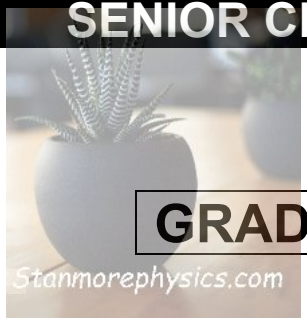
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GRADE 12

JUNE 2025

HISTORY P1

MARKS: **150**

TIME: **3 hours**

JHISTE1

This question paper consists of 9 pages
and an addendum of 14 pages.

INSTRUCTIONS AND INFORMATION

1. This question paper consists of SECTION A and SECTION B based on the prescribed content framework in the CAPS document.

   SECTION A: SOURCE-BASED QUESTIONS

   QUESTION 1: THE COLD WAR: THE ORIGINS OF THE COLD WAR

   QUESTION 2: INDEPENDENT AFRICA: CASE STUDY – ANGOLA

   QUESTION 3: CIVIL SOCIETY PROTESTS FROM THE 1950s TO THE 1970s: THE CIVIL RIGHTS MOVEMENT

   SECTION B: ESSAY QUESTIONS

   QUESTION 4: EXTENSION OF THE COLD WAR: CASE STUDY – VIETNAM

   QUESTION 5: INDEPENDENT AFRICA: CHALLENGES FACED BY THE CONGO AFTER INDEPENDENCE

   QUESTION 6: CIVIL SOCIETY PROTESTS FROM THE 1950s TO THE 1970s: THE BLACK POWER MOVEMENT

2. SECTION A consists of THREE source-based questions. Source material that is required to answer these questions can be found in the ADDENDUM.

3. SECTION B consists of THREE essay questions.

4. Answer THREE questions as follows:

   4.1 At least ONE must be a source-based question and at least ONE must be an essay question.

   4.2 The THIRD question may be either a source-based question or an essay question.

5. You are advised to spend at least ONE hour per question.

6. When answering the questions, you should apply your knowledge, skills and insight.

7. You will be disadvantaged by merely rewriting the sources as answers.

8. Number the answers correctly according to the numbering system used in this question paper.

9. Write neatly and legibly.

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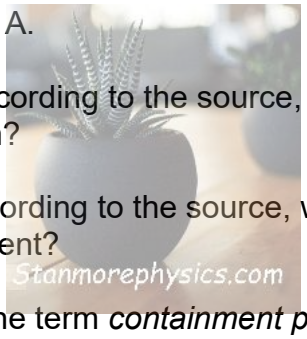
SECTION A: SOURCE-BASED QUESTIONS

Answer at least ONE question in this section, but not more than TWO questions.
The source material that is required to answer these questions is contained in the ADDENDUM.

QUESTION 1: HOW DID THE UNITED STATES OF AMERICA (USA) ATTEMPT TO CONTAIN THE SPREAD OF COMMUNISM IN EUROPE IN THE 1940s?

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

1.1 Refer to Source 1A.



1.1.1 What, according to the source, did Kennan outline in the Long Telegram? (1 x 2) (2)

1.1.2 Why, according to the source, was there a need for a policy of containment? (1 x 2) (2)

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

1.1.4 Why do you think Kennan preferred containment instead of confrontation towards the Soviet Union? (1 x 2) (2)

1.1.5 Explain why the USA was taking a proactive stance against communism. (2 x 2) (4)

1.2 Read Source 1B.

1.2.1 Which TWO countries were under threat according to the source? (2 x 1) (2)

1.2.2 Quote any TWO types of assistance Truman requested the cabinet to authorise. (2 x 1) (2)

1.2.3 Explain what is meant by the statement, 'if Greece should fall under the control of an armed minority, the effect upon its neighbor, Turkey, would be immediate and serious'. (1 x 2) (2)

1.2.4 Comment on the statement, 'the seeds of totalitarian regimes are nurtured (developed) by misery and want.' (1 x 2) (2)

1.2.5 Explain the reliability of this source to a historian researching USA's containment policy. (2 x 2) (4)

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1.3 Study Source 1C.

