education
MPUMALANGA PROVINCE
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

Stanmorephysics.com

HISTORY P1

SEPTEMBER 2025

Stanmorephysics.com

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 US CIVIL RIGHTS MOVEMENT

   SECTION B: ESSAY QUESTIONS

   QUESTION 4: CASE STUDY – VIETNAM

   QUESTION 5: INDEPENDENT AFRICA: CASE STUDY – THE CONGO

   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 ONE must be a source-based question and 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 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.

Copyright reserved

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 can be found in the ADDENDUM.

QUESTION 1: HOW DID THE TRUMAN DOCTRINE SHAPE THE USA FOREIGN POLICY DURING THE COLD WAR FROM 1947?

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

1.1 Refer to Source 1A.

1.1.1 List TWO countries from the source which the British could no longer furnish with economic and military assistance. (2 x 1) (2)

1.1.2 Who, according to the source, were demanding some manner of control over the Dardanelles? (1 x 2) (2)

1.1.3 Define the concept *communist* in your own words. (1 x 2) (2)

1.1.4 Explain why you think the Truman administration believed that both Greece and Turkey were threatened by communism. (1 x 2) (2)

1.1.5 Give TWO reasons from the sources why it was incumbent (mandatory) upon the United States to support Greece. (2 x 1) (2)

Stanmorephysics.com

1.2 Read Source 1B.

1.2.1 Identify any THREE requests President Truman made before the Congress. (3 x 1) (3)

1.2.2 Comment on what is implied by the words 'assistance is imperative if Greece is to survive as a free nation' in relation to the USA foreign policy. (1 x 2) (2)

1.2.3 Explain why a historian would regard this source useful when researching about the Truman Doctrine. (2 x 2) (4)

1.3 Study Source 1A and Source 1B. Explain how information in Source 1A support the information in Source 1B regarding the Truman Doctrine. (2 x 2) (4)

Stanmorephysics.com

1.4 Use Source 1C.

1.4.1 What message is conveyed by the cartoon regarding the USA's foreign policy? (2 x 2) (4)

1.4.2 What is the attitude of the cartoonist towards the USA's foreign policy? (2 x 2) (4)

1.4.3 Give any TWO nations, according to the source, that received military aid from the USA. (2 x 1) (2)

1.5 Consult Source 1D.

1.5.1 Where, according to the source, were the nation's peacetime vital interests extended? (1 x 1) (1)

1.5.2 Define the concept *sphere of influence* in the context of the USA's foreign policy. (1 x 2) (2)

1.5.3 Comment on the implication of the statement "American national security and foreign relations were more broadly and were no longer premised (introduced) on a limited view of protecting the political and physical security of US territory and citizens". (2 x 2) (4)

1.5.4 Using the source and your own knowledge, explain how the aid agreement was a profound (deep) shape to the USA foreign policy. (1 x 2) (2)

1.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining how the Truman Doctrine shaped the USA Foreign Policy during the Cold War from 1947? (8)

[50] QUESTION 2: HOW SIGNIFICANT WAS THE BATTLE OF CUITO CUANAVALE IN THE EVENTUAL INDEPENDENCE OF NAMIBIA?

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

2.1 Refer to Source 2A.

2.1.1 Identify the TWO Angolan movements according to the source, which 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 the SADF support Jonas Savimbi's UNITA during the 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 *negotiations* in your own words. (1 x 2) (2)

2.2.3 Explain why you think South Africa was reluctant to negotiate for 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 Use Source 2C.

2.3.1 What messages are conveyed by the photograph regarding the outcomes of the battle of Cuito Cuanavale? (2 x 2) (4)

2.3.2 Explain what is implied by the statement "The dawn of the new era. One of the most emotional moments at the Independence ceremony was when the South African flag was lowered at 17 minutes past midnight, March 21 to roars of "down, down, down". (2 x 2) (4)

2.4 Study source 2B and 2C. Explain how the information in Source 2C supports the evidence in Source 2B regarding the results of the Battle of Cuito Cuanavale. (2 x 2) (4)

2.5 Consult Source 2D.



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

2.5.2 Quote from the source the department of Military veterans pledge regarding the victims at the Cuito Cuanavale. (1 x 2) (2)

2.5.3 Comment on what is meant by Oliver Tambo's statement "the Waterloo (collapse) of racist South Africa and the fighting opened doors for a democratic dispensation in South Africa". (1 x 2) (2)

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

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

2.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining how significant was the battle of Cuito Cuanavale in the eventual independence of Namibia? (8)

[50] QUESTION 3: HOW DID THE PARTICIPATION OF WHITE VOLUNTEERS IN FREEDOM SUMMER IMPACT THE CIVIL RIGHTS MOVEMENT AND RACE RELATIONS IN THE USA?

