries in the source that expressed keen interest in joining the European Recovery Programme. (2 x 1) (2)

3.1.2 Explain why Stalin thought the European Recovery Programme was a challenge to his sphere of influence. (2 x 2) (4)

3.1.3 Comment on why the Cominform was established. (2 x 2) (4)

4. Consult Sources 1B and 1C. Explain in what ways the evidence in Source 1C supports the fears which Acheson referred to in Source 1B. (2 x 2) (4)

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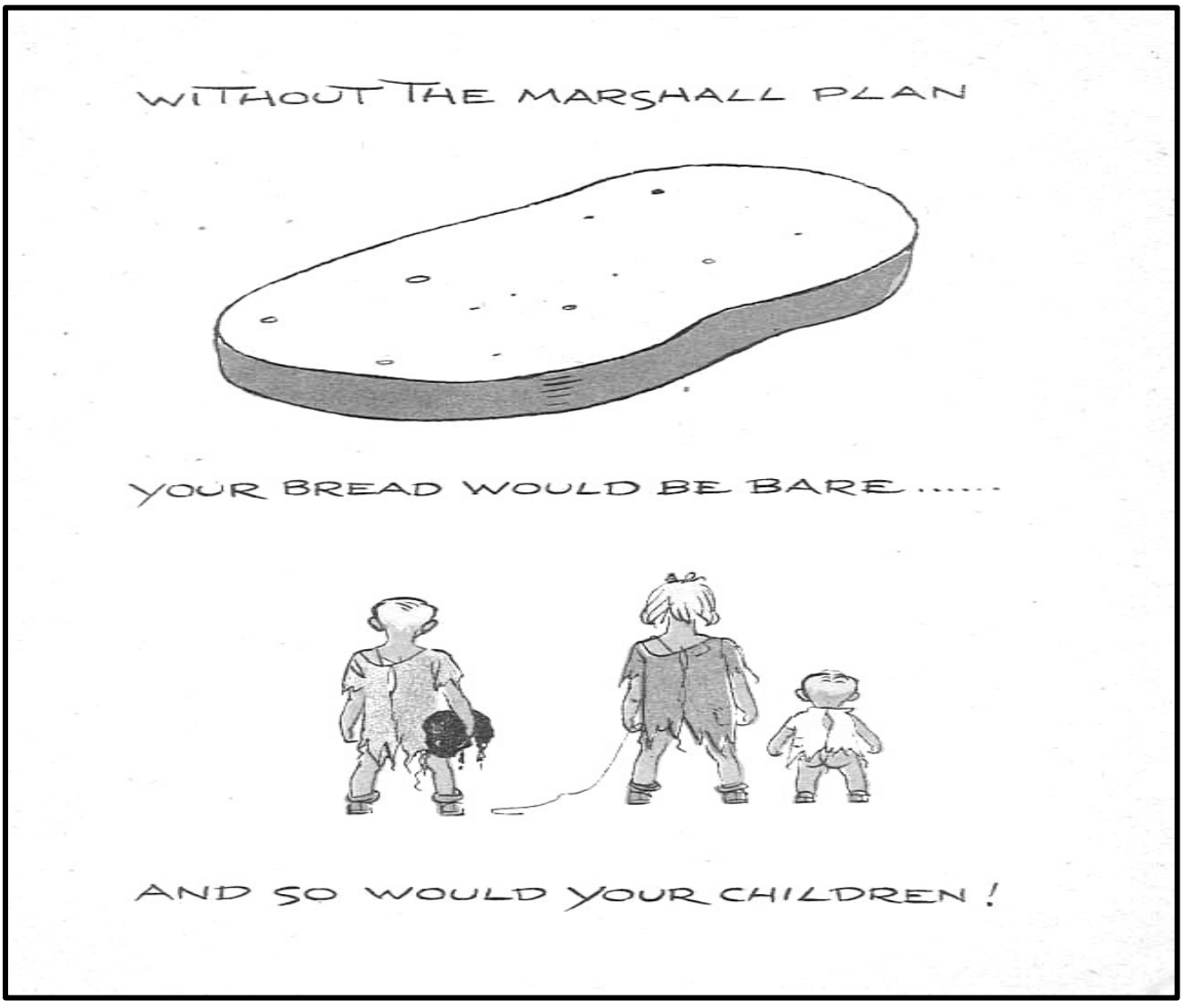
SOURCE 1D

The cartoon below, by Joe Spier, was published in a booklet that was printed by the government of Netherlands in November 1949.



5. Study Source 1D.

5.1.1 Explain the messages the cartoonist conveys regarding the Marshall Plan. (2 x 2) (4)

5.1.2 Comment on why you think the cartoonist used 'bread' to symbol the Marshall Plan. (1 x 2) (2)

6. Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining how the United States of America and the Soviet Union attempted to create spheres of interest in Europe between 1946 and 1951. (8)

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8.6 RESPONSES TO ACTIVITY 1

QUESTION 1: HOW DID THE UNITED STATES OF AMERICA AND THE SOVIET UNION ATTEMPT TO CREATE SPHERES OF INTEREST IN EUROPE BETWEEN 1946 AND 1951?

1.1

1.1.1 [*Explanation of a historical concept in Source 1A – L1]*

- A policy introduced by the United States to prevent the spread of communism in Europe
- The Truman Doctrine and the Marshall Plan attempted to contain the spread of totalitarianism
- Any other relevant response (any 1 x 2) (2)

1.1.2 *[Extraction of evidence from Source 1A – L1]*

- Could have applied it everywhere
- Could have applied it militarily
- Could have focused on economic aid given to nations seeking to reconstruct their economies
- Could have assigned priority to occupation policies, especially in Germany and Japan (any 3 x 1) (3)

1.1.3 *[Interpretation of information from Source 1A – L2]*

- The USA's economy would grow and be stronger
- Any other relevant response (any 1 x 2) (2)

1.14 *[Evaluate the usefulness of Source 1A – L3]*

The source is USEFUL because:

- It indicates the USA's uncertainty in implementing the policy of containment
- It indicates the implementation of the Truman Doctrine and the Marshall Plan
- The information indicates how the Marshall Plan was implemented
- It highlights that Western European nations were happy to receive US money
- Any other relevant response (any 2 x 2) (4)

2.1

2.1.1 *[Extraction of evidence from Source 1B – L1]*

- Political institutions
- Economic institutions (2 x 1) (2)

2.1.2 *[Extraction of evidence from Source 1B – L1]*

- The United States of America's Congress was exercising financial discipline
- and was careful as to how it spent its money
- The United States of America's Congress was unwilling to commit the USA to involvement in European affairs (1 x 2) (2)

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2.1.3 *[Interpretation of evidence from Source 1B – L2]*

- Acheson said the crisis in Turkey and Greece was a result of Cold War conflict and needed USA intervention
- He said if Turkey and Greece fell then Iran, African countries and other European countries would also fall under communism
- Acheson convinced the United States of America's Congress that only the United States of America could block the communist onslaught
- Any other relevant response (any 2 x 2) (4)

3.1

3.1.1 *[Extraction of evidence from Source 1C – L1]*

- Czechoslovakia
- Poland (2 x 1) (2)

3.1.2 *[Interpretation of evidence from Source 1C – L2]*

- He realised that countries in Eastern Europe might accept aid from the Marshall Plan
- East European countries were generally poor and would therefore welcome financial aid even if it was from the West
- He saw it as a strategy by the USA to extend their sphere of influence in
- Eastern Europe
- Any other relevant response (any 2 x 2) (4)

3.1.3 *[Interpretation of evidence from Source 1C – L2]*

- To counter the Marshall Plan by creating a group of communist governments that would counteract the influence of the west
- To co-ordinate and promote trade between countries within the Soviet sphere of influence to discourage contact with non- communist countries.
- To commit member parties to a common strategy to counter the growing influence from the west
- Any other relevant response (any 2 x 2) (4)

4. *[Comparison of information in Sources 1B and 1C – L3]*

- In Source 1B Acheson expresses his fear that if Turkey and Greece fell to the communists, Iran, Africa and Europe would also fall. The coup (take over) by Moscow on Czechoslovakia and the Berlin Crisis (Source1C) confirms Acheson's fear as expressed in Source 1B
- In Source 1B Acheson is concerned about a 'communist onslaught', some people in the West believed that the establishment of the Cominform confirmed this fear, as stated in Source 1C
- Any other relevant response (2 x 2) (4)

5.1

5.1.1 *[Interpretation of information from Source 1D – L2]*

- The Marshall Plan was depicted as providing economic and humanitarian aid
- That if countries did not accept the Marshall Plan, they would remain poor, for example, with no buttered bread and with tattered clothing of the children
- Failure to accept the Marshall Plan could lead to economic under-development in certain countries
- Any other relevant response (any 2 x 2) (4)

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5.1.2 [Interpretation of information from Source 1D – L2]

- It shows that the Marshall Plan would provide economic aid in the form of basic necessities
- It shows that the Marshall Plan will provide financial assistance to buy the basic needs
- Any other relevant response (any 1 x 2) (2)

6. *[Interpretation, evaluation and synthesis of evidence from relevant sources - L3]*

Candidates could include the following aspects in their response:

- Policy of Containment – to prevent the spread of communism (Source 1A)
- The introduction of Truman Doctrine (Source 1A)
- Introduction of Marshall Plan (Source 1A)
- The USA pronounced that the Truman Doctrine was a commitment by USA to act against and prevent communism from spreading further into Western Europe (Source 1B)
- USA set up the European Recovery Plan (Marshall Plan) to provide aid to countries so that they fall under the sphere of the West (capitalism) (Source 1C)
- The Marshall Aid won the hearts and minds of many since USA invested $13 billion in aid between 1948 and 1951 (Source 1C)
- The Soviet Union responded to the Marshall Plan through the Cominform which ensured that foreign communist parties could take over (Source 1C)
- The Soviet Union spent roughly the same amount as the USA
- ($13 billion) to retain its sphere of influence in Eastern Europe (Source 1C)
- Advantages of the Marshall Plan (Source 1D)
- Formation of NATO and Warsaw Pact (own knowledge)
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	○ Uses evidence in an elementary manner e.g. **shows no or little understanding of how the United States of America and the Soviet Union attempted to create spheres of interest in Europe between 1946 and 1951.** ○ Uses evidence partially to report on topic or cannot report on topic.	**MARKS 0–2**
LEVEL 2	○ Evidence is mostly relevant and relates to a great extent to the topic e.g. **shows some understanding of how the United States of America and the Soviet Union attempted to create spheres of interest in Europe between 1946 and 1951.** ○ Uses evidence in a very basic manner.	**MARKS 3–5**
LEVEL 3	○ Uses relevant evidence e.g. **demonstrates a thorough understanding of how the United States of America and the Soviet Union attempted to create spheres of interest in Europe between 1946 and 1951.** ○ Uses evidence very effectively in an organised paragraph that shows an understanding of the t opic.	**MARKS 6–8**

(8)

