Province of the
EASTERN CAPE
EDUCATION

Iphondo leMpuma Kapa: Isebe leMfundo
Provinsie van die Oos Kaap: Departement van Onderwys
Porofensie Ya Kapa Botjhabela: Lefapha la Thuto

NATIONAL SENIOR CERTIFICATE

GRADE 12

SEPTEMBER 2024

HISTORY P1

MARKS: **150**

TIME: **3 hours**

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 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, but not more than TWO questions, in this section. Source material that is required to answer these questions is contained in the ADDENDUM.

QUESTION 1: HOW DID THE BERLIN WALL INTENSIFY THE COLD WAR TENSIONS BETWEEN THE UNITED STATES OF AMERICA AND THE SOVIET UNION?

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

1.1 Refer to Source 1A.

1.1.1 Identify from the source TWO demands that Khrushchev made to the United States and its allies. (2 x 1) (2)

1.1.2 How, according to the source, did Eisenhower respond to Soviet demands? (1 x 2) (2)

1.1.3 What is implied by 'post-war agreements concerning the occupation and governance of Germany and West Berlin'? (1 x 2) (2)

1.1.4 Why, according to the source and your own knowledge, were the USA and Britain against a free Berlin with no guaranteed access to the West? (1 x 2) (2)

1.1.5 Explain why the crossing of refugees from East Berlin to West Berlin would spell disaster for the East if it was left unattended. (1 x 2) (2)

1.2 Study Source 1B.

1.2.1 Who, according to the source, ordered the barbed wire fence dividing East and West Berlin? (1 x 1) (1)

1.2.2 Define the term *Cold War* in your own words. (1 x 2) (2)

1.2.3 What, according to the source, would be the significance of the Berlin Wall? (3 x 1) (3)

1.2.4 Name the TWO countries that had a standoff shortly after the wall was built. (2 x 1) (2)

1.2.5 Why do you think the standoff led to the tensest moments of the Cold War in Europe? (1 x 2) (2)

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1.3 Consult Source 1C.

1.3.1 Why, according to the source, was there a proposal for the four-power talks among the military commanders in Berlin? (1 x 2) (2)

1.3.2 Comment on the statement: 'the Soviet Union made veiled (disguised) threats' about not remaining "a passive observer". (1 x 2) (2)

1.3.3 Define the term *four-power talks* in the context of the Berlin crisis. (1 x 2) (2)

1.3.4 Comment on the usefulness of this source to a historian researching the Berlin Crisis. (2 x 2) (4)

1.4 Read Source 1D.

1.4.1 Explain why East Berliners were risking death trying to cross the Berlin Wall into West Berlin. (2 x 2) (4)

1.4.2 Comment on the attitude of the West Berlin police to the teenager. (2 x 2) (4)

1.5 Compare Sources 1B and 1C. Explain how the information in Source 1B supports the evidence in Source 1C regarding the Berlin Wall. (2 x 2) (4)

1.6 Using the information from the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining how the Berlin Wall intensified the Cold War tensions between the United States of America (USA) and the Soviet Union (USSR). (8)

[50]

QUESTION 2: WHAT IMPACT DID THE BATTLE OF CUITO CUANAVALE HAVE ON SOUTHERN AFRICA?

2.1 Study Source 2A.

2.1.1 Which TWO Angolan groups, according to the source, wrestled against each other at Cuito Cuanavale? (2 x 1) (2)

2.1.2 Quote the reason from the source that led to the start of the Battle of Cuito Cuanavale. (1 x 2) (2)

2.1.3 Why, according to the source, did SADF support Jonas Savimbi's UNITA during this war? (2 x 1) (2)

2.1.4 Comment on the statement, '*the battle lines were drawn along ideological convictions.'* (1 x 2) (2)

2.2 Read Source 2B.

2.2.1 What, according to the source, led to South Africa's decision to leave Cuito Cuanavale? (2 x 1) (2)

2.2.2 Define the term n*egotiations* in your own words. (1 x 2) (2)

2.2.3 Comment on why South Africa was reluctant to negotiate the independence of Namibia in exchange for Cuba's withdrawal from Angola. (2 x 2) (4)