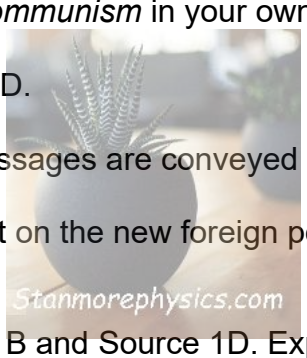
1.3.1 Quote TWO problems from the source that were addressed by the Marshall Plan. (2 x 1) (2)

1.3.2 In which countries, according to the source, did the communists organise strikes against the government? (2 x 1) (2)

1.3.3 Why do you think the Soviet Union rejected the Marshall Plan. (1 x 2) (2)

1.3.4 Define c*ommunism* in your own words. (1 x 2) (2)

1.4 Consult Source 1D.



1.4.1 What messages are conveyed in the source? (2 x 2) (4)

1.4.2 Comment on the new foreign policy that was implemented by USA. (1 x 2) (2)

1.5 Refer to Source 1B and Source 1D. Explain how the evidence in Source 1D supports the information in Source 1B regarding USA's containment policy. (2 x 2) (4)

1.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (80 words) explaining how the USA attempted to contain the spread of communism in Europe in the 1940s. (8)

[50]

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QUESTION 2: WHAT FACTORS CONTRIBUTED TO THE OUTBREAK OF THE CIVIL WAR IN ANGOLA IN 1975?

2.1 Refer to Source 2A.

2.1.1 Mention the THREE Angolan nationalist leaders that signed the Alvor Agreement. (3 x 1) (3)

2.1.2 When, according to the source, was the Independence date? (1 x 1) (1)

2.1.3 What role, according to the Alvor Agreement, was Portugal going to play? (2 x 1) (2)

2.1.4 Why, do you think the nationalists agreed to place a freeze on their military positions as of January 1975? (2 x 2) (4)

2.1.5 Comment on the statement, 'on 31 January 1975 the new transitional government took office in a climate rife with suspicion and mistrust'. (1 x 2) (2)

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2.2 Read Source 2B.

2.2.1 Define the term *civil war* in your own words. (1 x 2) (2)

2.2.2 Why, according to the source, did CIA support FNLA? (1 x 2) (2)

2.2.3 Why do you think foreign countries got involved in the Angolan Civil War? (2 x 2) (4)

2.2.4 Comment on the usefulness of this source to a historian studying the Angolan Civil War. (2 x 2) (4)

2.3 Consult Source 2C.

2.3.1 Why was this photograph published? (1 x 2) (2)

2.3.2 Explain the impact of Cuban involvement in the Angolan Civil War. (1 x 2) (2)

2.4 Compare Source 2B and Source 2C. Explain how the evidence in Source 2C supports the information in Source 2B regarding the involvement of foreign powers in the Angolan Civil War. (2 x 2) (4)

2.5 Read Source 2D.

2.5.1 Mention the TWO countries, that contributed to the suffering of UNITA. (2 x 1) (2)

2.5.2 What, according to the source, was the response of the CIA and the United States to UNITA's situation? (1 x 2) (2)

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2.5.3 Explain why Jonas Savimbi sent his family and the families of his colleagues to Zambia? (1 x 2) (2)

2.5.4 Explain the term *guerilla warfare* in the context of UNITA's participation in the Angolan Civil War. (1 x 2) (2)

2.5.5 Using the source and your own knowledge and explain why Jonas Savimbi and the Political Bureau of the Central Committee of UNITA were grateful to Zambia. (1 x 2) (2)

2.6 Using the information from the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (80 words) explaining what factors contributed to the outbreak of the civil war in Angola in 1975. (8)

[50]



QUESTION 3: WHAT CHALLENGES DID THE LITTLE ROCK NINE EXPERIENCE DURING THE INTEGRATION OF CENTRAL HIGH SCHOOL IN 1957?

