

HILLCREST HIGH SCHOOL

HISTORY PAPER 1

TRIALS 2015

TIME : 3 HOURS

MARKS : 150

INSTRUCTIONS

STUDENTS ARE TO ANSWER THREE QUESTIONS.

1 ESSAY

1 NON ESSAY

1 CHOICE OF ESSAY OR NON ESSAY

EACH QUESTION IS WORTH 50 MARKS

SECTION A: SOURCE-BASED QUESTIONS

Answer ONE (1) question from this section. Source material to be used to answer these questions is in the ADDENDUM.

QUESTION 1: HOW DID COLD WAR TENSIONS BETWEEN THE UNITED STATE OF AMERICA (USA) AND THE SOVIET UNION INTENSIFY AFTER 1945?

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

1.1 Read Source 1A.

- 1.1.1 Why according to George Marshall was it necessary for the USA to assist Europe? Give TWO reasons for your answer. (2 x 1) (2)
- 1.1.2 Name FOUR problems that the Marshall Plan intended to address. (4 x 1) (4)
- 1.1.3 According to the source, what was the purpose of the Marshall Plan to the economies of the European countries? (2 x 2) (4)

1.2 Refer to Source 1B.

1.2.1 Define the following concepts in your own words:

- (a) *Truman Doctrine* (1 x 2) (2)
- (b) *Marshall Plan* (1 x 2) (2)

- 1.2.2 Mention the TWO countries in Europe that the United States of America relied on to distribute the Marshall Plan. (2 x 1) (2)
- 1.2.3 According to Vyshinsky, how would European countries eventually be convinced to accept the Marshall Plan? (1 x 2) (2)
- 1.2.4 Explain the reliability of this source to a historian researching the implementation of the Marshall Plan. (2 x 2) (4)

- 1.3 Compare the information in Source 1A and Source 1B. Explain how the information in these sources differ regarding the purpose of the Marshall Plan. (2 x 2) (4)

1.4 Consult Source 1C.

1.4.1 Explain the message the cartoon conveys regarding the Soviet Union's involvement in Berlin. (1 x 2) (2)

1.4.2 Using your own knowledge, name the following countries:

(a) That is depicted as a bear (1 x 2) (2)

(b) That was responsible for the delivery of food and coal as depicted by trucks in the cartoon (1 x 2) (2)

1.4.3 Explain how the 'gap was closed' by the 'bear' as depicted in the cartoon? (2 x 2) (4)

1.5 Study Source 1D.

1.5.1 What were the consequences of transport restrictions that were applied on Berlin? (3 x 1) (3)

1.5.2 Using the source and your own knowledge, explain why the mayor of West Berlin rejected help from the mayor of the Soviet Sector. (1 x 3) (3)

1.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining how Cold War tensions between the USA and the Soviet Union intensified after 1945. (8)

[50]

QUESTION 1: HOW DID COLD WAR TENSIONS BETWEEN THE UNITED STATE OF AMERICA (USA) AND THE SOVIET UNION INTENSIFY AFTER 1945?

SOURCE 1A

This is an extract from US Secretary of State, George C. Marshall's speech at Harvard University announcing a plan for economic aid to the whole of Europe. The speech was delivered on 15 June 1947.

I need not tell you gentlemen that the world situation is very serious ...

The truth of the matter is that Europe's requirements for the next three or four years of foreign food and other essential products – principally from America – are so much greater than her present ability to pay that she must have substantial additional help, or face economic, social and political deterioration (decline) of a very grave character ...

It is logical that the United States should do whatever it is able to do to assist in the return of normal economic health to the world, without which there can be no political stability and no assured peace. Our policy is directed not against any country or doctrine but against hunger, poverty, desperation and chaos. Its purpose should be the revival of a working economy in the world so as to permit the emergence of political and social conditions in which free institutions can exist. Such assistance, I am convinced, must be on a piecemeal basis as various crises develop. Any assistance that this government may develop in the future should provide a cure rather than a mere palliative (something soothing).

[From: *Modern World History* by T McAleavy]

SOURCE 1B

This is an extract from a speech by Andrei Vyshinsky, the Soviet Deputy Foreign Minister, to the United Nations which was delivered on 18 September 1947. He outlines the Soviet government's disagreement with the Truman Doctrine and the Marshall Plan.