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

3.1 Refer to Source 3A.

3.1.1 Why, according to the source, was the Freedom Summer campaign launched in Mississippi? (1 x 2) (2)

3.1.2 Define the term *volunteer* in your own words. (1 x 2) (2)

3.1.3 List any TWO organisations in the source that participated in the Freedom Summer campaign of 1964. (2 x 1) (2)

3.1.4 Comment on why you think white civil rights leaders went on and recruited a much larger number of white volunteers. (1 x 2) (2)

3.1.5 Using the source and your own knowledge, explain why many of Mississippi's white residents deeply resented the outsiders. (2 x 2) (4)

3.2 Use Source 3B.

3.2.1 Quote evidence from the source which suggests that a number of whites working with the SNCC grew. (1 x 2) (2)

3.2.2 Why, according to the source, did the SNCC organise a Freedom Vote? (1 x 2) (2)

3.2.3 Using the source and your own knowledge explain why some black activists feared that whites would begin to dominate. (2 x 2) (4)

3.3 Read Source 3C.

3.3.1 What messages do you think the photograph depicts regarding the involvement of white volunteers in the Freedom Summer campaign? (2 x 2) (4)

3.3.2 Explain the reliability of this source to a historian researching about the involvement of whites Freedom Summer campaign. (2 x 2) (4)

3.4 Study Sources 3B and 3C. Comment on how the evidence in Source 3B supports the information in Source 3C regarding the involvement of white volunteers in the Freedom summer campaign. (2 x 2) (4)

3.5 Read Source 3D.

3.5.1 According to the source, what was the impact of Freedom Summer campaign on African Americans in Mississippi? (1 x 2) (2)

3.5.2 Define the concept *voter repression* in the context of the Freedom Summer campaign in the USA. (1 x 2) (2)

3.5.3 Using the source and your own knowledge, explain how the freedom summer campaign raised awareness of the problem of voter repression in the USA. (2 x 2) (4)

3.5.4 List TWO pieces of evidence from the source which suggest that the Freedom Summer campaign radically improved the political position of the African Americans. (2 x 1) (2)

3.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about eight lines (about 80 words) explaining how the participation of white volunteers in freedom summer impacted the Civil Rights Movement and race relations in the USA? (8)

[50]

Stanmorephysics.com

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

The Vietcong's tactics and methods significantly challenged American soldiers during the Vietnam War from 1965 to 1975.

Critically discuss the statement and use relevant evidence to support your line of argument.

[50]

QUESTION 5: INDEPENDENT AFRICA: CASE STUDY – THE CONGO

Mobutu Sese Seko's political, economic, social and cultural policies failed to effectively develop Congo in the post-independence era.

Do you agree with the 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 Movement in the 1960's was successful in fostering a sense of pride and unity among African Americans in United States.

[50]

TOTAL: 150

education
MPUMALANGA PROVINCE
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

HISTORY P1

SEPTEMBER 2025

ADDENDUM

Stanmorephysics.com

This addendum consists of 14 pages.

QUESTION 1: HOW DID THE TRUMAN DOCTRINE SHAPE THE USA FOREIGN POLICY DURING THE COLD WAR FROM 1947?

SOURCE 1A

The source below, is part of the speech by U.S President Harry S Truman. It highlights the events that took place in February 1947 leading to the formation of the USA foreign policy.

In February 1947, the British government informed the United States that it could no longer furnish the economic and military assistance it had been providing to Greece and Turkey since the end of World War II. The Truman administration believed that both nations were threatened by communism and it jumped at the chance to take a tough stance against the Soviet Union. In Greece, leftist forces had been battling the Greek royal government since the end of World War II. In Turkey, the Soviets were demanding some manner of control over the Dardanelles…

On March 12, 1947, Truman appeared before a joint session of Congress to make his case. The world, he declared, faced a choice in the years to come. Nations could adopt a way of life based upon the will of the majority and governments that provided guarantees of individual liberty or they could face a way of life based upon the will of a minority forcibly imposed upon the majority. This latter regime, he indicated, relied upon terror and oppression. The foreign policy and the national security of this country, he claimed, were involved in the situations confronting Greece and Turkey.

He argued, Greece was "threatened by the terrorist activities of several thousand-armed men, led by communists." It was incumbent (mandatory) upon the United States to support Greece so that it could become a self-supporting and self-respecting democracy. The freedom-loving people of Turkey also needed U.S. aid, which was necessary for the maintenance of its national integrity.