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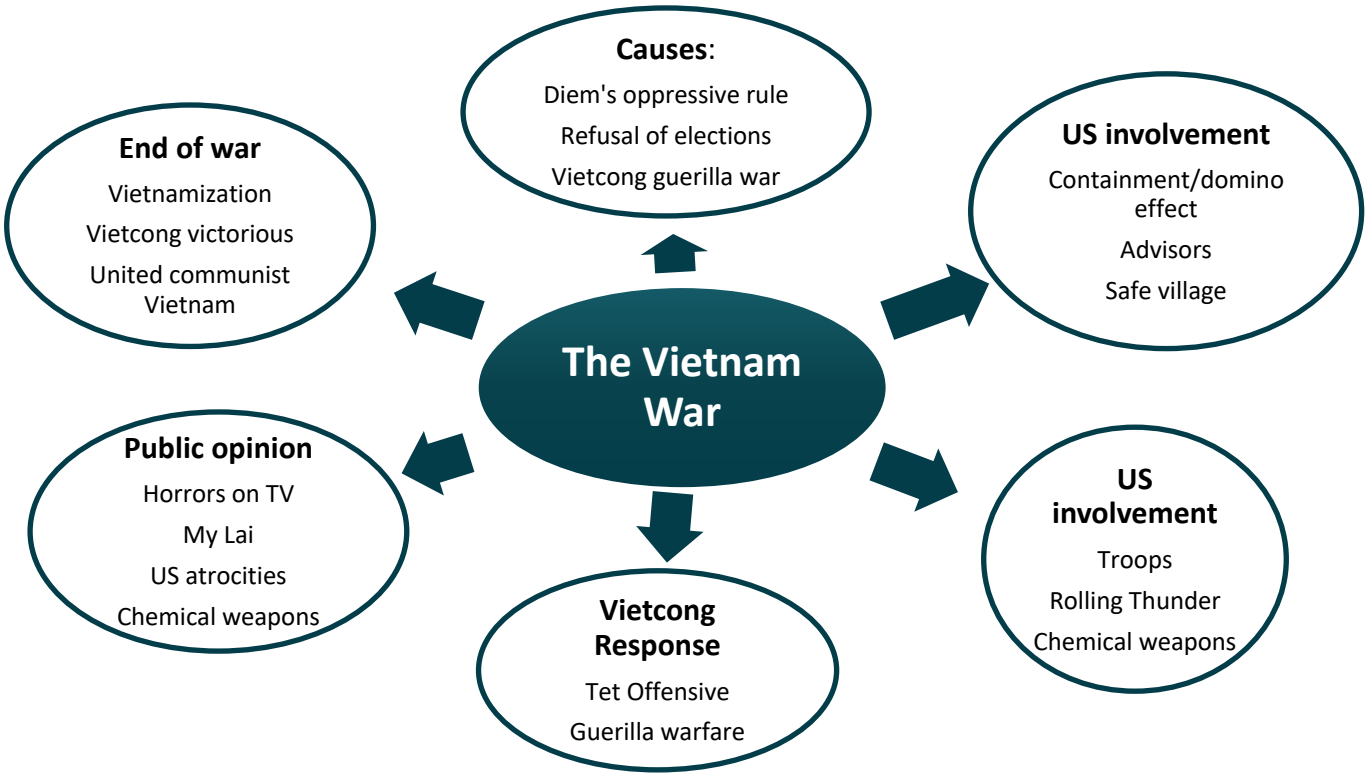
9. Question focus: The Vietnam War

9.1 MIND MAP



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9.2 Timeline

DATE	EVENT
May 1954	French troops are humiliated in defeat by Viet Minh forces at Dien Bien Phu.
July 1954	The Geneva Accords divides Vietnam into communist North and capitalist South at the 17th parallel line. Promise of elections in 1956.
May 1959	North Vietnam forces begin to build a supply route through Laos and Cambodia to South Vietnam - the Ho Chi Minh Trail
May 1961	President Kennedy sent weapons and advisors to South Vietnam.
January 1962	Operation Ranch Hand, U.S. aircraft start spraying Agent Orange to destroy vegetation that would offer cover and food for Vietcong
August 1964	*USS Maddox* is allegedly attacked by North Vietnamese patrol torpedo boats in the Gulf of Tonkin - USA sent troops to Vietnam
March 1965	President Johnson launches Operation Rolling Thunder to destroy Ho Chi Minh Trail
1967	500 000 U.S. troops in Vietnam.
April 1967	Huge anti-war protests occur in the USA
January 1968	Tet Offensive - 100 cities attacked and captured by surprise - turning point in the war
16 March 1968	Mai Lai massacre - more than 300 civilians killed by U.S. forces
March 1968	President Johnson announced that he will not run for re-election.
1969-1972	President Nixon announces the gradual withdrawal of U.S. forces in South Vietnam - Vietnamization.
27 January 1973	President Nixon signs the Paris Peace Accords, ending direct U.S. involvement in the Vietnam War.
April 1975	Fall of Saigon - South Vietnam seized by communist forces.
July 1975	North and South Vietnam unified as the Socialist Republic of Vietnam under communist rule

9.3 Key Concepts

DOMINO THEORY	○ The belief that if Vietnam turned communist all other neighbouring countries will also turn communist
CONTAINMENT	○ To stop the spread of communism
GUERRILLA WAR	○ Type of combat that was fought by the Vietcong using surprise attacks such as ambushes, raids and sabotage to overthrow the Diem government
VIETNAMISATION	○ American policy of withdrawing their troops from Vietnam and leaving South Vietnam to fight their war against the Vietcong by themselves

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9.4 CONTENT

9.4.1 *Reasons why America got involved in Vietnam* - *THE COLD WAR*

The **Geneva agreement** of 1954 divided Vietnam into two; **Communist North Vietnam** and **Capitalist South Vietnam.**

- The agreement also stipulated that **elections should be held in 1956 to unite the country**
- **Diem**, the leader of South **Vietnam refused to have the elections fearing a communist victory**
- The USA supported Diem because of the **domino theory** -if Vietnam was taken over by **communism** then all the **neighbouring countries** would also become **communist**
- **America was against the election** taking place because they wanted to **contain communism**
- This **angered the South Vietnamese,** and they formed the **Vietcong** to overthrow Diem. The Vietcong was helped by the **Vietminh,** which sent supplies down the **Ho Chi Minh Trail.**
- In 1955 the USA started to **support** South Vietnam by sending **advisors and military supplies.**
- **Vietcong started guerrilla war against Diem**
- They also introduced the **safe village** policy whereby they forced **everyone to live inside the village** hoping to **isolate the Vietcong outside**.
- The safe village policy did not work because most of the Vietcong lived inside the villages. They were **peasant by day** and **guerrilla fighters by night.**

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9.4.2 *President Johnson changes US policy* - *THE COLD WAR*

- Johnson believed that the war could be **won easily with a massive increase in American involvement.**
- In 1964 American ships in the **Gulf of Tonkin** was attacked by North Vietnam – this gave
- America the reason to send troops into Vietnam.
- By 1967 there were **500 000 U.S. soldiers in Vietnam.**
- Johnson launched **Operation Rolling Thunder to destroy the Ho Chi Minh Trail.**
- U.S dropped more bombs on North Vietnam than all the bombs dropped by both sides during WW11. This included chemical weapons such as the **napalm** bomb and **Agent Orange**
- USA also deployed ground troops who conducted search and destroy missions against the Vietcong
- Many US soldiers were killed because they were easy targets for the Vietcong who used the cover of the jungle to their advantage

9.4.3 *The Tet Offensive* - *THE COLD WAR*

- In 1968 the **Vietcong** launched a major attack known as the **Tet Offensive**
- They **attacked and gained over 100** towns and villages in South Vietnam simultaneously.
- The attacks took the Americans **by surprise,** but they soon recovered and recaptured most of the lost territories.
- This was a major **embarrassment** for America and they suffered **large casualties.**
- **14 000 American troops were killed and many were injured**

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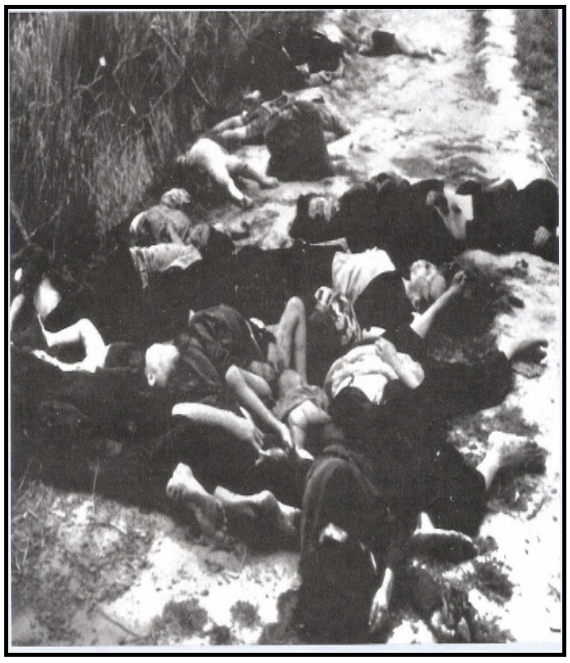
9.4.4 *The US public opinion turns against the war* - THE COLD WAR



- This was the first **television war**- night after night Americans were confronted with the horrors of war.
- As the number of casualties grew, many people began to doubt the wisdom of the war. This badly affected American military morale.
- Many Americans became convinced that USA was losing the war and there was increased pressure on the USA government to withdraw.
- This led to **anti-war protests**: students and hippies denounced the war.
- The **shooting** of four demonstrators at Kent state University made matters worse.

- In March 1968 **US troops massacred 300 civilians**, mainly women and children in what became known as the **My Lai massacre. They w**ere **accused of sheltering members of the Vietcong**.
- The use of chemical weapons together with the **US atrocities against the Vietnamese people turned the public opinion against the war.**

9.4.5 *Nixon and the end of the war of the war* - THE COLD WAR

- Nixon implemented **Vietnamisation** which meant **training** the South Vietnamese **forces to fight** the north and the Vietcong **instead of US troops**.
- American troops were **gradually withdrawn** from Vietnam.
- In January 1973, a **ceasefire** was agreed upon but the war between North and South Vietnam continued.
- In 1975 the Vietcong **captured Saigon**.
- **Vietnam became a single country again with a communist government**.
- **America was effectively defeated and was unable to stop the spread of communism.**

9.4.6 *Why America lost the war* - THE COLD WAR

- The Vietcong used **guerrilla tactics** in which they **moved undetected, sprang ambushes and laid booby traps.**
- They rarely fought large battles.
- They would appear from nowhere, kill and disappear.
- The **booby traps inspired fear** in the US soldiers which in turn led to a low morale.
- The US: fought a **conventional war** depended on bombers, gunships and heavily armoured troops.
- Fought in **a foreign country they did not know or understand.**
- Bombing raids, search and destroy missions and chemicals (**Chemical Warfare**) lost them the support of the local villagers.
- It was **impossible to fight an enemy you could never find.**