3.1 Refer to Source 3A.

3.1.1 What, according to the source, was the reason for Faubus to call out the troops? (1 x 2) (2)

3.1.2 Define the term *Little Rock Nine* in your own words. (1 x 2) (2)

3.1.3 Why, according to the source, did the citizens of Little Rock gather on 3 September? (1 x 2) (2)

3.1.4 What is implied by the statement, 'blood will run in the streets if Negro* pupils should be integrated into Central High School'. (2 x 2) (4)

3.1.5 Comment on the limitations of this source to a historian researching integration at Central High. (2 x 2) (4)

3.2 Use Source 3B.

3.2.1 How, according to the source, did the Little Rock Nine arrive for the first day of school at Central High School? (2 x 1) (2)

3.2.2 Why, according to the source, did the police escort the nine African American students into the school on 23 September? (1 x 2) (2)

3.2.3 Explain why the Arkansas National Guard prevented the Little Rock Nine from entering Central High. (1 x 2) (2)

3.2.4 Why do you think President Eisenhower sent the US Army's 101st Airborne Division to Central High School? (1 x 2) (2)

3.3 Consult Source 3C.

3.3.1 What messages are portrayed in this photograph? (2 x 2) (4)

3.3.2 Why was this photograph published? (1 x 2) (2)

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3.4 Read Source 3D.

3.4.1 What, according to the source, did Elizabeth Eckford experience when she got off the bus? (2 x 1) (2)

3.4.2 Why, according to the source, was Elizabeth Eckford going to Central High School? (1 x 2) (2)

3.4.3 Comment on the statement, 'Get a rope. Drag her over to this tree! Let's take care of the nigger*'. (1 x 2) (2)

3.4.4 Why do you think Grace Lorch rescued Elizabeth Eckford from the mob? (1 x 2) (2)

3.4.5 Explain what Grace Lorch meant with the statement, 'six months from now, you will hang your heads in shame'. (1 x 2) (2)

3.5 Compare Source 3C and Source 3D. Explain how the information in Source 3D supports the evidence in Source 3C regarding the events of 4 September 1957. (2 x 2) (4)

3.6 Using information from the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (80 words) explaining what challenges the Little Rock Nine experienced during the integration of Central High School in 1957. (8)

[50]

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SECTION B: ESSAY QUESTIONS

Answer at least ONE question, but not more than TWO questions, in this section.

Your essay should be about THREE pages long.

QUESTION 4: EXTENSION OF THE COLD WAR: CASE STUDY – VIETNAM

The tactics used by the United States of America (USA) against the Vietcong between 1960 and 1975 did not help them to defeat the Vietcong during the Vietnamese War.

Do you agree with the statement? Use relevant evidence to support your line of argument. **[50]**

QUESTION 5: INDEPENDENT AFRICA: CASE STUDY – THE CONGO

Mobutu Sese Seko's political and economic policies, introduced in the newly independent Congo in the early 1960s, were welcomed by all Congolese.

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Critically discuss this statement. Use relevant evidence to support your line of argument. **[50]**

QUESTION 6: CIVIL SOCIETY PROTESTS FROM THE 1950s TO THE 1970s: THE BLACK POWER MOVEMENT

Explain to what extent the Black Power philosophy instilled confidence amongst African Americans to challenge discrimination in the United States of America (USA) from the 1960s to the 1970s.

Use relevant evidence to support your line of argument. **[50]**

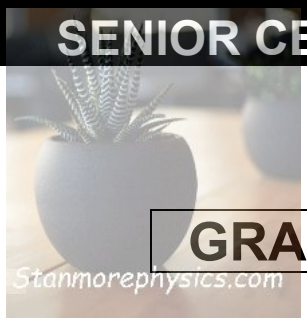
TOTAL: 150

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GRADE 12

JUNE 2025

HISTORY P1
ADDENDUM

JHISTE3

This addendum consists of 14 pages.

QUESTION 1: HOW DID THE USA ATTEMPT TO CONTAIN THE SPREAD OF COMMUNISM IN EUROPE IN THE 1940s?

SOURCE 1A

The source below focuses on the Long Telegram written by George Kennan in 1946 that formed the basis for USA's containment policy.