2.2.4 Explain the significance of the involvement of the United Nations Organisation in the signing of the treaties. (1 x 2) (2)

2.3 Consult Source 2C.

2.3.1 What, according to the source, was the incentive for Cuba in the Battle of Cuito Cuanavale? (1 x 2) (2)

2.3.2 Quote from the source the Department of Military Veteran's pledge regarding the victims at Cuito Cuanavale. (1 x 2) (2)

2.3.3 Comment on what Nelson Mandela implied by the statement, "the Cuban people hold a special place in the hearts of the people of Africa". (2 x 2) (4)

2.3.4 Define the term *liberation* in the context of the position of Namibia after the Battle of Cuito Cuanavale. (1 x 2) (2)

2.3.5 Explain the limitations of this source to a historian researching the impact of the Battle of Cuito Cuanavale. (2 x 2) (4)

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2.4 Refer to Source 2D.

2.4.1 Explain the messages that are conveyed in the photograph. (1 x 2) (2)

2.4.2 Comment on the significance of the role played by Cuba in the Battle of Cuito Cuanavale for Southern Africa. (2 x 2) (4)

2.5 Refer to Sources 2D and 2C. Explain how the information in Source 2C supports the evidence in Source 2D regarding the results of the Battle of Cuito Cuanavale. (2 x 2) (4)

2.6 Using the information from the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining what impact the Battle of Cuito Cuanavale had on Southern Africa. (8)

[50]

QUESTION 3: HOW DIDTHE MARCH ON WASHINGTON CONTRIBUTE TO THE END OF DISCRIMINATION AND SEGREGATION IN AMERICA IN THE 1960s?

Study Sources 3A, 3B, 3C, and 3D and answer the following questions.

3.1 Refer to Source 3A.

3.1.1 List THREE conditions in America that resulted into the March on Washington. (3 x 1) (3)

3.1.2 Mention THREE civil rights organisations that campaigned for the March on Washington. (3 x 1) (3)

3.1.3 Define the term *civil rights* in the context of America. (1 x 2) (2)

3.1.4 Comment on what King implied with the statement, "Let the black labouring masses speak." (2 x 2) (4)

3.2 Study Source 3B.

3.2.1 What, according to the source, was the purpose of the March on Washington? (2 x 1) (2)

3.2.2 Define the term *discrimination* in your own words. (1 x 2) (2)

3.2.3 What is implied by King's historic, 'I have a dream speech'? (1 x 2) (2)

3.2.4 Comment on the significance of the Lincoln Memorial in the struggles of the black Americans. (1 x 2) (2)

3.3 Read Source 3C.

3.3.1 Quote evidence from the source that indicates that the March on Washington assisted in the passing of the Civil Rights Act of 1964. (1 x 2) (2)

3.3.2 What, according to the source, was the question that America had since 1955 or even 1954? (1 x 2) (2)

3.3.3 Explain how Martin Luther King's speech answered this question. (1 x 2) (2)

3.3.4 Explain the supreme court decision in the *Brown vs Board* (*of Education*) case in 1954. (2 x 2) (4)

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3.4 Refer to Source 3D.

3.4.1 Explain the messages that are conveyed in the photograph. (2 x 2) (4)

3.4.2 Comment on the reliability of this source to a historian researching the March on Washington. (2 x 2) (4)

3.5 Refer to Sources 3B and 3D. Explain how the information in Source 3B supports the evidence in Source 3D regarding the March on Washington. (2 x 2) (4)

3.6 Using the information from the relevant source and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining how the March on Washington contributed to the end of discrimination and segregation in America in the 1960s. (8)

[50]

TOTAL SECTION A: 100

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

Explain to what extent the United States of America was successful in containing the spread of communism in Vietnam in the period 1965 to 1975. **[50]**

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

Political and economic policies introduced by Mobuto Sese Seko in the newly independent Congo brought growth and prosperity.

Critically discuss the above statement. Use historical evidence to support your line of argument. **[50]**

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

The Black Power Movement succeeded in instilling black pride, self-reliance, and the defence of African American's rights in the 1960s.

Do you agree? Use relevant evidence and examples to support your argument. **[50]**

TOTAL SECTION B: 50
GRAND TOTAL: 150

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GRADE 12

SEPTEMBER 2024

HISTORY P1 ADDENDUM

This addendum consists of 14 pages.