As is now clear, the Marshall Plan constitutes in essence merely a variant of the Truman Doctrine adapted to the conditions of postwar Europe. In bringing forward this plan, the United States government apparently counted on the cooperation of governments of the United Kingdom and France to confront the European countries in need of relief with the necessity of renouncing (rejecting) their inalienable (undeniable) right to dispose of their economic resources and to plan their national economy in their own way. The United States also counted on making all these countries directly dependent on the interests of American monopolies, which are striving to avert the approaching depression by an accelerated export of commodities and capital to Europe. It is becoming more and more evident to everyone that the implementation of the Marshall Plan will mean placing European countries under the economic and political control of the United States and direct interference by the latter in the internal affairs of those countries.

Moreover, this plan is an attempt to split Europe into two camps and, with the help of the United Kingdom and France, to complete the formation of a bloc of several European countries hostile to the interests of the democratic countries of Eastern Europe and most particularly to the interests of the Soviet Union.

[From: http://astro.temple.edu/~rimme/mi/vyshinsky_speech_to_un.html. Accessed on 03 February 2015]

SOURCE 1C

This is an American cartoon drawn by Fitzpatrick in 1948. The heading reads, 'How to Close the Gap?' It is about Russia's attempt to drive the Western powers from Berlin.



[From: <http://www.granor.com/results.asp?image=0012231&screenwidth=1600>. Accessed on 30 January 2015]

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SOURCE 1D

This extract explains the effects of the blockade of Berlin which was imposed by the Soviet Union on 24 June 1948.

When the transport restrictions to Berlin were imposed, when factories were closing down in the western sector and when the West Berliners had two hours of gas and electricity per day, the mayor of the Soviet sector of Berlin offered to supply all the food, coal and power that West Berlin needed.

The mayor of West Berlin turned down the offer. The crisis had to continue. The greater the misery, the colder and hungrier the West Berliners became, the more they would turn against the Russians.

[From: *The Cold War & After* by J F Aylott & Neil Dalmarco]

QUESTION 2: HOW DID THE LITTLE ROCK NINE CONTRIBUTE TO SCHOOL DESEGREGATION IN THE UNITED STATES OF AMERICA DURING THE 1950s?

Study Sources 2A, 2B, 2C and 2D and answer the questions that follow.

2.1 Study Source 2A.

- 2.1.1 What decision did the United State Supreme Court announce on 17 May 1954? (1 x 2) (2)
- 2.1.2 Define the concept *segregation* in your own words. (1 x 2) (2)
- 2.1.3 According to Daisy Bates and other black leaders, where did they hope the integration of schools would lead to? (1 x 2) (2)
- 2.1.4 Using the information in the source and your own knowledge, explain what Virgil Blossom meant when he stated that he would 'integrate Little Rock's schools slowly'. (2 x 2) (4)

2.2 Refer to Source 2B.

- 2.2.1 Mention TWO reasons why Elizabeth Eckford wanted to attend Central High School in Little Rock. (2 x 1) (2)
- 2.2.2 Explain how Elizabeth Eckford's civil rights were violated? (2 x 2) (4)
- 2.2.3 By using the information in the source and your own knowledge, what did the following groups do when Elizabeth Eckford attended Central High on the first day?
- (a) The National Guard (1 x 2) (2)
- (b) The parents of white American students (1 x 2) (2)
- 2.2.4 Comment on the usefulness of this source to a historian studying the integration of schools in the United States of America during the 1950s. (1 x 3) (3)

2.3 Read Source 2C.

- 2.3.1 In what ways did President Eisenhower try to solve the crisis at Central High School in Little Rock? (2 x 2) (4)
- 2.3.2 Comment on the effect that the crisis at Central High School had on the image of the United States of America as a democratic nation. (2 x 2) (4)
- 2.3.3 Mention TWO standards of conduct as contained in the Charter of the United Nations. (2 x 1) (2)

2.4 Consult Source 2D.

2.4.1 Why were the federal troops placed at Central High School? (1 x 1) (1)

2.4.2 What messages does the photograph convey regarding the 'Little Rock Nine'. (2 x 2) (4)

2.5 Explain how the information in Source 2C support the evidence in Source 2D regarding the crisis at Central High School in Little Rock in 1957? (2 x 2) (4)

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 Little Rock Nine contributed to school desegregation in the United States of America during the 1950s. (8)
[50]

QUESTION 2: HOW DID THE LITTLE ROCK NINE CONTRIBUTE TO SCHOOL
DESEGREGATION IN THE UNITED STATES OF AMERICA (USA)
DURING THE 1950s?