The Long Telegram was a pivotal (important) communication sent by US diplomat George F. Kennan in 1946, outlining his views on the Soviet Union's intentions and behavior. This 8 000-word message articulated the need for a policy of containment to counter the perceived threat posed by Soviet expansionism. It became a foundational document for US foreign policy during the early cold war, influencing how America responded to Soviet actions.

Kennan emphasized that the Soviet regime was inherently expansionist and would seek to extend its influence wherever possible, leading to the need for a proactive US response. The telegram argued that the US should adopt a strategy of containment rather than direct confrontation or appeasement (conciliation) toward the Soviet Union. Kennan's insights contributed to the formulation of the Truman Doctrine, which promised support to countries resisting communist influence. The Long Telegram set the stage for American strategies in Europe and Asia, shaping how the US engaged in conflicts such as those in Korea and Vietnam.

The Long Telegram laid the groundwork for America's proactive stance against communism, influencing its involvement in numerous international conflicts throughout the cold war era. It justified military interventions and support for anti-communist regimes globally, evident in events like the Korean War and Vietnam War. By framing these conflicts as battles against a monolithic communist threat, US policymakers were able to garner (gather) domestic support for extensive military and economic engagements worldwide, which ultimately defined much of international relations in that era.

[From *https://library.fiveable*.me/key-terms/*ap-euro/long-telegram* accessed on 7 January 2025.]

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SOURCE 1B

The source below is part of a speech made by American President Harry Truman before a joint session of Congress on 12 March 1947. The speech outlined what later was known as the Truman doctrine.

It is necessary only to glance at a map to realize that the survival and integrity of the Greek nation are of grave importance in a much wider situation. If Greece should fall under the control of an armed minority, the effect upon its neighbor, Turkey, would be immediate and serious. Confusion and disorder might as well spread throughout the entire Middle East.

Moreover, the disappearance of Greece as an independent state would have a profound effect upon those countries in Europe whose peoples are struggling against great difficulties to maintain their freedoms and their independence while they repair the damages of war.



… Should we fail to aid Greece and Turkey in this fateful hour, the effect will be far reaching to the West as well as to the East. We must take immediate and resolute action.

… In addition to funds, I ask the Congress to authorise the detail of American civilian and military personnel to Greece and Turkey, at the request of those countries, to assist in the tasks of reconstruction, and for the purpose of supervising the use of such financial and material assistance as may be furnished. I recommend that authority also be provided for the instruction and training of selected Greek and Turkish personnel.
Finally, I ask that the Congress to provide authority which will permit the speediest and most effective use, in terms of needed commodities, supplies, and equipment, of such funds as may be authorised.

… The seeds of totalitarian regimes are nurtured (developed) by misery and want. They spread and grow in the evil soil of poverty and strife. They reach their full growth when the hope of a people for a better life has died. We must keep that hope alive.

[From Plain Speaking: An Oral biography of Harry S. Truman. Merle Miller,1974.]

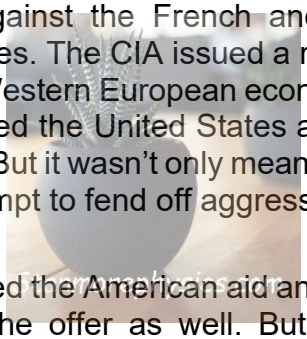
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SOURCE 1C

This source below focuses on the Marshall Plan that was implemented to rebuild the European economies from 1948.

The Marshall Plan gave dollars to cash-strapped European countries, enabling them to rebuild their own industrial capacity. The Marshall Plan also addressed the issue of political security.

In France and Italy, stalled agricultural production and shortages of important goods was giving momentum to communist organisers, who tapped into the unrest and organised strikes and protests against the French and Italian governments. This trend greatly alarmed the United States. The CIA issued a report saying that greater danger for the US lay in the possibility of Western European economic collapse and a communist expansion. The Marshall Plan offered the United States a route to stability. The aid was available to all European countries. But it wasn't only meant to defuse internal conflicts within countries – it was a strategic attempt to fend off aggression from the communist Soviet Union.