QUESTION 1: HOW DID THE BERLIN WALL INTENSIFY THE COLD WAR TENSIONS BETWEEN THE UNITED STATES OF AMERICA AND THE SOVIET UNION?

SOURCE 1A

The following source focuses on the communication between the United States of America and the Soviet Union before the building of the Berlin Wall in 1961.

On November 10, 1958, Soviet Premier Nikita Khrushchev demanded that the United States and its allies relinquish (give up) their occupation roles in Berlin. He also declared that if they did not sign an agreement to this effect within six months, the Soviet Union would no longer honour their post-war agreement and would enter into a separate treaty with East Germany. USA president Dwight D. Eisenhower refused Khrushchev's demands, insisting that their Berlin agreement still held.

On November 27 the Soviet Union announced that it had rejected the post-war agreements concerning the occupation and governance of Germany and West Berlin. Although Khrushchev did not indicate that the Soviet Union would use military force if the United States did not comply, it was widely understood that the Soviet Union intended to back up its threat.

The United States and Britain refused to agree to the Soviet demands, arguing that a free Berlin, with no guaranteed access to the West, would soon be controlled by communist East Germany. July 1961 American officials estimated that over 1,000 East German refugees were crossing into West Berlin each day, an economic and demographic drain that, left unchecked, would spell disaster for the East.

[From https://www.britannica.com/event/Berlin-crisis-of-1961. Accessed on 6 February 2024.]



SOURCE 1B

The source below discusses the building of the Berlin Wall in August 1961 and its results.

On the morning of August 13, 1961, Berliners awoke to discover that on the orders of East German leader Walter Ulbricht, a barbed wire fence had gone up overnight separating West and East Berlin and preventing movement between the two sides. The barbed wire fence was soon expanded to include cement walls and guard towers. The Berlin Wall would prevent the West from having further influence on the East, stop the flow of migrants out of the communist sector, and ultimately become the most iconic image of the Cold War in Europe. The United States quickly condemned the wall, which divided families and limited freedom of movement.

Shortly after the wall was erected, a standoff (deadlock) between the USA and Soviet troops on either side of the diplomatic checkpoint led to one of the tensest moments of the Cold War in Europe. A dispute over whether East German or Soviet guards were authorised to patrol the checkpoints and examine the travel documents of the USA diplomats passing through led the United States to station tanks on its side of the checkpoint, pointing toward the East German troops just beyond the wall. Concerns that USA forces would either attempt to take down the wall or force their way through the checkpoint led the Soviet Union to station its own tanks on the East German side.

A wrong move during the face-off could have led to war, and any conventional skirmish between two nuclear powers always brought with it the risk of escalation. Instead, Kennedy made use of back channels to suggest that Khrushchev remove his tanks, promising that if the Soviet Union did so, the USA Army would reciprocate. The standoff ended peacefully.

[From https://history.state.gov/milestones/1953-1960/berlin-crises. Accessed on 6 February 2024.]



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SOURCE 1C

The article below was written by Richard Wald, a journalist, and published in the *New York Herald Tribune* on the 24 June 1962. It highlights attempts by the West and the Soviets to ease the tensions caused by the Berlin Wall.

Four power talks among the local military commanders in Berlin to ease tensions along the wall dividing the city will probably be proposed by the West next week. Secretary of State Dean Rusk, in a crowded day and a half of meetings here with Chancellor, Konrad Adenauer and his top advisers, apparently received Bonn's approval for the suggestion today.

It would be embodied (included) in American, British and French replies to the Soviet note of June 7 in which Russia warned of the 'dangerous provocation' involved in shooting incidents at the wall. At the time, the Soviet Union made veiled (disguised) threats about not remaining "a passive observer". Present at some of today's meetings was West Berlin's Mayor, Willy Brandt. All the meetings went exceedingly well, both sides reported.

American spokesman emphasised that both sides agreed that arrangements governing access to West Berlin could be found that would be suitable to both the West and the Soviets. That means that the West Germans and the Americans agree there may exist some perfect solution to the Berlin problem-not that one is in sight-and that Chancellor Adenauer approves of continued Russian-American talks.