[Annals of the American Academy of Political Social Science by Joseph C Satterthwatte]

SOURCE 1B

This source below is an address to Congress by President Harry S. Truman which marked a significant step in U.S foreign policy that aimed at preserving democracy and national security.

Mr. President, Mr. Speaker, Members of the Congress of the United States:

Preliminary reports from the American Economic Mission now in Greece and reports from the American Ambassador in Greece corroborate the statement of the Greek Government that assistance is imperative if Greece is to survive as a free nation.

We must take immediate and resolute action.

I therefore ask the Congress to provide authority for assistance to Greece and Turkey in the amount of $400,000,000 for the period ending June 30, 1948. In requesting these funds, I have taken into consideration the maximum amount of relief assistance which would be furnished to Greece out of the $350,000,000 which I recently requested that the Congress authorize for the prevention of starvation and suffering in countries devastated by the war.

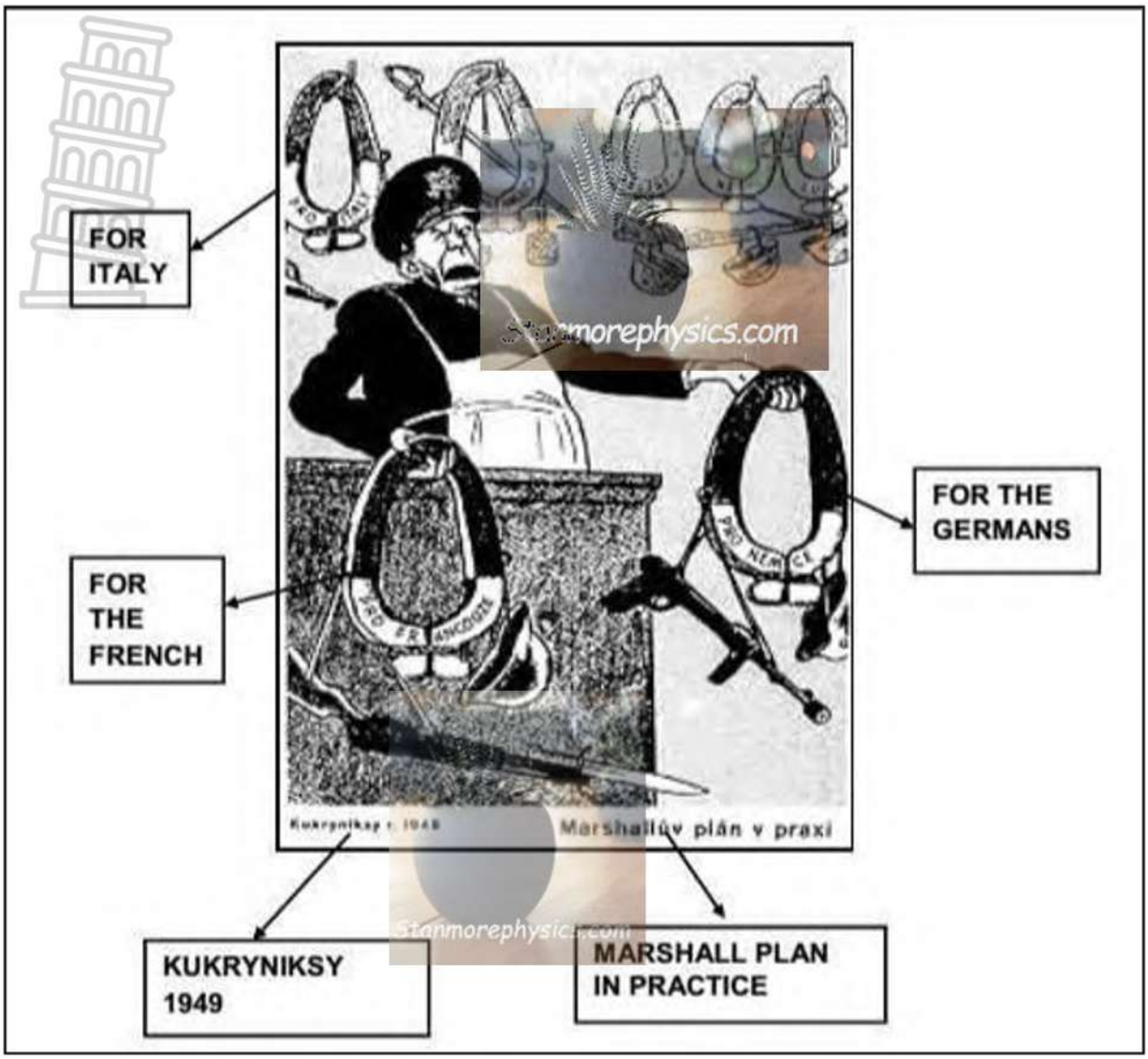
In addition to funds, I ask the Congress to authorize the detail of American civilian and military personnel to Greece and Turkey, at the request of those countries, to assist in the tasks of reconstruction, and for the purpose of supervising the use of such financial and material assistance as may be 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 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 authorized.