The Soviet Union rejected the American aid and forced Eastern European countries under its influence to reject the offer as well. But countries in Western Europe received it enthusiastically, and the plan's popularity swung political opinions to the center, snugly next to the US government, and out of reach of the Soviets. For this reason, the implementation of the Marshall Plan is seen as a defining moment of the early Cold War. Bags of wheat from the US Midwest fed starving Germans, money invested into infrastructure built vast hydroelectric dams across Austria, and funds helped rebuild Italy's Fiat automobile plant, all the while the US's greatest fear, communism, was locked out of Western Europe.

[From *https://www.marshall*foundation.org*/the-marshall-plan/history/:* accessed on 6 January 2025.]

SOURCE 1D

The source below is the Truman doctrine cartoon by Granger, showing how the USA implemented its new foreign policy.



[From *https://www.granger.*com/*results.asp?image=0034161* accessed on 6 January 2025.]

QUESTION 2: WHAT FACTORS CONTRIBUTED TO THE OUTBREAK OF THE CIVIL WAR IN ANGOLA IN 1975?

SOURCE 2A

The following extract explains the circumstances under which the Alvor Agreement was signed by the three Angolan liberation movements on 15 January 1975.

Under pressure from the OAU, the three nationalist leaders, Holden Roberto (FNLA), Agostinho Neto (MPLA) and Jonas Savimbi (UNITA), were brought together in Kenya in January 1975, where they agreed to mutual recognition and to open negotiations on the transition (change) from Portuguese rule to independence. On 10 January 1975 the negotiations moved to the Algarve in Portugal, and they were concluded there on 15 January 1975 with a settlement known as the Alvor Agreement.

According to the Alvor Agreement Angola was to be administered by a coalition government composed of the three nationalist groups and the Portuguese until Independence Day set for 11 November 1975. Elections for a constituent assembly were to be held in October. During the transitional (change-over) period Portugal would retain a 24 000-man army in Angola. Meanwhile the three nationalist movements would contribute 8 000 men each towards establishing a national army.

The nationalists also agreed to place a freeze on their military positions as at January 1975. At the time of the Alvor Agreement the FNLA had a distinct military advantage. It possessed an armed force, estimated at 15 000 troops, which was relatively well equipped, and it was further supported by Daniel Chipenda's guerrilla army, several thousand strong, which had defected from the MPLA. The MPLA, by comparison, had about 3 000 trained guerrillas under its command, although it was rapidly expanding its forces through recruitment, mainly in the Luanda area. UNITA was also heavily recruiting among the Ovimbundu.

On 31 January 1975 the new transitional (in-between) government took office in a climate rife (widespread) with suspicion and mistrust.

[From The First Dance of Freedom by Martin Meredith]

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SOURCE 2B

This is an extract from a book, *Africa since 1940,* written by Frederick Cooper, explaining the international support that the three nationalist movements in Angola received during the civil war. This brought an end to the transitional government that was established by the Alvor Agreement which was signed on 15 January 1975.

The anti-colonial war immediately became a civil war. The FNLA was supported by Zaïre and the CIA (the USA's Central Intelligence Agency), which saw it as the least Marxist of the three but never got out of its ethnic confines (borders) and soon faded.

UNITA had support from Zambia and then from South Africa … [then] Savimbi flipped (changed) his ideological stance from Maoism (the policy of communist China) to Reaganism (the policy of capitalist USA) with scarcely the blink of an eye and the United States added its support … In addition to gathering support from South Africa and the United States, UNITA organised diamond smuggling into Zaïre, getting guns and spoils for Savimbi's henchmen (loyalists) in return … UNITA provided rewards for young men who would smuggle and fight, and this provided the only means of earning a livelihood in an area otherwise devastated by terror and counter-terror.

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The MPLA won the first round of the civil war by retaining Luanda and pushing outward, aided by Cuban troops and indirect Soviet support. It also enjoyed revenues from French and American oil companies, who were willing to pay the state regardless of its rhetoric (ideology). That rhetoric was Marxist-Leninism.

[From *Africa since 1940* by Frederick Cooper.]