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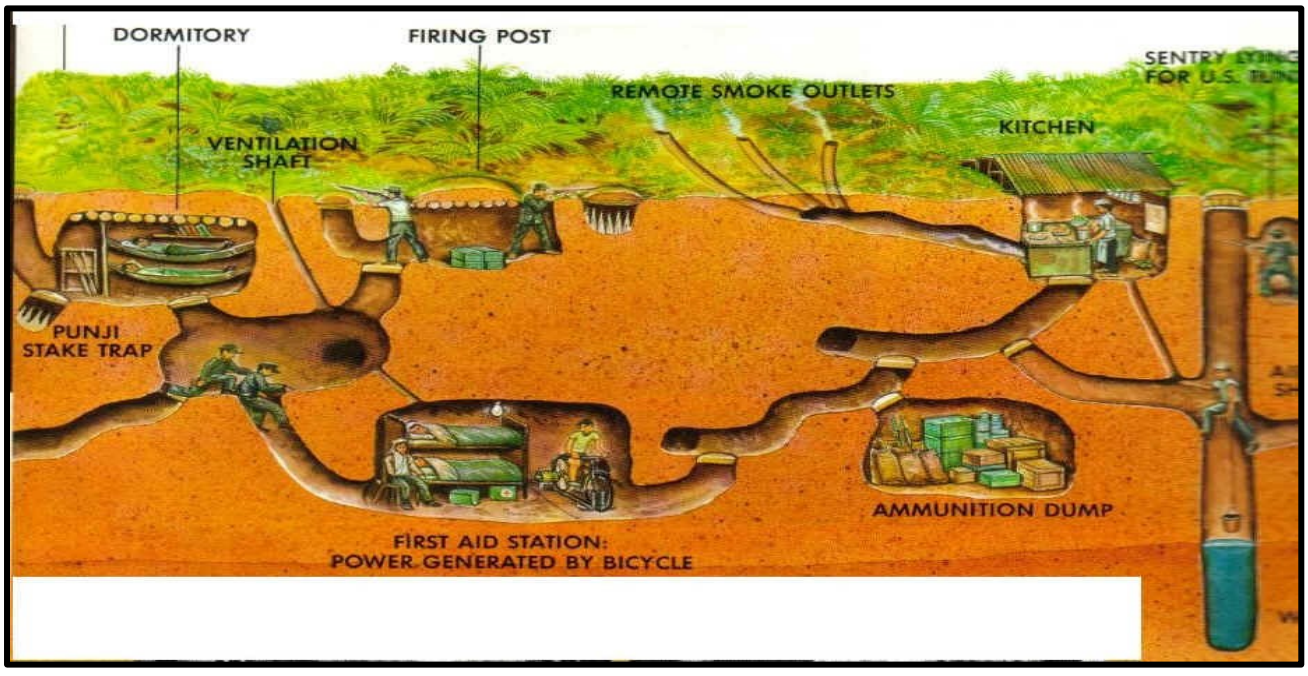

9.4.7 Conclusion - *THE COLD WAR*

- The Vietnam War highlighted the **failure of the US policy of containment**.
- The **USA was defeated** by the communist forces in Vietnam.
- **America failed to stop the spread of communism** in South East Asia as Vietnam, Cambodia and Laos became communist countries.

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9.5 ACTIVITY 2: QUESTIONS AND RESPONSES

Practice Question 1
All the military might of the United States of America's army could not defeat a small nation of Vietnamese peasants.

Critically discuss this statement in the context of the military strategies that both the United States of America and the Vietcong used in Vietnam between 1963 and 1973. [50]

How to write an introduction for a question requesting you to *critically discuss*

***Step 1*:** Read the statement carefully and underline the important words or phrases.

All the military might of the United States of America's army could not defeat a small nation of Vietnamese peasants.

Critically discuss this statement in the context of the military strategies that both the United States of America and the Vietcong used in Vietnam between 1963 and 1973.

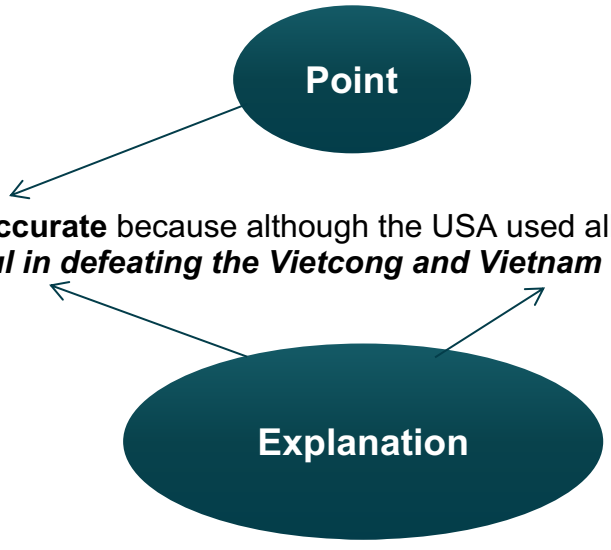
Use of the *PEEL* method

Step 2: Give your response as to whether the statement is true, valid or accurate. This is your ***Point***

Step 3: Substantiate your response with a good relevant explanation or reason - preferably in one or two sentences. This is your ***Explanation***

Step 4: Support your point with relevant historical facts/content**.** This is your ***Evidence***

Step 5: Structure your paragraph so that it:
(1) ***Link***s with the stance taken in the introduction (line of argument).
(2) ***Links*** with the next paragraph to build effective connections between them



Introduction
The statement is **true/accurate** because although the USA used all their superior military might they were ***unsuccessful in defeating the Vietcong and Vietnam became a communist state in 1975.***

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Elaboration
USA strategies

- Reasons for USA involvement: containment and domino theory
- USA initially supplied weapons and advisors
- USA implemented safe village programme – the Vietcong started a guerrilla war
- Safe village programme failed because most of Vietcong operated inside the villages
- Gulf of Tonkin - reason for deployment of US troops to Vietnam
- US launched Operation Rolling Thunder to destroy Ho Chi Minh Trail
- US used chemical weapons to destroy forests (Agent Orange) and crops (Agent Blue)
- US deployed ground troops and conducted search and destroy missions – US soldiers easy targets for Vietcong who used the cover of the jungle to their advantage
- Vietcong responded with the Tet Offensive - surprised attacks on 100 cities
- Tet Offensive led to 14000 US casualties
- Impact of media - many people started to question America's involvement in the war
- Use of chemical weapons made USA unpopular and many countries condemned the USA
- US atrocities and My Lai massacre turned public opinion against the war
- Led to anti-war protests in the USA
- Many were convinced that the USA could not win the war and put pressure on the USA to withdraw.
- President Nixon's Vietnamisation policy - withdrawal of US troops while leaving South Vietnam to continue their battle against the Vietcong
- USA withdrew all troops by 1973 and North Vietnam took control of Saigon in 1975
- Vietnam was united under communist control

Vietcong strategies:

- Received military support from the USSR, China and the Vietminh via the Ho Chi Minh Trail
- The Vietcong used guerrilla tactics in which they moved undetected, sprang ambushes and laid booby traps.
- They rarely fought large battles.
- They would appear from nowhere, kill and disappear.
- The booby traps inspired fear in the US soldiers which in turn led to a low morale.
- The US: fought a conventional war depended on bombers, gunships and heavily armoured troops.
- The US fought in a foreign country they did not know or understand.
- US bombing raids, search and destroy missions and chemicals lost them the support of
- the local villagers.
- It was impossible to fight an enemy you could never find
- The local Vietnamese population supported the Vietcong to liberate their country
- Any other relevant response

Conclusion
This essay has presented overwhelming evidence that proved that the American military superiority was successfully defeated by the Vietcong in Vietnam. The American policy of containment failed and Vietnam became a united country under communist rule in 1975.

Restate the main point taken in your introduction by using other words
Do not present new information
Present one or two general sentences which accurately summarise your argument which support the main point.

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Practice Question 2
Explain to what extent the tactics and strategies that the Viet Cong used against the United States of America's army were successful in containing the spread of capitalism in Vietnam between 1965 and 1975.
Use relevant evidence to support your line of argument.

How to write an introduction for a question requesting you to *explain to what extent*
***Step 1*:** Read the statement carefully and underline the important words or phrases.

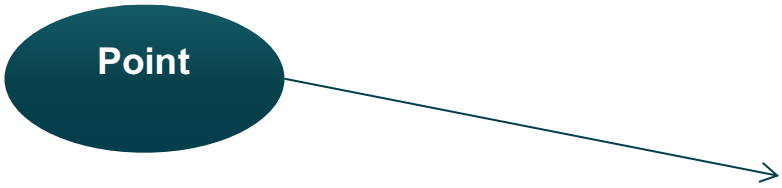
Explain to what extent the tactics and strategies that the Viet Cong used against the United States of America's army were successful in containing the spread of capitalism in Vietnam between 1965 and 1975.

Use of the *PEEL* method
Step 2: This question is asking you to explain *how much* you support the idea/argument being posed. You can support the statement to a great extent, or a lesser extent. This is your ***Point***

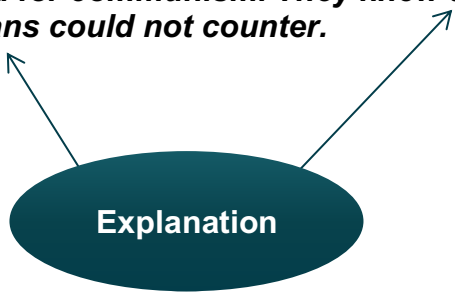
Step 3: Substantiate your response with a good relevant explanation or reason - preferably in one or two sentences. This is your ***Explanation***

Step 4: Support your point with historical facts**.** This is your ***Evidence***

Step 5: Structure your paragraphs and build effective connections between them - that will allow you to develop and sustain a line of argument. This is your ***Link***



Introduction
The tactics and strategies that the Vietcong implemented against the USA were to a ***large extent*** successful in containing the spread of capitalism in Vietnam ***because they were dedicated to fight for their independence and for communism. They knew their terrain and fought a guerrilla war which the Americans could not counter.***



Elaboration
- Reasons for USA's involvement in Vietnam: Containment and domino theory
- USA sent weapons and advisors - Vietcong supported by China Russia and the Vietminh
- USA implement safe village policy – Vietcong started a guerrilla war against South Vietnam
- Safe village policy failed because the Vietcong operated inside the villages
- Viet Cong used successful guerrilla tactics (booby traps, underground tunnels, surprise attacks, hit and run etc.)

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- Vietcong were farmers by day and freedom fighters/guerrilla fighters by night
- Viet Cong were highly experienced having fought liberation against colonial rule / the USA (drafted) conscripted young inexperienced soldiers, US army were not trained in guerrilla warfare
- Vietcong did not wear uniform - difficult to identify
- Vietcong used the cover of the jungle to their advantage
- USA was fighting an enemy which they could not see
- Operation Rolling Thunder and the use of chemical weapons (Agent Orange and Agent Blue) turned the Vietnamese population against the USA
- Vietcong soldiers were dedicated to fight for independence and for communism
- Vietcong enjoyed the support of the local citizens
- Vietcong responded with the Tet Offensive - surprised attacks on 100 cities
- Tet Offensive led to 14000 US casualties
- Impact of media - many people started to question America's involvement in the war
- US atrocities and My Lai massacre turned public opinion against the war
- Led to anti-war protests in the USA
- Many were convinced that the USA could not win the war and put pressure on the USA to withdraw.
- Vietcong rarely fought large battles.
- They would appear from nowhere, kill and disappear.
- The booby traps inspired fear in the US soldiers which in turn led to a low morale.
- The US: fought a conventional war depended on bombers, gunships and heavily armoured troops.
- The US fought in a foreign country they did not know or understand.
- President Nixon's Vietnamisation policy - withdrawal of US troops while leaving South Vietnam to continue their battle against the Vietcong
- USA withdrew all troops by 1973 and North Vietnam took control of Saigon in 1975
- Vietnam was united under communist control
- Capitalism was defeated in Vietnam
- Any other relevant response

Conclusion

Based on the evidence presented in this essay it is clear that the guerrilla warfare tactics, the knowledge of the terrain and the dedication of the Vietcong ensured the defeat of the USA and capitalism as a political system in Vietnam in 1975.

Restate the main point taken in your introduction by using other words
Do not present new information
Present one or two general sentences which accurately summarise your argument which support the main point.

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Practice Question 3
The withdrawal of soldiers from Vietnam signalled the defeat of the United States of America's policy of containment.
Do you agree with the statement? Substantiate your answer using relevant evidence from the period 1965 to 1975.

How to write an introduction for a question requesting you to *agree with the statement*
Step 1: Read the statement carefully and underline the important words or phrases.

The withdrawal of soldiers from Vietnam signalled the defeat of the United States of America's policy of containment.

Do you agree with the statement? Substantiate your answer using relevant evidence from the period 1965 to 1975.