Reports from Berlin indicate that East German people's police shot and killed a Berliner trying to escape near one of the city's canals early this morning. This is the 30th killing at the wall since it was put up last August.

[From https://link.gale.com/apps/doc/DVGPRN575773425/GDCS?u=webdemo&sid=GDCS& xid=c8820b70. Accessed on 18 February 2024.]

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SOURCE 1D

The photograph below by Paul Schutzer appeared in the *LIFE* magazine on 8 September 1961, showing an East German teen who successfully escaped over the Berlin Wall to West Berlin.



[From https://www.life.com/history/berlin-wall-photos-early-days-cold-war-symbol/. Accessed on 28 February 2024.]

QUESTION 2: WHAT IMPACT DID THE BATTLE OF CUITO CUANAVALE HAVE ON SOUTHERN AFRICA?

SOURCE 2A

The source below discusses the Battle of Cuito Cuanavale, fought in Angola in 1987–1988 at the Battle of the Lomba River.

The battle, or more correctly termed the siege, of Cuito Cuanavale was fought on the banks of the Lomba River in the vicinity of Cuito Cuanavale, in South-Eastern Angola, between UNITA (aided by the SADF) and the Angolan Army (FAPLA) aided by Cuba, the Soviet Union and to a lesser extent East Germany. The stakes were high for both sides and the battle involved the biggest conventional operations of South African forces since World War II. The battle lines were drawn along ideological conviction. The prelude (lead up) to the battle started in July 1987 when Angolan government forces (FAPLA) attempted to advance on Jonas Savimbi's UNITA stronghold at Mavinga, the strategic key to his base at Jamba near the Caprivi Strip. At first the offensive progressed well, with FAPLA gaining the upper hand, inflicting heavy casualties on UNITA, driving them south towards Mavinga.

Fourteen Angolan and Cuban brigades under a Russian commander began a large-scale attack on UNITA on 14 August 1987. SADF troops were rushed in to support UNITA. It was in the interest of the South African government that UNITA not succumb (surrender) to the Cubans and FAPLA – they were of the opinion that it would disrupt peace in Namibia and enable Umkhonto we Sizwe (MK), the military wing of the ANC, to establish bases in Angola, creating entrance routes to South Africa from Zambia, Botswana and Zimbabwe. In October, FAPLA's advancing 47th Brigade at Lomba River was all but destroyed in an attack by SADF hastening to UNITA's rescue. Several other FAPLA brigades wilted (flopped) under heavy bombardment but managed to retreat to Cuito, a minor town near the confluence of two rivers that constitute its name, set in the remote expanse (area) of South East Angola, a region the Portuguese referred to as the Land at the End of the Earth.

[From https://www.sahistory.org.za/article/battle-cuito-cuanavale-1988. Accessed on 28 February 2024.]



SOURCE 2B

The source below explains the consequences of the Battle of Cuito Cuanavale.

Nonetheless, the commitment of Cuban troops had radically altered (changed) the balance of power in Southern Africa. The prospect of more white conscripts being killed by a well-armed Cuban adversary (enemy), the cost of the war and the impact it had on South Africa's economy prompted (pressured) South Africa to leave Cuito Cuanavale.

In April 1988, PW Botha's cabinet agreed to begin direct negotiations with Angola and Cuba under Chester Crocker's (US Assistant Secretary of State for African Affairs) mediation. As the Central Intelligence Agency (CIA) concluded, 'military considerations weighed most heavily in Pretoria's decision to negotiate', elaborating that 'for the first time in modern history, its leadership was unnerved (frightened) by the prospect of a well-armed adversary (enemy) able to inflict (cause) serious casualties on South African forces in conventional warfare … causing President PW Botha and his senior advisers to accept reluctantly a truce (peace) and the idea of negotiating Namibian independence in exchange for Cuban troop withdrawal'.

A flurry (series) of negotiations now gradually brought Crocker's linkage plan closer to reality. Although it would take twelve rounds of talks, on 22 December 1988 two treaties were signed at the United Nations Organisation, one between Angola and Cuba arranging the withdrawal of Cuban troops, the other among Angola, Cuba and South Africa agreeing to Namibian independence. Crocker's long fight was over; his goal of brokering (negotiating) a regional peace deal was realised at last.