SOURCE 2C

This is a photograph of the Angolan commander and Cuban major general of the Eastern Front, Dangereaux Kimenga and Carlos Fernández Gondín, in 1975. Cuba helped MPLA during the Angolan Civil War.



[From https://globaldialogue.isa-sociology.org/articles/pioneering-south-south-cooperation-of-angola-and-cuba-1975-1991 accessed on 7 January 2025.]

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SOURCE 2D

The following letter was sent by Jonas Savimbi, leader of UNITA, to President Kenneth Kaunda of Zambia after the MPLA attack on Huambo (UNITA's base in Southwest Angola) in 1976.

UNITA lost 600 men in the battle for Huambo. The machine of war that Cuba and the Soviet Union have assembled in Angola is beyond imagination. To prevent the total destruction of our forces we have decided to revert immediately to guerrilla warfare. The friends (the CIA and United States) that have promised to help us did not fulfil their promises and we must face our own fate with courage and determination.

I have a request for Your Excellency: ... I am sending with this my mother who is seventy-one years old so that she will be able to die in Zambia. My sister and three children and my two children are with my mother. Accompanying them are the wife of the Secretary General with two children and the wife of our commanding General with four children.

The Political Bureau of the Central Committee of UNITA joins me to thank you once more for everything. Whatever stand your government takes on Angola, we will accept with resignation (acceptance). It is paramount that Zambia survives and the love and admiration we have shared with my colleagues for your leadership and wisdom will be sufficient to comfort us in the dark days of our country.

... I have always tried to the best of my ability and courage to serve the interests of Angola and Africa. I am not a traitor to Africa and the hard days that we expect ahead will prove to the world that I stand for my principles. In Angola might has made right but I will remain in the bush to cry for justice.

God bless your beloved country,
God bless you.
Savimbi Jonas.

[From *In Search of Enemies – A CIA Story* by John Stockwell.]

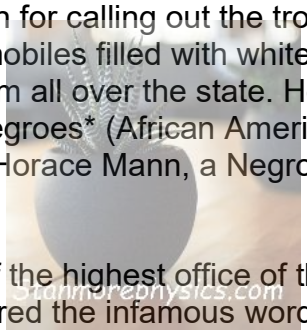
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QUESTION 3: WHAT CHALLENGES DID THE LITTLE ROCK NINE EXPERIENCE DURING THE INTEGRATION OF CENTRAL HIGH SCHOOL IN 1957?

SOURCE 3A

This source focuses on Daisy Bates' explanation of how Governor Faubus tried to stop the integration of Central High School in September 1957. Daisy Bates was the president of the National Association for the Advancement of Coloured People (NAACP) and a mentor to the Little Rock Nine.

Faubus' alleged reason for calling out the troops was that he had received information that caravans of automobiles filled with white supremacists (racists) were heading towards Little Rock from all over the state. He therefore declared Central High School off limits (closed) to Negroes* (African Americans). For some inexplicable (unexpected) reason he added that Horace Mann, a Negro* high school, would be off limits to whites.



Then, from the chair of the highest office of the State of Arkansas, Governor Orval Eugene Faubus delivered the infamous words; blood will run in the streets if Negro* pupils should be integrated into Central High School.

In a half dozen ill-chosen words, Faubus made his contribution to the mass hysteria (panic) that was to grip the city of Little Rock for several months.

The citizens of Little Rock gathered on 3 September to gaze upon the incredible (unbelievable) spectacle (scene) of an empty school building surrounded by 250 National Guard troops. At about eight fifteen (08:15) in the morning, Central High School students started passing through the line of National Guardsmen, all but (except) the Little Rock Nine.

I had been in touch with their parents throughout the day. They were confused, and they were frightened. As the parents voiced their fears, they kept repeating Governor Faubu words that blood would run in the streets of Little Rock should their teenage children try to attend Central High, the school to which they had been assigned by the school board.