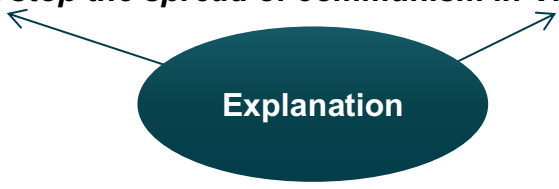
Use of the PEEL method
Step 2: This question is asking whether you agree with the given statement. You can fully agree, partially agree or disagree with the statement. This is your **Point**

Step 3: Substantiate your response with a good relevant explanation or reason - preferably in one or two sentences. This is your **Explanation**

Step 4: Support your point with historical facts**.** This is your **Evidence**

Step 5: Structure your paragraphs and build effective connections between them - that will allow you to develop and sustain a line of argument. This is your **Link**

Introduction
This essay ***fully agrees*** with the statement that the withdrawal of soldiers from Vietnam signalled the defeat of America's policy of containment ***because they were unable to defeat the Vietcong and, in the end, Vietnam became a communist state. This clearly demonstrated that the USA could not stop the spread of communism in Vietnam.***



Elaboration
- Geneva agreement and division of Vietnam
- Diem's refusal to hold elections and formation of communist Vietcong
- Vietcong started a guerrilla war against South Vietnam
- Reasons for USA's involvement in Vietnam: Containment and domino theory
- USA sent weapons and advisors - Vietcong supported by China Russia and the Vietminh via the Ho Chi Minh Trail
- USA implement safe village policy - failed because the Vietcong operated inside the villages
- Viet Cong used successful guerrilla tactics (booby traps, underground tunnels, surprise attacks, hit and run etc.)

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- Vietcong were farmers by day and freedom fighters/guerrilla fighters by night
- USA believed that war could be won easily by sending troops to Vietnam
- Gulf of Tonkin and deployment of US troops to Vietnam
- Operation Rolling Thunder to destroy Ho Chi Minh Trail - failure
- USA use of chemical weapons (Agent Orange and Agent Blue) turned the Vietnamese population against the USA
- By 1965 there were over 500 000 troops in Vietnam
- US deployed ground troops that conducted search and destroy missions – they were easy targets for the Vietcong who used the cover of the jungle to their advantage
- Vietcong responded with the Tet Offensive - surprised attacks and captured 100 cities
- Tet Offensive led to 14000 US casualties
- TV exposed the horrors of war - many people started to question America's involvement in the war
- US atrocities and My Lai massacre turned public opinion against the war
- Led to ant-war protests in the USA
- Many were convinced that the USA could not win the war and put pressure on the USA to withdraw.
- Vietcong rarely fought large battles.
- They would appear from nowhere, kill and disappear.
- The booby traps inspired fear in the US soldiers which in turn led to a low morale.
- The US: fought a conventional war depended on bombers, gunships and heavily armoured troops.
- The US fought in a foreign country they did not know or understand.
- President Nixon's Vietnamisation policy - withdrawal of US troops while leaving South Vietnam to continue their battle against the Vietcong
- USA withdrew all troops by 1973 and North Vietnam took control of Saigon in 1975
- Vietnam was united under a communist government
- USA was defeated in Vietnam
- Any other relevant response

Conclusion

The evidence presented in this essay clearly validates the statement that the withdrawal of soldiers from Vietnam signalled the defeat of the United States of America's policy of containment. USA's tactics caused them to lose the support of their own people which led to major anti-war protests and their subsequent withdrawal from Vietnam in 1975. Therefore, the American policy of containment failed as Vietnam became a communist country in 1975.

Restate the main point taken in your introduction by using other words
Do not present new information
Present one or two general sentences which accurately summarise your argument which support the main point.

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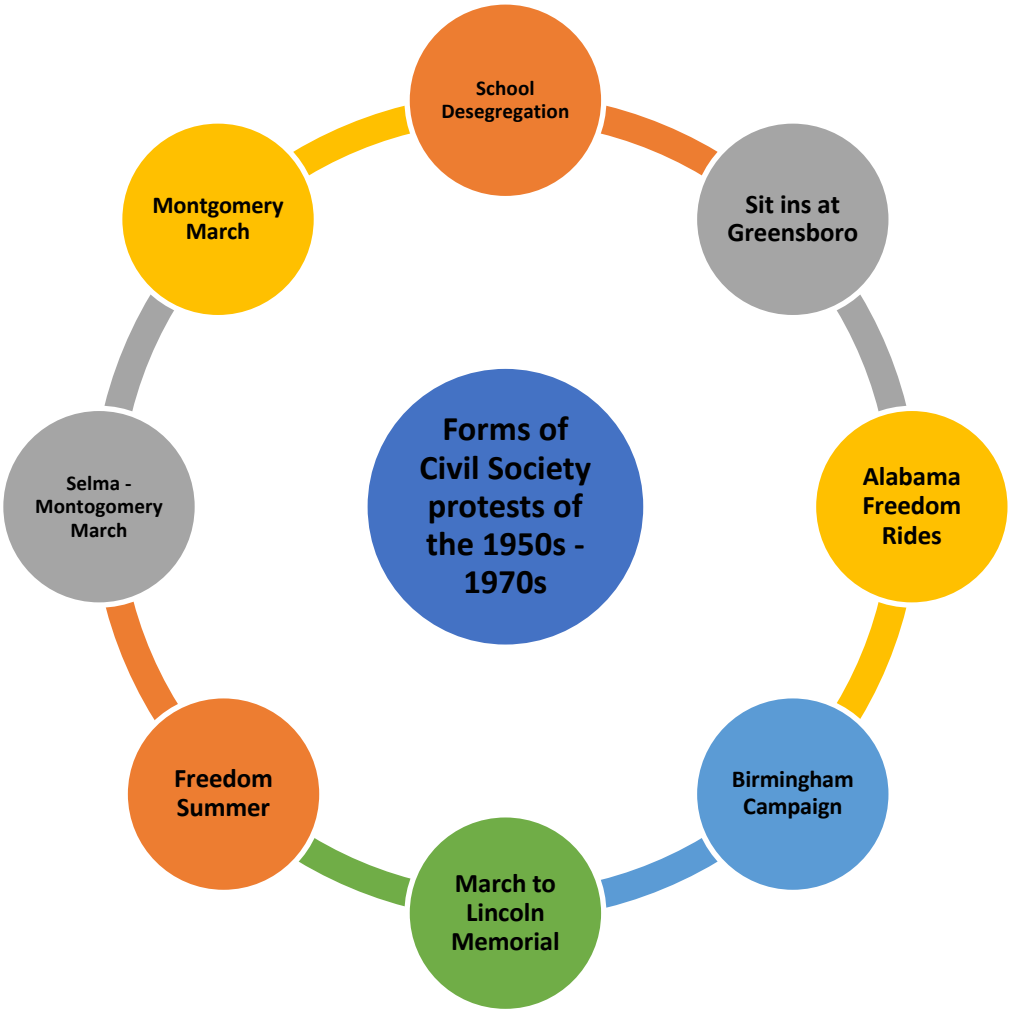
10. QUESTION FOCUS: THE CIVIL RIGHTS MOVEMENT

10.1 MIND MAP



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10.2 TIMELINE

DATE	EVENT
1955	**Montgomery Bus Boycotts**
1957	**School Desegregation in Little Rock Central High School**
1960	**Greensboro Sit-ins**
1961	**Freedom Rides**
April 1963	**Birmingham Campaign**
August 1963	**March to Lincoln Memorial (Washington)**
1964	**Freedom Summer**
1965	**Selma to Montgomery Marches**

10.3 KEY CONCEPTS

CONCEPTS	MEANING
Civil Rights	The right to equal treatment, to vote and to receive legal justice
Integration	Closing the racial divide in an attempt to give equal rights
Jim Crow Laws	Segregation Laws that were enforced in the Southern States
Civil Rights Movement	A protest campaign in USA aimed at gaining full civil rights for African Americans in the 1950s and 1960s
Segregation	An act of separating people according to race
Desegregation	Putting an end to racial segregation/divide
Discrimination	Violation of human rights according to gender, race and religion
Civil Disobedience	Peaceful protests of unjust laws
Passive Resistance	The non-violent protests initiated by Mahatma Gandhi and adopted by Martin Luther King Jr and other Civil rights activists

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10.4 CONTENT

3.4.1 WHAT WERE THE REASONS FOR THE RISE OF THE CIVIL RIGHTS MOVEMENT IN THE USA?

- Discrimination against 'African American persisted in the **South**
- **Jim Crow Laws** (Black Codes) institutionalised Segregation and discrimination in the Southern States of the USA:

What was prohibited or segregated?

Public Facilities e.g. Schools, Libraries etc

Restaurants and Cinemas

Interracial Marriages

Public Transport

3.4.2 THE MAIN ORGANISATIONS OF THE CIVIL RIGHTS MOVEMENT

NACCP
- National Association for the Advancement of Coloured People.
- Dealt with issues in Court

CORE
- Congress of Racial Equality.
- Organised sit-ins; freedom rides

SCLC
- Southern Christian Leadership Conference
- Established by Martin Luther and other ministers

SNCC
- Student Non-Violent Co-ordinating Committee.

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10.4.3 VARIOUS FORMS OF PROTEST IN USA

MONTGOMERY BUS BOYCOTT

- The Montgomery bus boycott began on **December 1, 1955**, when **Mrs. Rosa Parks** defied local segregation laws by refusing to give up her seat in the front of the bus to a white man.
- Rosa Parks had been secretary for the local NAACP since 1943, and she had been ejected from a bus (by the very same driver) in a similar incident in the early 1940's.
- The bus boycott, started after the arrest of Rosa Park, was a well-planned and organized action.
- The Montgomery Improvement Association (MIA) led by Martin Luther King Junior organised the bus boycott which lasted for eleven months.
- People had to walk to their places of work or use carpools (sharing lifts) organised by MIA.
- It officially **ended on 20 December 1956**.
- The boycott was a success:
  - ⇒ The bus company **lost 65%** of the profit.
  - ⇒ In June 1956, an Alabama federal district court ruled that bus segregation was unconstitutional and therefore illegal.
  - ⇒ On **20 December 1956** the USA Supreme Court upheld the federal court ruling. Buses were **desegregated.**

A photograph of Rosa Parks sitting in the front of the bus, a space reserved for 'Whites Americans'

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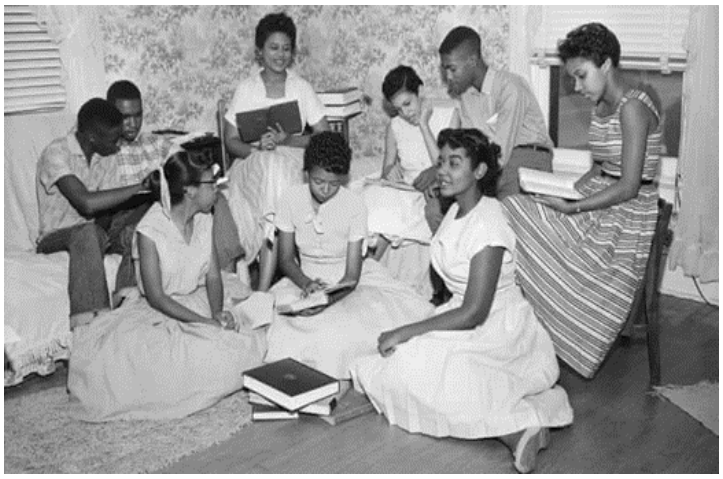
This source shows the Little Rock Nine who were African American students enrolled in Central High in 1957.