[From *Journal of Southern African Studies, volume 35, number 1: Chester Crocker and the South African Border War, 1981–1989. A Reappraisal of Linkage* by Z. Kagan-Guthrie]



SOURCE 2C

The extract below is from the commemoration of the Battle of Cuito by Military Veterans on 25 March 2022. It focuses on the results of the Battle of Cuito Cuanavale.

The battle was the largest military confrontation on African soil since the Second World War … It marked the beginning of the end of white minority domination in Southern Africa, the dismantling of the apartheid system, and the total liberation of Africa from European occupation.

The battle against apartheid forces in Angola in 1988 is regarded as the moment that expedited (advanced) the liberation of Namibia, South Africa and the SADC region. It led to the movement of powerful Cuban armed force, into the west, towards the Namibian border. The fighting in the southwestern part of Angola led to the withdrawal of the South African, ANC and Cuban presence in Angola, and to the Independence of Namibia. There was no material gain for the Cubans who came to our support, but their overriding incentive (motivation) was to fight for the liberation of Southern Africa from colonial and reactionary (conservative) forces. The Battle of Cuito Cuanavale was what Oliver Tambo referred to, as the Waterloo (collapse) of racist South Africa and the fighting opened doors for a democratic dispensation in South Africa.

The decisive defeat of the racist army in Cuito Cuanavale was a victory for all Africa. This victory in Cuito Cuanavale is what made it possible for Angola to enjoy peace and establish its own sovereignty (independence). The defeat of the racist army made it possible for the people of Namibia to achieve their independence. The Department of Military Veterans will continue to honour and memorialise (remember) fallen and living heroes of the struggle against liberation.

[From https://www.dmv.gov.za/newsroom/advsories/2022/25032022htm. Accessed on 28 February 2024.]

SOURCE 2D

The photograph below shows the Cuban anti-craft crew celebrating victory over South African forces during the Battle of Cuito Cuanavale in Angola, 1988.



[From https://images.app.goo.gl/yHnWVQWevoB9Qu2x9]

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QUESTION 3: HOW DID THE MARCH ON WASHINGTON CONTRIBUTE TO THE END OF DISCRIMINATION AND SEGREGATION IN AMERICA IN THE 1960s?

SOURCE 3A

The source below explains the conditions under which African Americans lived that led to the March on Washington on 28 August 1963.

By 1963, the centennial (100th anniversary) of the Emancipation Proclamation, most of the goals of these earlier protests still had not been realised. High levels of black unemployment, work that offered most African Americans only minimal wages and poor job mobility, systematic disenfranchisement (disempowerment) of many African Americans, and the persistence of racial segregation in the South prompted (resulted in) discussions about a large-scale march for political and economic justice as early as 1962.

On behalf of the Negro American Labour Council (NALC), the Southern Christian Leadership Conference, the Congress of Racial Equality (CORE), and the Student Nonviolent Coordinating Committee (SNCC), Randolph wrote a letter on 24 May 1962 to Secretary Stewart Udall of the Department of the Interior regarding permits for a march culminating (ending) at the Lincoln Memorial. Plans for the march were stalled when Udall encouraged the groups to consider the Sylvan Theatre at the Washington Monument due to the complications of rerouting traffic and the volume of tourists at the Lincoln Memorial …

In May, at the height of the Birmingham Campaign, King joined Randolph, James Farmer of CORE, and Charles McDew of SNCC in calling for such an action later that year, declaring, "Let the black labouring masses speak!" (King et al., 7 May 1963). After notifying President Kennedy of their intent, the leaders of the major civil rights organisations set the march date for 28 August. The stated goals of the protest included, "a comprehensive civil rights bill" that would do away with segregated public accommodations; "protection of the right to vote"; mechanisms for seeking redress of violations of constitutional rights; "desegregation of all public schools in 1963"; a massive federal works program "to train and place unemployed workers"; and "a Federal Fair Employment Practices Act barring discrimination in all employment."

[From https://kinginstitute.stanford.edu/march-washington-jobs-andfreedom#:~:text=High%20levels%20of%20black%20unemployment,and%20economic%20justice%20as%2early. Accessed on 28 February 2024.]