SOURCE 2A

This is an extract that focuses on Daisy Bates's attempt (president of the NAACP), who fought for the integration of schools in Arkansas in the 1950s.

Then in 1954 something happened that appeared to be a turning point in the civil rights movement. On May 17 the United States Supreme Court handed down its decision *Brown v. Board of Education of Topeka*, a case that NAACP lawyer Thurgood Marshall had argued. The nation's highest court unanimously declared that segregation in the nation's public schools violated the federal Constitution and must end. This meant that a school system that automatically funnelled all its black children into one school and all its white children into another was breaking the law ... School integration would lead to better race relations generally, Daisy Bates and other black leaders hoped ...

NAACP president, Daisy Bates, began meeting with Arkansas lawmakers and school officials in 1954 ... 'Little Rock would integrate its schools slowly', Mr. Blossom declared.

Virgil Blossom insisted that the Bateses and other black Little Rockians wanted him to start integrating city schools immediately while the all-white school board and many white parents opposed any kind of integration ...

Integration would begin three years later, in September 1957. It would start with a handful of high school students ... The Blossom Plan, as it became known, was approved by the Little Rock School Board and had repercussions far beyond the city.

[From: *The Power of One: Daisy Bates and the Little Rock Nine* by J Fradin]

SOURCE 2B

In this extract Elizabeth Eckford recalls what had happened to her on her first day at Central High School on 4 September 1957.

'I am part of the group that became known as the Little Rock Nine. Prior to the desegregation of Central, there had been one high school for whites, Central High school, and one high school for blacks, Dunbar. I expected that there may be something more available to me at Central that was not available at Dunbar; that there might be more courses I could pursue; that there were more options available. I was not prepared for what actually happened ...

On the morning of 4 September 1957, I got off the bus and I ... remember hearing the murmur (whisper) of a crowd. But, when I got to the corner where the school was, I was reassured (pleased) seeing these soldiers circling the school grounds. And I saw students going to school. I saw the guards break ranks as students approached the sidewalks so that they could pass through to get to school. And I approached the guards at the corner, as I had seen other students do, they closed ranks. So, I thought maybe I am not supposed to enter at this point. So, I walked further down the line of guards to where there was another sidewalk and I attempted to pass through there. But when I stepped up, they crossed rifles. And again I said to myself maybe I'm supposed to go down to where the main entrance is. So I walked toward the centre of the street and when I got to about the middle and I approached the guard he directed me across the street into the crowd. It was only then that I realized that they were barring me so that I wouldn't go to school. As I stepped out into the street, the people who had been across the street, started surging forward behind me. So, I headed in the opposite direction to where there was another bus stop. Safety to me meant getting to the bus stop. I think I sat there for a long time before the bus came. In the meantime, people were screaming behind me. What I would have described as a crowd before, to my ears sounded like a mob.'

[From: *Eyes on the Prize* by Facing History and Ourselves]

SOURCE 2C

This is an extract from a speech delivered by President Dwight Eisenhower on 24 September 1957. Governor Faubus of Arkansas had incited a near-riot atmosphere at Central High School Little Rock. This was after Faubus sent in the National Guardsmen (soldiers controlled by the State Governor) to stop attempts to desegregate the school.

'Good evening, my fellow citizens. For a few minutes this evening I should like to speak to you about the serious situation that has arisen in Little Rock. In that city, under the leadership of demagogic (emotional) extremists, disorderly mobs have deliberately prevented the carrying out of proper orders from a federal court. Local authorities have not eliminated that violent opposition and, under the law, I yesterday issued a proclamation (law) calling upon the mob to disperse. I have today issued an executive order directing the use of troops under federal authority to aid in the execution of federal law at Little Rock, Arkansas.