Thelma Mothershed Weir; Minniejean Brown Trickey; Jefferson Thomas; Terrence Roberts; Carlotta Walls LaNier; Gloria ray Karlmark; Ernest Green; Elizabeth Eckford and Melba Pattilo Beals

A picture of Elizabeth Eckford, one of the Little Rock Nine being verbally attacked by the angry white mob who were against integration in Little Rock Central High

SCHOOL DESEGREGATION: LITTLE ROCK ARKANSAS

- Brown vs Board of Education.
- Little Rock Nine were a group of African Americans who were enrolled at Central High, Little Rock in 1957.
- This was to test the ruling of the Supreme Court in 1954 declaring segregation in schools as unconstitutional.
- Governor Faubus blocked the students from entering the High school.
- Elizabeth Eckford was one of the Little Rock Nine whose ordeal was captured.
- She experienced threats and violence from the angry white mob.
- Faubus was defying the federal law.
- The Little Rock Mayor (Woodrow Mann) ordered the students' removal for safety purposes.
- President Eisenhower sent Federal troops to enforce integration.
- The Arkansas National Guard was put under Federal law.
- Soldiers stayed in Little Rock for a year to protect Little Rock Nine
- This attracted worldwide attention.

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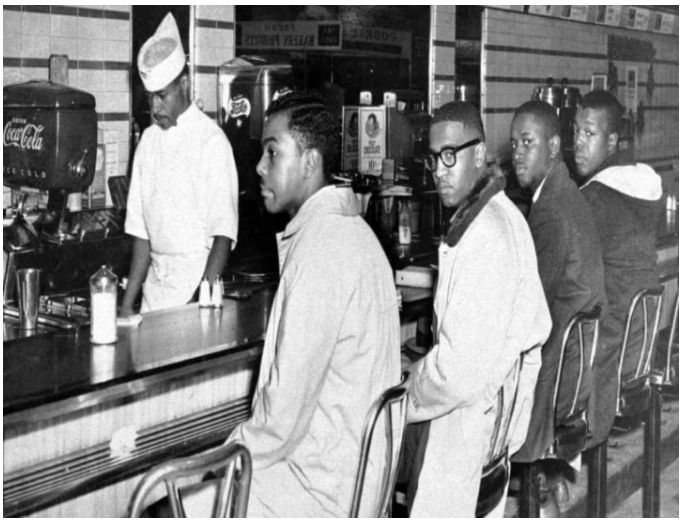
SIT- IN AT GREENSBORO, NORTH CAROLINA

- In **February 1960**, a sit-in SNCC students (Joseph McNell, Franklin McCain, Ezell Blair Jr. and David Richmond) staged a sit-in at the '**whites only'** counter at **Woolworths** and ordered coffee.
- They were not served but they stayed in their seats vowing to sit until they were served.
- After few days more and more students joined the sit-in.
- The store continued to maintain the status quo citing 'local custom'(*legal practices unique to a particular place)*
- This never discouraged students (later black and white)
- Soon students were holding sit-ins all over Greensboro
- The **Greensboro** sit-ins spread to other states.
- 70 000 students in other states staged sit-ins against segregated facilities
- Students endured insults, attacks from racist whites and arrests by the authorities in the southern states.
- The Greensboro sit-ins lasted for more than a year.
- Students organised 'kneel-ins' in churches, 'read-ins' in libraries, 'play-ins' in city parks and 'wade-ins' in beaches.
- As a result of the Sit-Ins, businesses in the south lost a third of their income.
- In the **Summer of 1961** businesses in Greensboro **desegregated.**

This is a source of African American Four Students from North Carolina who picketing outside Woolworths in support sat down at a Woolworths 'Whites Only' of sit-ins counter and asked to be served



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FREEDOM RIDES

- **In May 1961**, an interracial group of thirteen students travelled on two Greyhound buses from Washington DC to the south.
- The campaign was known as the Freedom Rides. It was organised by the SNCC and CORE.
- The aim was to test the new federal laws prohibiting segregation in interstate travel.
- African American and white volunteers sat together on public buses as they travelled North to the Deep South.
- When the bus reached Anniston in Alabama, it was attacked by a white racist mob.
- The racists used rocks to shatter some of the bus windows and the police escorted the bus out of town.
- Freedom rides also took place in Birmingham and Montgomery where white mobs attacked the Freedom Riders.
- The violent reaction by conservative whites did not deter the Freedom Riders.
- Over six months more than a thousand people joined the campaign.
- The images of brutality were televised around the world and embarrassed President John Kennedy.
- The Kennedy administration finally ordered the federal Marshalls to protect the Freedom Riders.
- Most importantly, the US Attorney General Robert Kennedy issued a new federal order banning segregation in all interstate public facilities based on race, colour or creed.
- **The law became effective in November 1961**
- Segregation on interstate transport was declared unlawful.

The source below shows the Civil Rights activists who were attacked when they participated in the Freedom Rides protests

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THE BIRMINGHAM CAMPAIGN, APRIL 1963

- Birmingham, Alabama was a fiercely racist and segregationist Southern city.
- The Ku Klux Klan had influence in the City
- **In April 1963** Martin Luther King Junior and the SCLC staged a protest against local white businesses.
- **Mass meetings** were held in Birmingham's largest Baptist church **for 65 consecutive nights.**
- On 2 May 1963, one thousand children gathered in churches and began what became known as '**The Children's Crusade'.**
- The **police**, as expected, reacted violently by **using electric cattle prods, dogs and turning fire hoses** on the protestors.
- Some children were arrested and imprisoned.
- Protestors, African American men, women and children were arrested including Martin Luther King Jr.
- News reports and photographs on police brutality spread all over the USA.
- **Police Chief Bull Connor** failed to end the campaign using brute force and had to go back to mass arrests.
- Birmingham businessmen decided to support desegregation and the officials agreed to desegregate municipal amenities (Lunch counters, restrooms, and drinking fountains).
- In addition, street fighting broke out between African Americans and whites and a wave of bombings on black targets followed.
- President Kennedy had to respond to the situation.
- On **11 June 1963**, Kennedy **addressed the nation** on television and proposed a new Civil Rights Bill to be put to Congress, aimed at ending segregation in Southern schools
- On **12 June 1963**, Mississippi's **NAACP Field Secretary (Medgar Wiley Evers) was murdered** outside his home. In **September 1963**, **four African American children were killed** in a Birmingham church by a Ku Klux Klan bomb.
- Some fifty cities in the South introduced desegregation measures.
- In 1963 there were more demonstrations and marches in the Northern States than in the South.
- In the **Summer of 1963,** there were seven hundred and **fifty-eight demonstrations** against discrimination and segregation throughout the USA.

Protesters attacked with fire hoses and police dogs which showed police brutality

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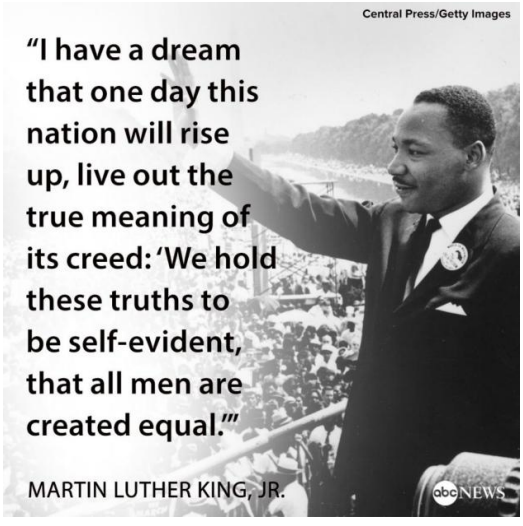
THE MARCH TO LINCOLN MEMORIAL IN WASHINGTON DC, 28 AUGUST 1963

- Martin Luther King Jr. and other CRM leaders were of the view that the time had come to pressure the federal government for change.
- **Philip Randolph**, a Civil Rights leader, suggested holding a march in the US capital.
- Randolph, **Martin Luther King Jr**. and four other civil rights leaders became the '**Big Six'** who mobilised for and organised the march to the Lincoln Memorial.
- The march, officially known as the March on Washington for jobs and Freedom had six goals:
  - ⇒ Meaningful civil rights legislation
  - ⇒ A federal works programme
  - ⇒ The right to vote
  - ⇒ Integrated education
  - ⇒ Better housing
  - ⇒ Better employment opportunities
- It was the largest political march in the history of the US
- Between **250 000** and 400 000 people joined the march.
- The march was attended by the diverse sectors of the US society: different religious leaders, labour and civic organisations
- The highlight of the day came when Martin Luther King Jr. delivered his famous **"I have a Dream' speech**".



- Civil rights leaders met with President John F. Kennedy and Vice-President Lyndon Johnson in the White House after the march.
- They discussed the need for the civil rights of African Americans in the USA.
- Consequently, the Civil Rights Act was passed on 2 July 1964.
- The Act outlawed segregation and discrimination in the work places and education facilities amongst others.

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THE FREEDOM SUMMER, 1964

- It was a campaign mainly to encourage African Americans to register as voters.
- In June 1964, the CORE announced a campaign of Freedom Schools and voter registration campaign in the south.
- The campaign focused on Mississippi which was regarded as the most racist of the Southern States.
- Thousands of civil rights activists drove through the Southern States encouraging African Americans to **register to vote.**

- The Freedom Summer activists established thirty '**Freedom Schools'** in towns throughout Mississippi to address inequalities in Mississippi's educational system.
- The Freedom schools taught black history, and emphasised black pride and black achievements.
- As a result sixty thousand new African American voters were registered.
- There was violent reaction to the Freedom Summer campaign.
- Black churches were bombed, **hundreds** of the Freedom Summer activists were **beaten, arrested and murdered.**
- On 4 August 1964 the bodies of three volunteers (James Chaney, Andrew Goodman and Michael Schwerner) were discovered and were buried separately because Mississippi laws required that African Americans and whites be segregated even in cemeteries.
- The **murders made headlines** all over the USA, and provoked outpouring of national support for the Civil Rights Movement
- Freedom Summer highlighted the subject of black disenfranchisement and led to the passing of the **1965 Voting Rights Act.**

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THE SELMA- MONTGOMERY MARCHES, MARCH 1965

- African Americans in Selma, Alabama had tried for several times unsuccessfully to register as voters.
- Only 2, 4% of African American people in Selma had registered to vote because of obstacles and intimidation by the white authorities.
- The CRM leaders decided to stage a symbolic march in protest from Selma to Montgomery.
- The march took place despite an order from the Alabama governor prohibiting it.
- On 7 March 1965 about 600 marchers proceeded to Montgomery.
- Marchers were confronted by the armed troops on Edmund Pettus Bridge.
- Troops attacked protestors with teargas, batons, cattle prods and whips. More than 50 people were injured.
- The scenes of violence were broadcast across the US and caused national shock and outrage.
- The widespread publicity of violence gained support for the Civil Rights Movement.
- On 9 March Martin Luther King Jr. attempted to lead another march.
- The Alabama state officials tried to prevent the march from continuing. They were however overruled by a US district court.
- President Johnson went on television pledging his support for the march and used the occasion to garner support for the voting rights bill that he was about to introduce.
- On 21 March about 2000 protesters set out from Selma to Montgomery.
- This time they were protected by the US army and Alabama National Guard forces.
- The marchers reached Montgomery on 25 March.
- They were met by nearly 50 00 African Americans and whites supporters.
- After the campaign, more African Americans registered as voters.
- In August 1965, the US Congress passed the Voting Rights Act that guaranteed the right to vote to all African- Americans.

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10.5 ACTIVITY 3

QUESTION 3: WHAT ROLE DID THE CIVIL RIGHTS MOVEMENT (CRM) PLAY IN BRINGING ABOUT CHANGE FOR THE AFRICAN AMERICANS IN THE UNITED STATES OF AMERICA IN THE 1960s?

