



JENN

Training and Consultancy

The path to enlightened education

SUBJECT: HISTORY

GRADE 12

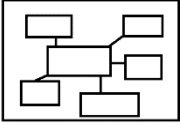
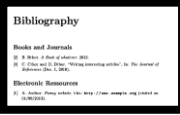
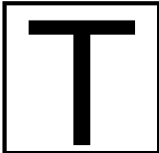
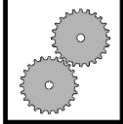
AUTUMN CLASSES

TEACHER AND LEARNER CONTENT MANUAL

Topic

**HOW DID THE ACTIONS OF THE SUPERPOWERS
BECOME A SPARK FOR THE INTENSIFICATION OF THE
COLD WAR TENSIONS**

ICON DESCRIPTION

 MIND MAP	 EXAMINATION GUIDELINE	 CONTENTS	 ACTIVITIES
 BIBLIOGRAPHY	 TERMINOLOGY	 WORKED EXAMPLES	 STEPS

CONTENTS

PAGE

Table of Contents

COLD WAR.....	6
EXPANSION OF COMMUNIST CONTROL IN EASTERN EUROPE	7
INVOLVEMENT OF THE USA, BRITAIN AND FRANCE IN EUROPE	8
TRUMAN DOCTRINE.....	8
MARSHALL PLAN	9
THE BERLIN CRISIS, 1948	10
The Crises of 1958	12
The Berlin Wall – 1961	12
THE GROUPING OF DEMOCRATIC POWERS: NATO 1949	14
THE WARSAW PACT OF 1955: THE COMMUNIST BLOC	14



.....	15
ACTIVITY 1	15
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?	15
SOURCE 1A.....	15
SOURCE 1B	16
SOURCE 1C	17
SOURCE 1D	19
TOPIC 3: CIVIL SOCIETY PROTESTS 1950s TO 1970s.....	20
QUESTION FOCUS: THE CIVIL RIGHTS MOVEMENT	20
MIND MAP.....	20
TIMELINE	21
KEY CONCEPTS	21
CONTENT.....	22
10.4.3 VARIOUS FORMS OF PROTEST IN USA.....	23
MONTGOMERY BUS BOYCOTT.....	23
○ 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.	23
○ 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.....	23
○... The bus boycott, started after the arrest of Rosa Park, was a well-planned and organized action.	23

○ The Montgomery Improvement Association (MIA) led by Martin Luther King Junior organised the bus boycott which lasted for eleven months.	23
○ People had to walk to their places of work or use carpools (sharing lifts) organised by MIA. 23	
○ It officially ended on 20 December 1956.....	23
○ The boycott was a success:	23
☐ The bus company lost 65% of the profit.	23
☐ In June 1956, an Alabama federal district court ruled that bus segregation was unconstitutional and therefore illegal.....	23
☐ On 20 December 1956 the USA Supreme Court upheld the federal court ruling.	23
Buses were desegregated.	23
<i>A photograph of Rosa Parks sitting in the front of the bus, a space reserved for 'Whites Americans'</i>	23
FREEDOM RIDES	26
THE BIRMINGHAM CAMPAIGN, APRIL 1963	27
THE MARCH TO LINCOLN MEMORIAL IN WASHINGTON DC, 28 AUGUST 1963	28
THE FREEDOM SUMMER, 1964.....	29
beaten, arrested and murdered.....	30
THE SELMA- MONTGOMERY MARCHES, MARCH 1965.....	30
ACTIVITY 3	31
SOURCE 3A	31
Refer to Source 3A and answer the following questions	31
SOURCE 3B	32
Study Source 3B and answer the following questions	32
SOURCE 3C	33
Refer to Source 3C to answer the questions below	33
SOURCE 3D	33
Read Source 3D and answer questions that follow	35
TOPIC 4: CIVIL SOCIETY PROTESTS 1950s TO 1970s.....	36
TIME LINE	36
KEY CONCEPTS	37
CONTENT.....	37
REASONS FOR THE EMERGENCE OF THE BLACK POWER MOVEMENT	37
FORMATION OF THE BLACK PANTHER PARTY.....	39
OTHER BLACK POWER ACTIVISTS.....	40
Short term gains.....	40
Long term gains	40