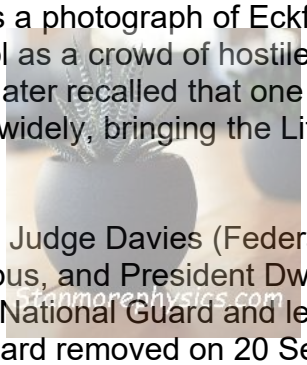
[From http//www.centralhigh57.org/the tiger.htm Accessed on 7 January 2025.]

NEGRO* refers to a derogatory name used for African Americans in the USA during the 1960s.

SOURCE 3B

This source focuses on the Little Rock Nine's first day at school and the reaction of the American community.

The Little Rock Nine arrived for the first day of school at Central High on September 4, 1957.
Eight arrived together, driven by Daisy Bates. Eckford's family, however, did not have a telephone, and Bates could not reach her to let her know of the carpool plans. Therefore, Eckford arrived alone. The Arkansas National Guard ultimately prevented any of the Little Rock Nine from entering Central High. One of the most enduring images from this day is a photograph of Eckford, notebook in hand, stoically (bravely) approaching the school as a crowd of hostile and screaming white students and adults surround her. Eckford later recalled that one of the women spat on her. The image was printed and broadcast widely, bringing the Little Rock controversy to national and international attention.



In the following weeks, Judge Davies (Federal Court judge) began legal proceedings against Governor Faubus, and President Dwight D. Eisenhower attempted to persuade Faubus to remove the National Guard and let the Little Rock Nine enter the school. Davies ordered the Guard removed on 20 September, and the Little Rock Police Department took over to maintain order. The police escorted the nine African American students into the school on 23 September, through an angry mob of some 1 000 white protesters gathered outside.

Amidst ensuing rioting, the police removed the nine students. On 24 September, President Eisenhower sent in 1 200 members of the US Army's 101st Airborne Division from Fort Campbell, Kentucky, and placed them in charge of the 10 000 National Guardsmen on duty. Escorted by the troops, the Little Rock Nine attended their first full day of classes on 25 September.

[From *https://*dunnhistory.com › national-black-history › *the-de*.. accessed on 7 January 2025.]

SOURCE 3C

The source below is the picture of Elizabeth Eckford being jeered at by the white segregationists on her first day at Central High School in Little Rock on 4 September 1957.

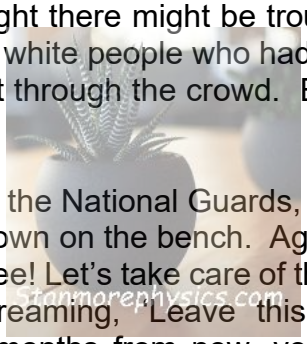


[From *https://iforcolor.org/the-little-rock-nine/* accessed on 7 January 2025.]

SOURCE 3D

This source focuses on Elizabeth Eckfords experiences on 4 September 1957, her first day at Central High School.

The first scene Eckford saw when she got off the bus a block from Central High School was a sea of angry faces. She tried to walk to the school, but a jeering (mocking) mob blocked her path. All alone, her knees shaking, she pushed through the mob. She was trying hard not to show her fright. "It was the longest block I ever walked in my whole life," she said later. Eckford was one of nine students who had volunteered to be among the first African Americans to attend Central High School. When she left for school that morning, Eckford thought there might be trouble. But she didn't know that she would see hundreds of angry white people who had been waiting for her since early morning. Suddenly a shout went through the crowd. Elizabeth Eckford was attempting to enter the school.



Eckford turned back to the National Guards, but they did nothing. She walked back to the bus stop and sat down on the bench. Again, the mob surrounded her. Get a rope. Drag her over to this tree! Let's take care of the nigger*. A white woman fought her way through the mob, screaming, 'Leave this child alone. Why are you tormenting (upsetting) her? Six months from now, you will hang your heads in shame.' The woman, Grace Lorch, sat down with Eckford on the bench. She put her arm around the girl and stayed there until the bus arrived.

Mrs Lorch rode with Eckford until she got off at the school where her mother taught.

[From *https*://www.speakeasy-news.com/little-rock-school-integration-1957 accessed on 7 January 2025.]

ACKNOWLEDGEMENTS

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