Study Sources 3A, 3B, 3C and 3D and answer questions that follow

SOURCE 3A

The source below is part of a letter written by Martin Luther King Jr while he was in jail in Birmingham.

> We have waited for more than 340 years for our constitutional and God-given rights. The nations of Asia and Africa are moving with jet-like speed (fastest) toward the goal of political independence, and we still creep at horse and buggy pace (slow and old-fashioned) toward the gaining of a cup of coffee at a lunch counter.
> Perhaps it is easy for those who have never felt the stinging dart of segregation to say, 'Wait.' But when you have seen vicious mobs lynch (hang) your mothers and fathers at will and drown your sisters and brothers at whim (as you wish); when you have seen hate-filled policemen curse, kick and even kill your brothers and sisters; when you see the vast majority of your twenty million Negro brothers smothering in an airtight cage of poverty in the midst of an affluent (rich) society…
> When you have to concoct an answer for a five-year-old son who is asking "Daddy, why do white people treat coloured people so mean?". then you will understand why we find it difficult to wait.
>
> [From *For the Record: A Documentary History of America Volume Two* by DE Shi]

3.1 Refer to Source 3A and answer the following questions

3.1.1.	Define the concept *segregation* in your own words.	(1 x 2) (2)
3.1.2.	What do the words *'We have waited for more than 340 years for our constitutional and God-given rights'* tell you about how African Americans were treated?	(1 x 2) (2)
3.1.3.	What point was Martin Luther King Jr making when he compared Asia and Africa to America?	(1 x 2) (2)
3.1.4.	Quote a phrase from the source that suggests white people lived a far better life than African Americans.	(1 x 2) (2)

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SOURCE 3B

This is a photograph showing an African-American demonstrator being attacked by police dogs in Birmingham, Alabama, 1963.

[From *Race Relations in the USA Since 1900* by V Sanders]

3.2 Study Source 3B and answer the following questions

3.2.1. Why, do you think, this photograph was taken? (1 x 2) (2)

3.2.2. Refer to Sources 1A and 1B. Explain how the information in Source 1B supports the evidence in Source 1A regarding the treatment of African Americans. (2 x 2) (4)

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SOURCE 3C

The following is part of the famous *'I have a dream'* speech delivered by Martin Luther King Jr.

In 1963, King led a huge march for equal rights in Washington, DC. With a massive crowd of over 250 000 followers, King marched on the state capital and delivered his now famous 'I have a dream' speech, calling for equal treatment for all Americans. As a result of the march and the speech, the citizens of the nation began to put growing pressure on the presidential administration of John F Kennedy, encouraging the President to push for civil rights laws to pass through Congress and become recognised on a national level.

'… I say to you today, my friends, so even though we face difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream. I have a dream that one day this nation will rise up and live out the true meaning of its creed (statement of belief). We hold these truths to be self-evident, that all men are created equal. I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave-owners will be able to sit down together at the table of brotherhood …'

[From https://amp.theguardian.com/world/2013/aug/09/martin-luther-king-dream-speech-history. Accessed on 21 April 2021.]

3.3 Refer to Source 3C to answer the questions below

3.3.1.	What, according to the source, was Dr Martin Luther King Jr hoping to achieve in the March to Washington?	(1 x 1) (1)
3.3.2.	Who, according to the source, was the President of USA during the March to Washington?	(1 x 1) (1)
3.3.3.	Explain the impact of the *'I have a dream speech'* on the history of USA?	(1 x 2) (2)
3.3.4.	Comment on the usefulness of the source to a historian studying the importance March to Lincoln Memorial in USA in the 1960s.	(2 x 2) (4)

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SOURCE 3D

The extract below illustrates how the marches eventually culminated in the passing of the Voting Rights Act of 1965.

Thirty-five years ago, civil rights activists marched from Selma to Montgomery in a protest that led to the passing of the Voting Rights Act in 1965.

Back then, Selma was a small southern town of 28 000 people with segregated schools, housing, jobs, theatres, swimming pools. Like millions of African Americans, those in Selma were denied the right to vote by poll taxes, literacy tests, and other intimidation tactics.

… In January 1965, King launched a series of demonstrations in Alabama. 'We must be willing to go to jail by the thousands,' ... 'We are not on our knees begging for the ballot, we are demanding the ballot ...'

… On Sunday 7 March, hundreds of demonstrators led by John Lewis and Hosea Williams of the SCLC (Southern Christian Leadership Conference) set out on a 54-mile (86-kilometre) trek. At the Edmund Pettus Bridge they confronted Alabama State troopers sent by Governor George Wallace, along with Sheriff Jim Clark and his 'posse' (sheriff's assistants). Ordered to disperse (break up), the marchers stood fast … Clark's men, some on horseback, charged in. A chaos of tear-gassing, whipping and clubbing left several demonstrators unconscious … Televised images of flailing (swinging) clubs spilled into living rooms across the country. Americans were horrified. Ironically, a non-violent march ended violently in 'Bloody Sunday'.

… Momentum began building for another march. On Tuesday 9 March, Martin Luther King Jr led 2 000 people across the Pettus Bridge. Once again state troopers blocked the way. King turned the marchers around, and no one was injured.

The following week President Lyndon Johnson went on television to call for legislation banning restrictions that denied blacks the right to vote.
'The march was a turning point in the movement,' said John Lewis. That August, Congress passed the Voting Rights Act.

[From an article in *National Geographic*, February 2000, by C Stone]

3.4 Read Source 3D and answer questions that follow

3.4.1	Quote evidence from the source that indicates racial segregation was a common practice in the USA in the 1960s.	(1 x 2) (2)
3.4.2	Comment on Martin Luther King Jr's statement, '... We are not on our knees begging for the ballot, we are demanding the ballot ...'.	(1 x 2) (2)
3.4.3	Explain the impact that media (television) coverage of the Bloody Sunday had on the Civil Rights Movement.	(1 x 2) (2)
4.	Using the information in relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining the role played by the Civil Rights Movement in bringing about change in USA in the 1960s.	(8)

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10.6 RESPONSES TO ACTIVITY 3

3.1.

3.1.1 ***[Definition of a concept from Source 3A –L1]***

- An act of separating people according to race
- To separate races politically socially and economically
- Any other relevant response (any 1 x 2) (2)

3.1.2. ***[Analysis of evidence from Source 3A –L2]***

- They were discriminated for too long.
- They were physically tortured and abused.
- Their rights were not recognised at all
- Any other relevant response. (any 1 x 2) (2)

3.1.3. ***[Interpretation of evidence from Source 3A - L2]***

- Asia and Africa had a political desire to grant independence unlike the US
- Asia and Africa were committed to bringing about changes unlike the US
- Any other relevant response (any 1 x 2) (2)

3.1.4. ***[Extraction of evidence from Source 3A – L1]***

- "when you see the vast majority of your twenty million Negro brothers smothering in an airtight cage of poverty in the midst of an affluent (rich) society…" (1 x 2) (2)

3.2.

3.2.1. ***[Interpretation of evidence from Source 3B - L2]***

- To expose police brutality against the Civil Rights protesters.
- To show how African Americans were treated during their fight for equality.
- To demonstrate that America did not uphold the rights of all its citizens as enshrined in their Constitution
- Any other relevant response (any 1 x 2) (2)

3.2.2. ***[Comparison of evidence from Sources 3A and 3B – L3]***

- Both sources highlight the harsh, hate-filled actions of the state troopers.
- Both sources show what African Americans had to endure in their struggle for freedom.
- Any other relevant response. (2 x 2) (4)

3.3.

3.3.1. ***[Extraction of evidence from Source 3C – L1]***

- 'equal rights' (1 x 1) (1)

3.3.2. ***[Extraction of evidence from Source 3C – L1]***

- 'John F. Kennedy' (1 x 1) (1)

3.3.3. ***[Interpretation of evidence from Source 3C – L2]***

- American citizens put pressure on John F. Kennedy to allow the civil rights laws to be adopted by the Congress.
- The Civil rights laws had to be recognised at a National level.
- It made the Congress to move faster in passing the Civil Rights Act.
- Any other response

(any 1 x 2) (2)

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3.3.4. ***[Ascertaining the usefulness of Source 3C – L3]***

- It highlights the significant support that the Civil Rights Movement gained when the March took place.
- The 'I have a dream speech' reminded all US citizens about the injustices faced by the Coloured communities whilst promoting a need for brotherhood.
- It demonstrates how the 'Speech' accelerated the passing of the Civil Rights Act. (any 2 x 2) (4)
- Any other relevant response.

3.4.

3.4.1. ***[Extraction of evidence from Source 3D –L1]***

- 'Back then, Selma was a small southern town of 28 000 people with segregated schools, housing, jobs, theatres, swimming pools.'
- 'Like millions of African Americans, those in Selma were denied the right to vote by poll taxes, literacy tests, and other intimidation tactics'

(any 1 x 2) (2)

3.4.2. ***[Analysis of evidence from Source 3D – L2]***

- The right to vote is a basic human right.
- African Americans were subjected to segregation and discrimination in daily life.
- African Americans were loyal citizens contributing to American economy yet denied the right to vote.
- Any other relevant response (any 1 x 2) (2)

3.4.3. ***[Analysis of evidence from Source 3D – L2]***

- The Americans were appalled.
- Sympathizers staged sit-ins and demonstrations to show their support to the African American struggle.
- The Congress passed the Voting Rights Act.
- Any other relevant response (any 1 x 2) (2)

4. ***[Interpretation, evaluation and synthesis of evidence from relevant sources - L3]***

Candidates could include the following aspects in their response:

- USA was very slow in committing to granting rights to African Americans **(Source 3A)**
- Martin Luther King Jr. and Civil Rights activists had to endure beatings**, torture, arrests and murder. (Sources 3A,3B and 3D)**
- Civil Rights activists demanded their Constitutional rights (Source 3D)
- They planned several protests e.g. in boycotts, sit-ins, marches etc (Source 3A, 3C and 3D)
- Civil Rights Movement pressurised the government to introduce reforms (Source 3C and 3D)
- They were able to gain masses of support from sympathizers.
- The Government had to desegregate Public facilities, Public Transport, Restaurants etc.
- The Voting Rights (Source 3D) and Civil Rights Acts were passed.
- Any other relevant response

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Use the following rubric to allocate marks

LEVEL 1	○ Uses evidence in an elementary manner e.g. **shows no or little understanding in explaining the role played by the Civil Rights Movement in bringing about change for the African Americans in USA in the 1960s.** ○ Uses evidence partially or cannot write a paragraph.	**MARKS 0–2**
LEVEL 2	○ Evidence is mostly relevant and relates to a great extent to the topic, e.g. **shows some understanding in** explaining **the role played by the Civil Rights Movement in bringing about change for the African Americans in USA in the 1960s.** ○ Uses evidence in a basic manner to write a paragraph.	**MARKS 3–5**
LEVEL 3	○ Uses relevant evidence e.g. **demonstrates a thorough understanding in explaining the role played by the Civil Rights Movement in bringing about change for the African Americans in USA in the 1960s.** ○ Uses evidence very effectively in an organised paragraph that shows understanding of the topic.	**MARKS 6–8**

(8)