It must be noted that in spite of these gains:	40
ACTIVITY 4	40
QUESTION 4.2.....	41
QUESTION 4.3.....	41
TOPIC 5 INDEPENDENT AFRICA	41
HOW WAS THE INDEPENDENCE REALISED IN AFRICA IN THE 1960'S AND 1970'S:	41
CASE STUDY: CONGO	41
THE LEGACIES OF COLONIALISM	41
POLITICAL SUCCESSES AND CHALLENGES.....	42
ECONOMIC SUCCESSES AND CHALLENGES.....	43
SOCIAL AND CULTURAL SUCCESSES AND CHALLENGES.....	44
EDUCATION	44
BIBLIOGRAPHY	45

COLD WAR

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.

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.
- 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)

Stalin
Roosevelt
Churchill

- 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

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 unfavorable 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.

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.

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.
- 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?

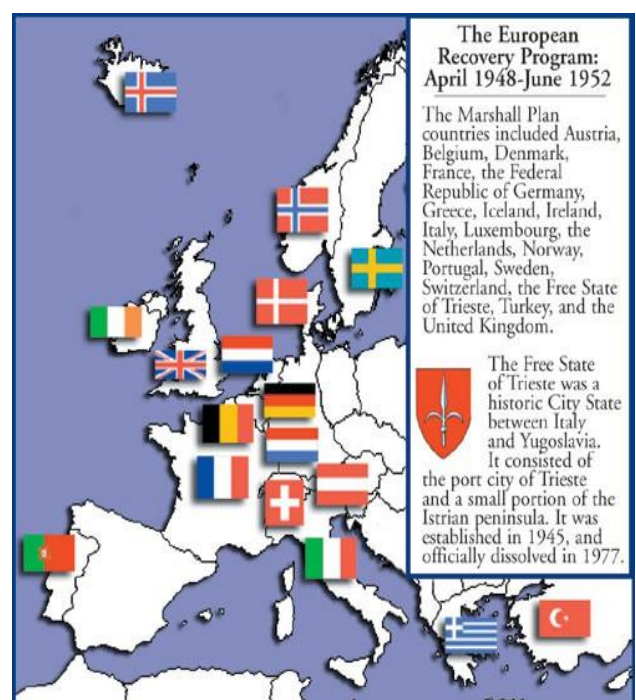
- The communists in Greece and Turkey were defeated and Soviet troops withdrew from Iran.
- Hostility between the USA and the USSR increased.
- The USA had committed herself to a policy of containment.
- Cominform (Communist Information Bureau) was set up in September 1947 to link communist parties around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

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.

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

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



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.

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.

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

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.

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.

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.

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. (1x2) (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. (3x1) (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. (1x2) (2)
 - 1.1.4 Comment on the usefulness of the information in this source to a historian researching the USA's policy of containment. (2x2) (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. (2x1) (2)
- 2.1.2 Why, do you think, the US Congress was unwilling to provide aid to the Turkish and Greek governments? (2x1) (2)
- 2.1.3 Explain how Acheson managed to convince the US Congress to support both Turkey and Greece with aid (2x2) (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 (1x2) (2)