This became necessary when my proclamation of yesterday was not observed, and the obstruction of justice still continues. As you know, the Supreme Court of the United States has decided that separate public educational facilities for the races are inherently unequal, and therefore compulsory school segregation laws are unconstitutional ... Local Federal Courts were instructed by the Supreme Court to issue orders and decrees as might be necessary to achieve admission to public schools without regard to race and with all deliberate speed.

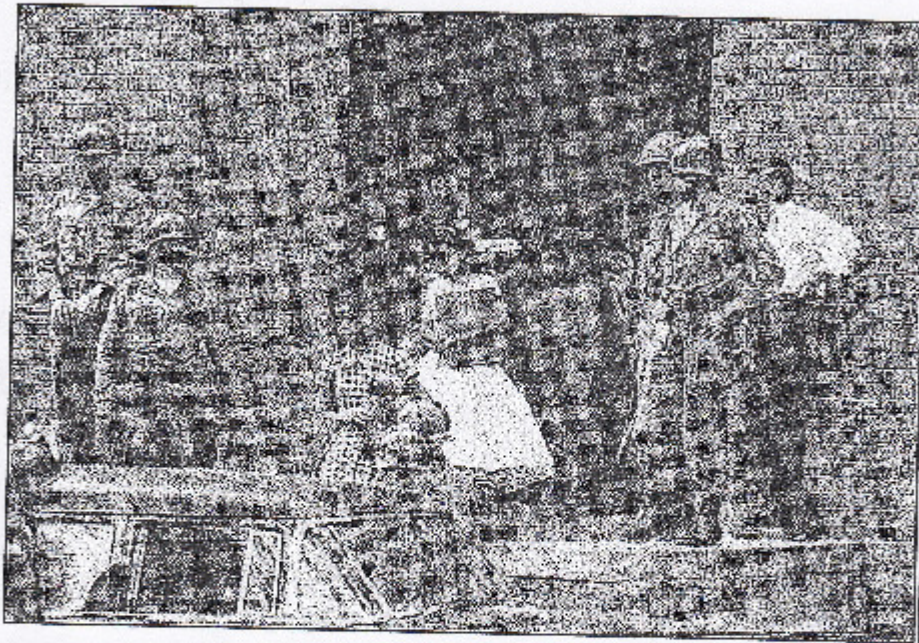
Mob rule cannot be allowed to override the decisions of our courts. A foundation of the American way of life is our national respect for law. It would be difficult to exaggerate the harm that is being done to the prestige (respect) and influence, and indeed to the safety, of our nation and the world. Our enemies are gloating over this incident and using it everywhere to misrepresent our whole nation. We are portrayed as a violator of those standards of conduct, which the peoples of the world united to proclaim in the Charter of the United Nations. There they affirmed faith in fundamental human rights and in the dignity and worth of the human person, and they did so without distinction as to race, sex, language or religion.'

[From: *Eyes on the Prize* by Facing History and Ourselves]

SOURCE 2D

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This photograph was taken by George Silk for *Time & Life Pictures*. It shows African-American students being escorted by federal troops (soldiers controlled by the US president), at Little Rock Central High School in 1957.



[From: <http://life.time.com/history/little-rock-nine-1957-photos#ixzz2yguKhvD8>. Accessed on 20 January 2015]

SECTION B: ESSAY QUESTION

Answer ONE (1) question from this section.

QUESTION 3: Extension of the Cold War: Vietnam

President Johnson stated that "We have made a national pledge to help South Vietnam defend its independence. And I intend to keep our promise."

Examine the validity of this statement by referring to the consequences of the USA's involvement in the Vietnam War.

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QUESTION 4: Civil society protests from the 1950s to the 1970s: Black Power Movement

"It was the Black Power Movement's involvement in the Civil Rights protest that influenced African Americans to seek for change in the 1960's."

Critically discuss the role of the Black Power Movement during the Civil Rights protest in America during the 1960s and how these influenced African Americans.

[50]

TOTAL MARKS: 100