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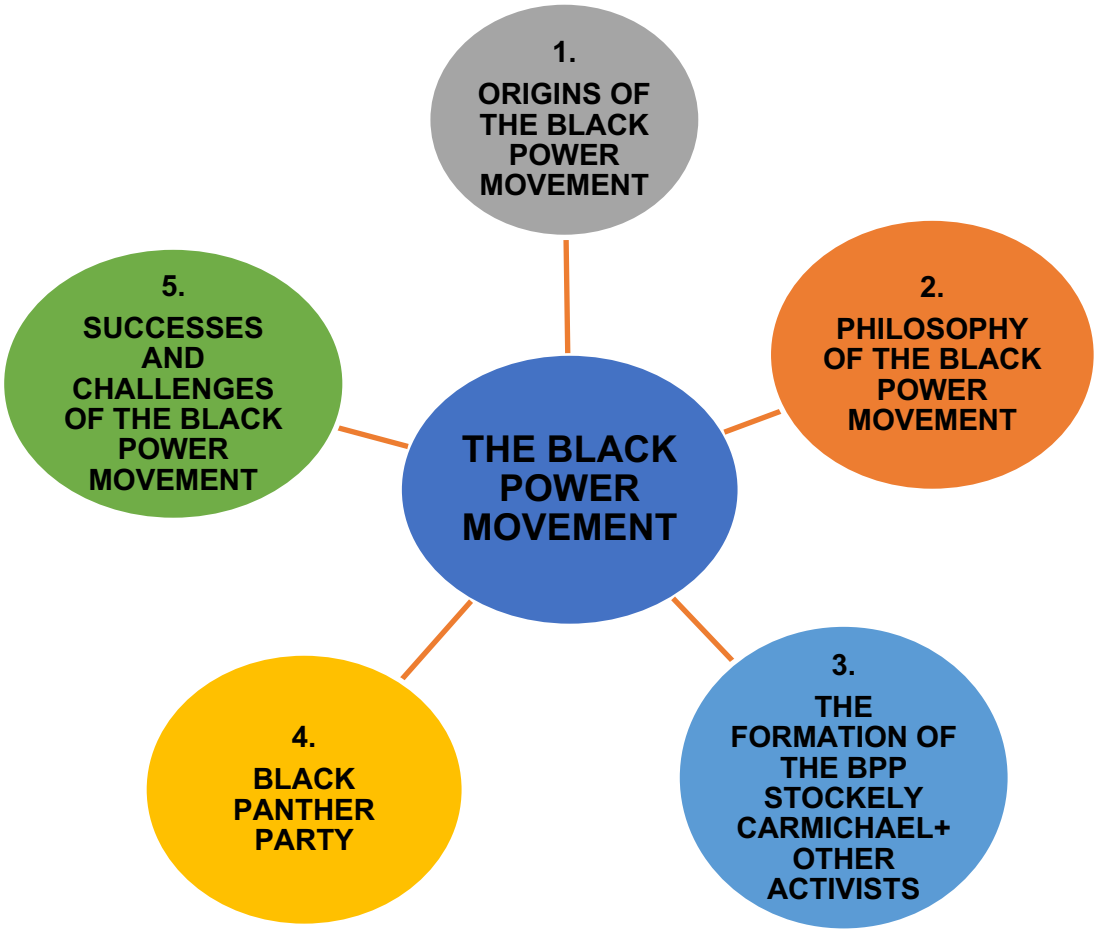
11. Question focus: The Black Power Movement

11.1 MIND MAP



11.2 TIME LINE

DATE	EVENT
16 June 1966	Black Power Movement was started and led by Stokely Carmichael
15 October 1966	Black Panther Party founded by Bobby Seale and Huey Newton
1967 - 1968	The BPP clashed with the police 9 police officers were killed
1969	The BPP organised Free Breakfast for Children's Programme
1980	The BPP disbanded because of internal disputes

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11.3 KEY CONCEPTS

Black Power	An ideology of instilling pride, self – reliance, solidarity among African Americans to challenge white supremacy (racism) OR A philosophy that promotes black pride, unity and self-reliance
Black Nationalism	A social and political movement that promotes the unity of black people to form their nation
Ten Point Plan	A Manifesto (policy) of the Black Panther Party that promoted community programmes which were socialist in nature
Militant	A person who achieves his/her goal by using force
Radical	Wanting immediate change
Segregation	Separation of people according to their race and gender
Conspiracy	A plot to do something which is harmful and illegal
Elite	A group of people considered to be superior in a particular society or organisation
Enfranchisement	Having the right to vote
Enlightenment	Being well informed, open to different views and ideas and free from prejudice or ignorance
Martyr	Someone who dies for what he /she believes in
Nationalism	The sense of belonging to a nation that people feel because they share similar backgrounds and common culture characteristics, which often produces a policy of national independence
Oppressor	A person of authority who dominates and subjugates others
Supremacist	A person who insists that one group is better than another

11.4 CONTENT

The Topic will focus on the following aspects:

- Reasons for the formation of the Black Power Movement
- Role of Malcolm X
- Role of Stokely Carmichael
- Formation of the Black Panther Party
- Other Activists: Angela Davis
- Short term and long-term gains.

11.4.1 REASONS FOR THE EMERGENCE OF THE BLACK POWER MOVEMENT

- The CRM focussed on ending racism in the Southern American states but
- Blacks living in the north suffered serious discrimination, poor housing, inferior education, high rate of unemployment, and still lived in poverty
- Many young blacks believed that the CRM did not address the poverty and powerlessness of Blacks.

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- These Blacks became **impatient** with the slow pace of change and rejected the non-violent tactics of the CRM
- These blacks supported the use of violence and expressed **nationalist feelings**.
- These nationalist feelings coincided with **race riots** in the USA over **police brutality**
- On 16 June 1966 Stokely Carmichael used the slogan **Black Power** in a speech after the shooting of James Meredith in the March against Fear
- This was the first time the slogan was used as a **political slogan** in the USA.

11.4.2 What is Black Power?

- It is an ideology that advocated racial pride, self-determination and the achievement of economic and political freedom/power for Blacks
- It also encouraged Blacks to defend themselves and fight back if necessary
- It further advocated that Blacks seek freedom from white authority

11.4.3 The role of Malcolm X

- Malcolm X is regarded as the **intellectual father** of 'Black Power'
- Malcolm X preached black **self-sufficiency** and advocated armed **self-defence** against white oppression
- He encouraged his followers to secure their rights '**by any means necessary'**
- He was in favour of black separatism instead of integration, revolution instead of reform
- His pilgrimage to **Mecca** made him change his philosophy after he witnessed Muslims of all races living and praying together
- After he returned he joine**d forces with the SNCC in the non-violent figh**t against segregation and racism
- He was however **assassinated** on 21 February 1965 by members of the Nation of Islam

11.4.4 Role of Stokely Carmichael

- Stokely Carmichael was a member of the CRM but he became **disillusioned** with the slow pace of change and the consistent **police brutality** against blacks
- On 16 June 1966 Stokely Carmichael used the slogan Black Power in a speech after the shooting of James Meredith in the March against Fear
- Stokely believed in black separatism instead of that racial integration
- He was critical of USA involvement in the Vietnam war and promoted a plan to split the United states of America into separate black and white countries
- Carmichael rejected white ideas on style and fashion and urged blacks to wear afros and African clothes
- He was **arrested** in 1966 whilst participating on a protest march
- His passport was confiscated and he moved to **Guinea** in West Africa

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11.4.5 FORMATION OF THE BLACK PANTHER PARTY

- In 1966 **Bobby Searle and Huey Newton** responded to the Black Power ideology by forming the **Black Panther Party** for Self-Defense
- The BPP became a militant group within the Black Power Movement.
- The BPP issued a **Ten-point plan** to realize their aims
- This document was **attractive to those suffering** under the oppressive nature of white power.
- The BPP **patrolled the inner** cities to protect Blacks against **police brutality**
- They demanded **financial compensation** for years of racial exploitation
- The BPP provided Blacks access to free medical clinics and free breakfasts for children
- The BBP also ran childcare and literacy projects in black communities
- BPP demanded that **Black history to taught** in black schools and universities and also supported **black fashion statements**
- Between 1967 and 1968 they had **violent clashes** with the police
- The BPP became very popular and **established branches** in all the major cities

11.4.6 OTHER BLACK POWER ACTIVISTS

- ANGELA DAVIS
- She was a **radical African American educator and activist** who joined the Black Panther Party in the 190s
- She was a strong supporter of the **Soledad Brothers** who were accused of killing a prison guard
- After a failed hostage drama at the trial, **she was accused** of being an integral part in the event
- She was **arrested** but was **released** eighteen months later

11.4.7 Short term gains

- The most obvious forms of racial discrimination came to b end.
- Racial violence declined to a great extent
- Millions of blacks were lifted out of poverty
- Blacks were elected to public offices
- **Affirmative action policies** were implemented for government employment
- Blacks **gained full equality** with whites
- Greater **racial pride and self-confidence** were instilled among black people.
- Black voters were mobilised to support black candidates for office.

11.4.8 Long term gains

- Segregation and discrimination in schools, housing, race and gender was abolished.
- Voting Act of 1965 eliminated literacy tests as a requirement for voting.
- There was an **increase federal spending** on the needy.
- There was a **social and economic mobility** of African Americans.
- Black Americans were registered at Universities.

It must be noted that in spite of these gains:

- **Poverty still exists** for many African-Americans.

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- **Minorities in the US have not achieved equality** in all respects, particularly in economic and social terms.

11.5 ACTIVITY 4

QUESTION 4.1
The Black Power Movement was concerned with the promotion of black power, instilling black pride and the development of self-respect among African Americans.

Do you agree with the statement? Support your line of argument with relevant evidence.

QUESTION 4.2
Explain to what extent the ideas and actions of Malcolm X, Stokely Carmichael and the Black Panther Party gave African Americans a new sense of identity in the United States of America during the 1960s.

QUESTION 4.3
The Black Power Movement was concerned with the promotion of black power, instilling black pride and the development of self-respect among African Americans.
Critically discuss this statement using relevant evidence to support your line of argument.

RESPONSES TO ACTIVITY 4

QUESTION 4.1
[Plan and construct an original argument based on relevant evidence using analytical and interpretative skills]

SYNOPSIS
Candidates should indicate whether they agree with the statement that the Black Power Movement was concerned with the promotion of black power, instilling black pride and the development of self-respect among African Americans.

MAIN ASPECTS
Candidates should include the following aspects in their response:
Introduction: Candidates need to indicate whether they agree that the Black Power Movement was concerned with the promotion of black power, the instilling of black pride and the development of self-respect among African Americans. Candidates should take a line of argument and indicate how they would support it.

Elaboration
- Reasons for the emergence of the Black Power Movement living in ghettos and slum areas/poor housing; under-resourced facilities (schools, health etc); lack of jobs and poverty; slow pace of change/loss of faith in the Civil Rights Movement
- Attempts at promotion of the Black Power philosophy.
- Malcolm X is regarded as the intellectual father of 'Black Power'
- The role of Malcolm X: (influential through: calling for black separation, fighting for self-determination and advocating for self-respect and self-discipline)
- His pilgrimage to Mecca made him change his philosophy after he witnessed Muslims of all races living and praying
- The role of Stokely Carmichael who advocated for the principles of Black Power (do things for

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themselves; control politics in their communities; take pride in their own culture; defend themselves against racial oppression and manipulation and in 1966 he popularised the Black Power slogan 'Black is beautiful'.
- Promoting the concept of African identity through slogans such as: 'Black is beautiful', promoting Afro hairstyle and African clothing.
- Acknowledgement of African heritage, music and literature.
- The role of the Black Panther Party (for self-defence) – put into action Black Power/Black Pride philosophy
- Attempts at instilling racial pride
- Accepting African identity
- The Ten-point plan of the Black Panther Party (covered its social, political and economic goals)
- Community development projects (feeding schemes, school tasks etc)
- Educational programmes (e.g., teaching African history)
- Attempts at development of self-respect
- Assertiveness (e.g., race riots in Watts, Detroit and Newark)
- Wanted African Americans to stand up against white America authorities in pursuit of freedom, justice and equality by whatever means possible
- Any other relevant response

Conclusion: Candidates should tie up their argument with a relevant conclusion. [50]

Restate the main point taken in your introduction by using other words
Do not present new information
Present one or two general sentences which accurately summarise your argument which support the main point.