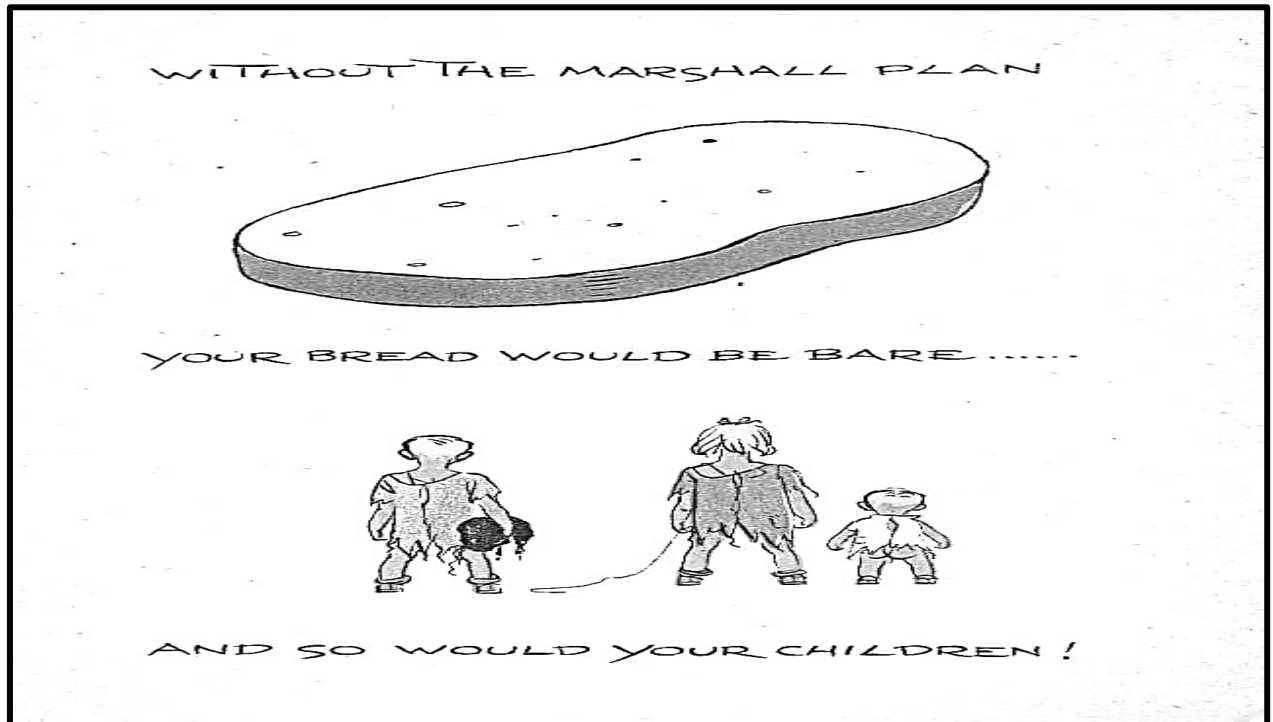
3.1.2 Explain why Stalin thought the European Recovery Programme was a challenge to his sphere of influence. (2x2) (4)

3.1.3 Comment on why the Cominform was established. (2x2) (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. (2x2) (4)

SOURCE 1D

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



5.1 Study Source 1D.

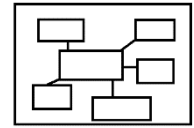
5.1.1 Explain the messages the cartoonist conveys regarding the Marshall Plan. (2x2) (4)

5.1.2 Comment on why you think the cartoonist used 'bread' to symbol the Marshall Plan. (1x2) (2)

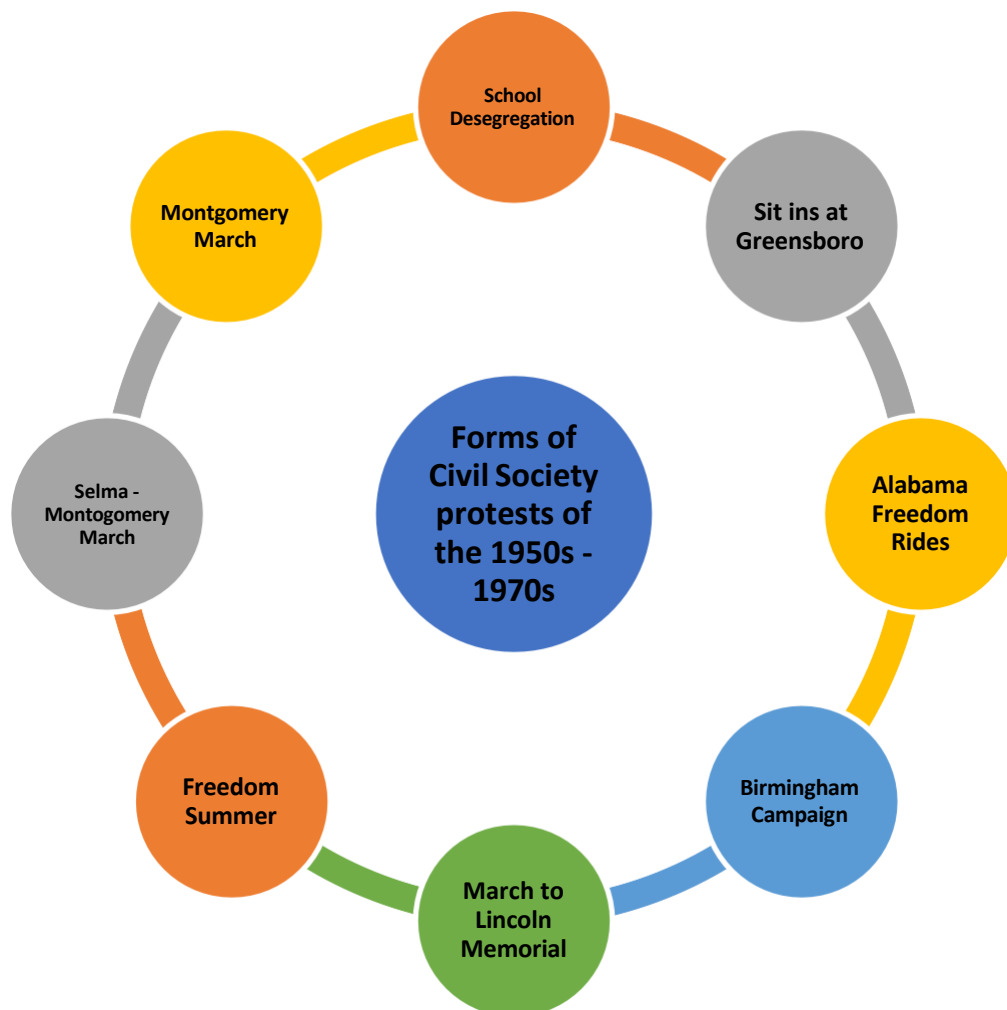
6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining how the United States of America and the Soviet Union attempted to create spheres of interest in Europe between 1946 and 1951. (1x2) (2)