SOURCE 3B

The source below explains the unfolding of the March on Washington on the 28 August 1963.

March on Washington, was a political demonstration held in Washington, D.C., on August 28, 1963, that was attended by an estimated 250 000 people to protest racial discrimination and to show support for major civil rights legislation that was pending in Congress. The March on Washington was the result of collaboration among the "Big Six" of the civil rights movement: James Farmer, Martin Luther King, Jr, John Lewis, A. Philip Randolph, Roy Wilkins, and Whitney Young, all leaders of civil rights groups. The activist Bayard Rustin was its main organiser. The event brought together hundreds of thousands of people who gathered peaceably on the National Mall, in the shadow of the Lincoln Memorial, to demand equal justice for all citizens under the law.

The event included musical performances by Marian Anderson, Mahalia Jackson, Joan Baez, and Bob Dylan, and it featured remarks by numerous speakers, some part of the official program and others not, including Lewis, Wilkins, Young, Daisy Bates, Walter Reuther, and Josephine Baker, among others. A tribute also honoured Bates, Rosa Parks, Myrlie Evers, Diane Nash, and other black women involved in the civil rights movement.

King was the event's final official speaker. The crowd was uplifted by the emotional strength and prophetic quality of his address, which came to be known as the "I Have a Dream" speech. King emphasised his faith that, as he put it, "one day this nation will rise up and live out the true meaning of its creed (beliefs): 'We hold these truths to be self-evident, that all men are created equal.' He also expressed his hope that his children would live in a nation where they would "not be judged by the colour of their skin but by the content of their character."

[From https://www.britannica.com/event/March-on-Washington. Accessed on 28 February 2024.]

SOURCE 3C

The source below contains excerpts of interviews conducted by Michael A. Fletcher on the participants of the 1963 March on Washington. The interviews were conducted during the 60th anniversary of the march.

Holmes Norton: Marches strive for effects, but they don't usually, immediately, see those effects. While the march was not the cause of the legislation, it is hard to believe that the 1964 Civil Rights Act would have occurred without it. It helped move the Kennedy administration from doubt and resistance to the march. Remember President Kennedy was dependent upon not only Southern votes, but Southerners chaired virtually all the committees in the House and the Senate. One has to understand just how antediluvian the Congress was and the nation was. This was a nation where there were no federal laws that said that anybody who could do a job was entitled to do the job.

Cox: It was the moment that America got the question answered that it had been asking since 1955 or even 1954 in *Brown v. Board [of Education]*: What do these Negroes want? I think that King's speech answered that question by saying, "I have a dream that is deeply rooted in the American dream." King said what we want to do is fulfil the promise of the Declaration of Independence and the Constitution.

[From https://www.smithsonianmag.com/history/oral-history-march-washington-180953863/. Accessed on 06 March 2024.]



SOURCE 3D

The photograph below shows Martin Luther King Jr addressing the crowd during the March on Washington in August 1963.



[From https://www.life.com/history/the-march-on-washington-power-to-the-people/. Accessed on 28 February 2024.]

ACKNOWLEDGEMENTS

Visual sources and other historical evidence were taken from the following:

https://www.britannica.com/event/Berlin-crisis-of-1961

https://history.state.gov/milestones/1953-1960/berlin-crises

https://link.gale.com/apps/doc/DVGPRN575773425/GDCS?u=webdemo&sid=GDCS&xid=c8820b70

https://www.life.com/history/berlin-wall-photos-early-days-cold-war-symbol/

https://www.sahistory.org.za/article/battle-cuito-cuanavale-1988

https://www.twn.my/title2/resurgence/2013/278/cover03.htm

http://www.dmv.gov.za/newsroom/advisories/2022/25032022.htm#:~:text=It%20led%20to%20the%20movement,to%20the%20Independence%20of%20Namibia

https://images.app.goo.gl/yHnWVQWevoB9Qu2x9

https://kinginstitute.stanford.edu/march-washington-jobs-andfreedom#:~:text=High%20levels%20of%20black%20unemployment,and%20economic%20justice%20as%2early

https://www.britannica.com/event/March-on-Washington

http://kinginstitute.stanford.edu>march-washington-jo

https://www.life.com/history/the-march-on-washington-power-to-the-people

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