QUESTION 4.2
[Plan and construct an original argument based on relevant evidence using analytical and interpretative skills]

SYNOPSIS
Candidates are expected to indicate to what extent the ideas and actions of Malcolm X, Stokely Carmichael and the Black Panther Party gave African Americans a new sense of identity in the United States of America during the 1960s.

MAIN ASPECTS
Candidates should include the following aspects in their response:
Introduction: Candidates are expected to indicate to what extent the ideas and actions of Malcolm X, Stokely Carmichael and the Black Panther Party gave African Americans a new sense of identity in the United States of America during the 1960s.Candidates must provide relevant historical evidence to support their argument.

Elaboration
- The situation in the USA before the 1960s (Background)
- Lack of political organisation for African Americans, lack of a strong cultural identity among African Americans, lack of a sense of pride due to socio-economic circumstances (Background)

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Ideas and actions of Malcolm X

- An influential speaker and a dedicated human rights activist
- Believed in black separation, self-determination (black nationalism) and he advocated self-respect and self-discipline
- Promoted the concept of 'Black Pride' (self- esteem/self- respect/self - help)
- Encouraged African Americans to stand up against white American authorities in pursuit of freedom, justice and equality by whatever means possible
- Supported the use of violence as a means of self defence against those who attacked African Americans.
- Any other relevant response.

Stokely Carmichael

- Believed that non-violence was a strategy that was not working because of ongoing violence that was used by some white Americans against African Americans.
- Advocated the principles of Black Power (do things for yourself; control politics in their communities; take pride in own culture and defend themselves against racial oppression and manipulation)
- He was critical of USA involvement in the Vietnam war and promoted a plan to split the United states of America into separate black and white countries
- Advocated the exclusion of white 'liberals' as a philosophy for African Americans
- In 1966 he popularised the Black Power slogan 'Black is Beautiful'
- Promoted African clothing/Afro hairstyles/music/literature/heritage as symbols of Black Pride
- Joined the Black Panther Party (for Self-Defence) which put into action the Black Power/Black Pride philosophy.
- Any other relevant response.

Black Panther Party:

- Put the ideas of the Black Power Movement into action
- Initiated and supported community-based programmes/feeding schemes/anti-
- poverty centres; focused on socio-economic conditions of African Americans and
- also operated community survival programmes
- Ten (10) point plan served as the Black Panther manifesto that covered its social,
- political and economic goals for the upliftment for African American community
- The Black Panther Party got involved in street patrols; monitored police activities
- and defended themselves against police brutality; by carrying guns (militant
- approach) to stop the on-going police brutality and harassment of young black men
- Any other relevant response

Conclusion: Candidates should tie up their argument with a relevant conclusion. [50]

Restate the main point taken in your introduction by using other words
Do not present new information
Present one or two general sentences which accurately summarise your argument which support the main point.

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QUESTION 4.3

[Plan and construct an original argument based on relevant evidence using analytical and interpretative skills]

SYNOPSIS
Candidates should indicate whether the statement is accurate and explain why. They must support the answer with relevant historical evidence relating to Black Power, instilling of racial pride and the development of self-respect among African Americans in the USA in the 1960s.

MAIN ASPECTS
Candidates should include the following aspects in their response:
Introduction: Candidates should indicate whether the statement is accurate and explain why. They must support the answer with relevant historical evidence relating to Black Power, instilling of racial pride and the development of self-respect among African Americans in the USA in the 1960s. Candidates should take a line of argument and indicate how they would support it.

Elaboration
- Reasons for the emergence of the Black Power Movement: living in ghettos and slum areas/poor housing; under-resourced facilities (schools, health etc); lack of jobs and poverty; slow pace of change/loss of faith in the Civil Rights Movement
- Attempts at promotion of the Black Power philosophy
- The role of Malcolm X: (influential through: calling for black separation, fighting for self-determination and advocating for self-respect and self-discipline)
- The role of Stokely Carmichael who advocated for the principles of Black Power (do things for themselves; control politics in their communities; take pride in their own culture; defend themselves against racial oppression and manipulation and in 1966 he popularised the Black Power slogan ‘Black is beautiful’.
- Promoting the concept of African identity through slogans such as: 'Black is beautiful', promoting Afro hairstyle and African clothing.
- Acknowledgement of African heritage, music and literature
- The role of the Black Panther Party (for self-defence) – put into action Black Power/Black Pride philosophy
- Attempts at instilling racial pride
- Accepting African identity
- The Ten-point plan of the Black Panther Party (covered its social, political and economic goals)
- Community development projects (feeding schemes, school tasks etc)
- Educational programmes (e.g., teaching African history)
- Attempts at development of self-respect
- Assertiveness (e.g., race riots in Watts, Detroit and Newark)
- Wanted African Americans to stand up against white America authorities in pursuit of freedom, justice and equality by whatever means possible
- Any other relevant response

Conclusion: Candidates should tie up their argument with a relevant conclusion. [50]

Restate the main point taken in your introduction by using other words
Do not present new information
Present one or two general sentences which accurately summarise your argument which support the main point.

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12. HOW WAS THE INDEPENDENCE REALISED IN AFRICA IN THE 1960'S AND 1970'S:

CASE STUDY: CONGO

12.1 THE LEGACIES OF COLONIALISM

- The Congo was a Belgian colony rich in minerals, especially uranium, copper, rubber, cobalt, diamonds, gold.
- King Leopold II (1884-1908) gained great personal wealth from the Congo and in 1908 the Belgian Government took Congo over.
- After the Second World War II Congo made Belgium very rich. Belgium did very little to prepare Congo for independence and wanted 30years preparation time for independence.

- Belgian Congo became independent on 30 June 1960 with Joseph Kasavubu as President and Patrice Lumumba as Prime Minister.
- The Congo crisis erupted immediately when Moise Tshombe declared Katanga an independent state.
- **Katanga was rich in minerals** especially copper and accounted for 50% of Congo's total revenue.
- Lumumba asked Russia for assistance. This angered Kasavubu and he subsequently removed Lumumba from his post as prime Minister.
- Encouraged by the USA, Joseph Mobutu, the leader of the army, seized power from Kasavubu through a coup de tat (*violent overthrow of an existing government)* in 1965.

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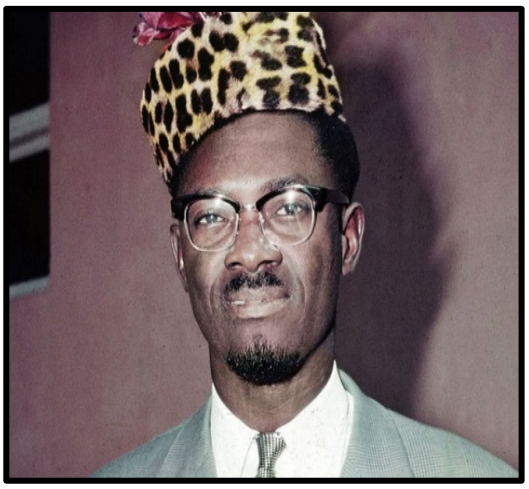
Patrice Lumumba



Mobutu Sese Seko

12.2 POLITICAL SUCCESSES AND CHALLENGES

- **Mobutu Sese Seko** (Congo) came into power by a **military coup**
- After holding multi-party elections **Congo became a one-party-state** within the first five years of attaining independence which lasted more than 30 years
- Sese Seko argued that this form of government was **more appropriate to Africa** than western style democracy
- Mobutu created **political stability** after he assumed power
- He showed good leadership by upholding rule of law and looking after the interests of all citizens.
- He gained the support of some Western nations as he was **seen as an ally who would prevent communist expansion** in the Congo.
- **Opposition parties were silenced** and there was evidence of imprisonment and **human rights violations** of those who spoke against the leadership
- The period after independence in the Congo was characterised **by violence and political upheaval (disorder)**
- The Congo was **highly fragmented along ethnic lines** with leaders competing against each other
- Mobutu Sese Seko **emphasised the importance of Africanisation** of their political systems (they regarded democracy as 'un-African' and a western imposition)

12.3 ECONOMIC SUCCESSES AND CHALLENGES

- Mobutu inherited **single product economy** from the colonisers
- The economy relied heavily on agriculture and mineral extraction
- He immediately implemented a very effective economic strategy to change the diversity of the economy and to develop an industrial and manufacturing sector
- Inflation was halted, the currency was established, output increased and government debts were kept low.
- He was **pro-capitalis**t and supported by the USA.
- The country's rich natural resources of copper, cobalt, diamonds and other materials attracted foreign investment.
- **Mobutu built a steel mill in Leopold**, a dam at the lower end of the Congo river and a long-distance power line from Inga to Katanga.

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- Through these massive centralized projects, Mobutu instilled a strong sense of national unity and pride
- Mobutu then nationalised the country's copper mining industry and farmlands.
- He introduced *Zaireanisation* - to rid the country of the influence of colonialism and western culture
- He replaced experienced and skilled foreigners with inexperienced Zairean nationals
- He sold these foreign companies to his friends and family members
- The economy was now characterized by Nepotism (*favouring relatives and friends by giving them jobs*) Kleptocracy (*misappropriation of government funds*) which led to the creation of a rich, powerful elite which owed its allegiance to Mobutu
- Africanisation led to corruption, mismanagement and neglect.
- Infrastructure declined and the economy collapsed
- Large gap between rich and poor emerged
- After the failure of Zaireanisation Mobutu introduced **Retrocession** (***reversal of Zaireanisation)***
- Very few foreign owners returned
- The economy collapsed
- Congo became dependent of foreign aid and loans

12.4 SOCIAL AND CULTURAL SUCCESSES AND CHALLENGES

- Mobutu then embarked on a **policy of Authenticité** to rid the country of the last remaining colonial influence.
- He renamed the Congo to Zaire in 1971 and instructed Zairians to abandon their Christian names for more "authentic" African names.
- Leopoldville became Kinshasa, Elisabethville became Lubumbashi, and Stanleyville became Kisangani.
- He **banned the wearing of Western-style suits** with shirt and tie to symbolise the break with their colonial past.
- The Congolese were **encouraged to wear a collarless Mao-style tunic called an abacost,** a lightweight short-sleeved suit, worn without a tie.
- This was done to create a more centralized and singular national identity
- It stimulated local textile making, weaving, embroidery and dyeing industries.
- New elites chose a unique Abacost dress to highlight their status.
- European hairstyles were abandoned for authentic African hairstyles
- Mobutu then developed **a personality cult *(Mobutuism*)**. around himself.
- He was called the **Father of the Nation** and his deeds were endlessly praised in songs and dances.
- Places where he worked and lived were declared as national heritage points.

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12.5 EDUCATION

- At independence the Congo only had 14 University graduates
- French remained the language of instruction in the Congo
- With revenues from its mineral resources, Congo expanded its educational system
- They built new colleges, primary, secondary, and vocational schools.
- Between 1960 and 1974 the enrolment in primary education in the Congo rose from 1,6 million to 4,6 million
- They covered full tuition and granted a stipend to all college and university students.
- Between 1962 and 1964 research centres and African language departments were started at many African universities
- Many new universities started research on African traditions and languages.
- In another successful nation-building project, the state introduced a quota system to guide admission in institutions of higher learning and military academies
- This was done **to correct the disparity (inequality)** in educational opportunities between provinces.

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