TOPIC 3: CIVIL SOCIETY PROTESTS 1950s TO 1970s

QUESTION FOCUS: THE CIVIL RIGHTS MOVEMENT



MIND MAP



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

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

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

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.

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 Coordinating Committee.

1.

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.



This source shows the Little Rock Nine who were 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



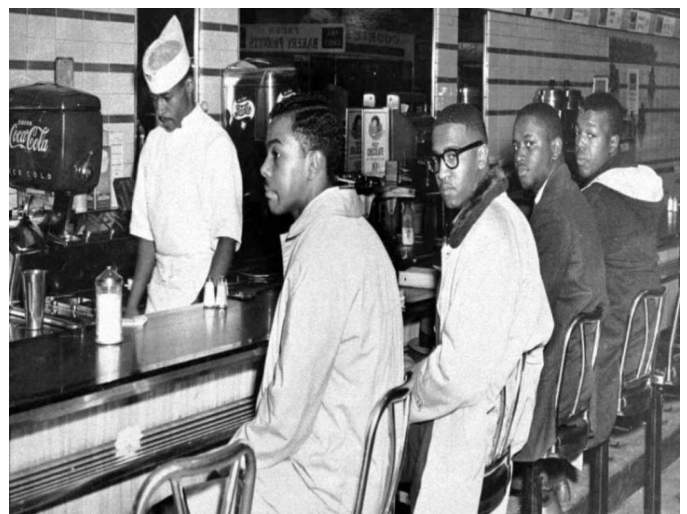
SCHOOL DESEGREGATION: LITTLE ROCK ARKANSAS

- 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.

SIT- IN AT GREENSBORO, NORTH CAROLINA

- In **February 1960**, a sit-in SNCC students (Joseph McNeill, 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



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



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.



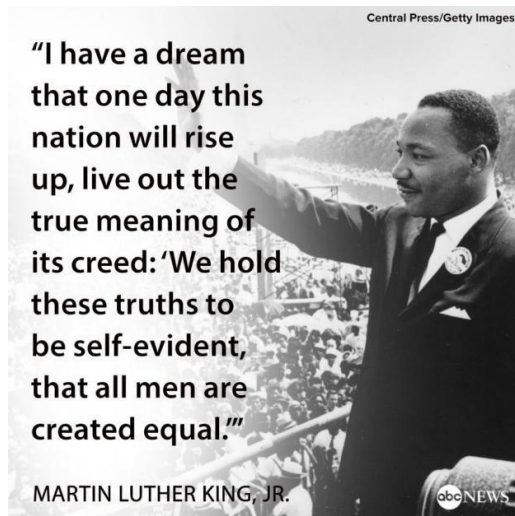
- Some fifty cities in the South introduced desegregation measures.
- In 1963 there were more demonstrations and marches in the Northern States than in the South.
- In the **Summer of 1963**, there were seven hundred and **fifty-eight demonstrations** against discrimination and segregation throughout the USA.

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

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.

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**.

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



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. (1x2) (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? (1x2) (2)
- 3.1.3 What point was Martin Luther King Jr making when he (1x2) (2)

- compared
Asia and Africa to America?
- 3.1.4 Quote a phrase from the source that suggests white people lived a far better life than African Americans. (1x2) (2)

SOURCE 3B

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



3.2 Study Source 3B and answer the following questions

- 3.2.1 Why, do you think, this photograph was taken? (1x2) (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. (2x2) (4)

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? (1x1) (1)
- 3.3.2 Who, according to the source, was the President of USA during the March to Washington? (1x1) (1)
- 3.3.3 Explain the impact of the '*I have a dream speech*' on the history of USA? (1x2) (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. (2x2) (4)

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.

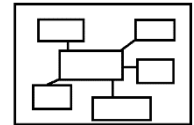
[From an article in *National Geographic*,
February 2000, by C Stone]

3.4 Read Source 3D and answer questions that follow

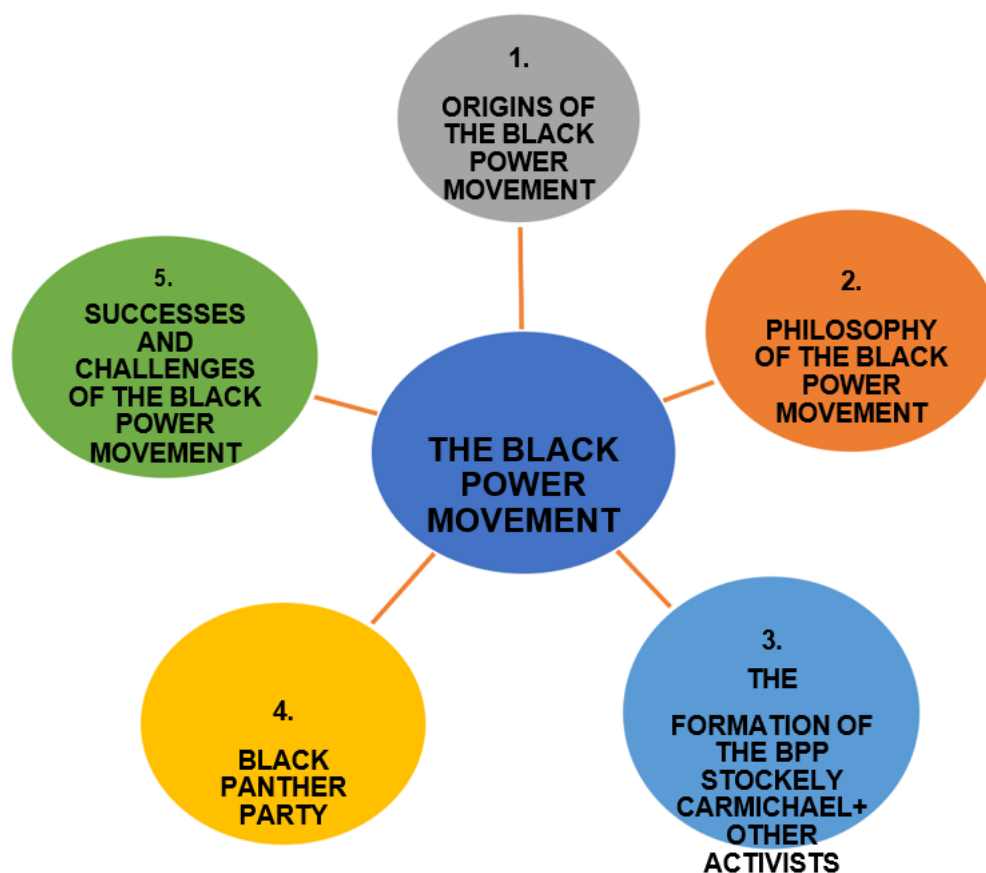
- 3.4.1 Quote evidence from the source that indicates racial segregation was a common practice in the USA in the 1960s. (1x2) (2)
- 3.4.2 Comment on Martin Luther King Jr's statement, '... We are not on our knees begging for the ballot, we are demanding the ballot ...'. (1x2) (2)
- 3.4.3 Explain the impact that media (television) coverage of the Bloody Sunday had on the Civil Rights Movement. (1x2) (2)

8

- 4 Using the information in the 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 bringing about change in the USA in the 1960s.



TOPIC 4: CIVIL SOCIETY PROTESTS 1950s TO 1970s



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

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 Radical	A person who achieves his/her goal by using force
Segregation	Wanting immediate change
Conspiracy	Separation of people according to their race and gender
Elite Enfranchisement	A plot to do something which is harmful and illegal
Enlightenment Martyr	A group of people considered to be superior in a particular society or organisation
Nationalism	Having the right to vote Being well informed, open to different views and ideas and free from prejudice or ignorance
Oppressor	Someone who dies for what he /she believes in
Supremacist	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 A person of authority who dominates and subjugates others A person who insists that one group is better than another

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.

REASONS FOR THE EMERGENCE OF THE BLACK POWER MOVEMENT

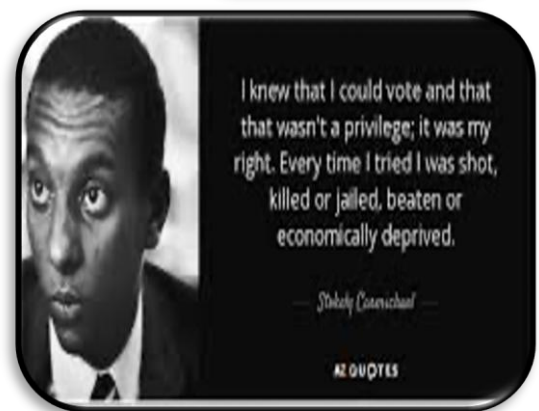
- The CRM focussed on ending racism in the Southern American states but
- Blacks living in the north suffered serious discrimination, poor housing, inferior education, high rate of unemployment, and still lived in poverty
- Many young blacks believed that the CRM did not address the poverty and powerlessness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

- 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.



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



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 joined **forces with the SNCC in the non-violent fight** against segregation and racism
- He was however **assassinated** on 21 February 1965 by members of the Nation of Islam



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

FORMATION OF THE BLACK PANTHER PARTY

- In 1966 **Bobby Seale 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 BPP also ran childcare and literacy projects in black communities
- BPP demanded that **Black history** be 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



OTHER BLACK POWER ACTIVISTS

- ANGELA DAVIS
- She was a **radical African American educator and activist** who joined the Black Panther Party in the 1960s
- 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

Short term gains

- The most obvious forms of racial discrimination came to an 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.

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



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.

TOPIC 5 INDEPENDENT AFRICA

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

CASE STUDY: CONGO

THE LEGACIES OF COLONIALISM

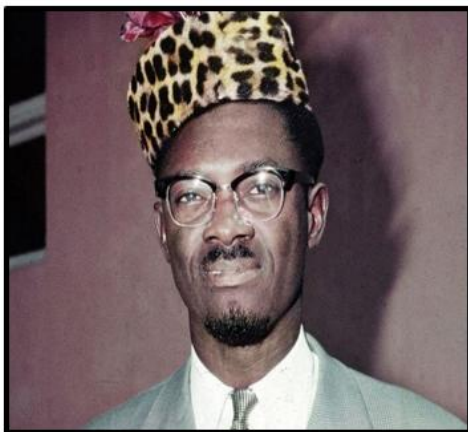
- The Congo was a Belgian colony rich in minerals, especially uranium, copper, rubber, cobalt, diamonds, gold.
- King Leopold II (1884-1908) gained great personal wealth from the Congo and in 1908 the Belgian Government took Congo over.
- After the Second World War II Congo made Belgium very rich. Belgium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

Patrice Lumumba



Mobutu Sese Seko



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)

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-capitalist** 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.
- 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

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.

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.

BIBLIOGRAPHY

1	Moodly, D et al (2025) Self guide manual (2025)
2	History November Paper1 2025 Question Paper
3	History September Paper1 2024 Question Paper