[President Truman's Message to Congress; March 12, 1947; Document 171; 80th Congress, by Avalon Projects]

SOURCE 1C

The cartoon below was published in the Soviet Union magazine, Krokodil, in 1949. It depicts the Marshall Plan as an extension of the U.S foreign policy.



[www.jhnclare.riet/cold-war
Accessed 10 October 2024]

Copyright reserved

SOURCE 1D

The source below focuses on the effects of the Truman Doctrine, both on Western European countries and the United States of America.

The major ideological shift represented by the Truman Doctrine and the aid to Greece and Turkey its simultaneous rejection of the long-standing injunction to "steer clear of foreign entanglements" and an embrace of a heightened expansion of a sphere of influence logic. For the first time in US history, the nation's peacetime vital interests were extended far outside of the Western Hemisphere to include Europe and, indeed, much of the world. According to Truman, it is "the policy of the United States to support free peoples who are resisting attempted subjugation by armed minorities or by outside pressures."

Stanmorephysics.com

This new logic of pro-active aid and intervention to support "vital interests" (always hotly contested, continually open to interpretation) worldwide undergirds the ways in which the United States continues to debate the nation's internationalist as well as unilateralist options abroad in Ukraine, Libya, Syria, Afghanistan, Nigeria, and elsewhere.

After 1947 American national security and foreign relations were more broadly and were no longer premised (introduced) on a limited view of protecting the political and physical security of US territory and citizens. Instead, the aid agreement signed on 22 May 1947 clinched (finalised) a formalized US commitment to (selectively) assist, preserve, intervene, and/or reshape the political integrity, structures, and stability of non-communist nations around the world. The consequences of this aid agreement were profound (deep) for the early Cold War and for the shape of international relations in the world today.

[Republic in Peril: American Empire and the Liberation Tradition by David C]

QUESTION 2: HOW SIGNIFICANT WAS THE BATTLE OF CUITO CUANAVALE IN THE EVENTUAL INDEPENDENCE OF NAMIBIA?

SOURCE 2A

The source below details the battle of Cuito Cuanavale, which took place in Angola from 1987-1988. It outlines the events that transpired during the battle of 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 (attack) 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.

[https://www.sahistory.org.za/article/battle-cuito-cuanavale-1988
Accessed on 15 October 2024.]

SOURCE 2B

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

Nonetheless, the commitment of Cuban troops had radically (totally) 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.

[Journal of Southern African Studies, Chester Crocker and the South African Border War]

SOURCE 2C

This source is the front page of The Namibian newspaper of Friday, 23 March 1990.





the namibian

Bringing Africa South | Vol.2 No.53 | 50c (GST Inc.) | Friday March 23

UHURU!

TENS of thousands of Namibians took to the street on Wednesday to celebrate freedom and independence.

THE dawn of a new era. One of the most emotional moments at the Independence ceremony was when the South African flag was lowered at 17 minutes past midnight, March 21, to roars of "down, down, down".

THE new army, who formed the ceremonial guard, were given a warm reception by the crowd at the Windhoek Stadium, pictured here against the backdrop of a huge fireworks display. Photographs by John Liebenberg.

NAMIBIAN President Sam Nujoma (left) accepting the oath of office from United Nations Secretary-General Javier Pérez de Cuéllar. Photographs by John Walenga.

The dawn of the new era. One of the most emotional moments at the Independence ceremony was when the South African flag was lowered at 17 minutes past midnight, March 21 , to roars of "down, down, down".

NAMIBIAN President Sam Nujoma

[The Namibian newspaper March 23, 1990]

SOURCE 2D

The source below focuses on the outcomes 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.

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.

[https://www.dmv.gov.za/newsroom/advsories/2022/25032022htm. Accessed on 15 October 2024.]

Stanmorephysics.com

QUESTION 3: HOW DID THE PARTICIPATION OF WHITE VOLUNTEERS IN FREEDOM SUMMER IMPACT THE CIVIL RIGHTS MOVEMENT AND RACE RELATIONS IN THE USA?



Copyright reserved

SOURCE 3A

The source below explains the reasons for the launching of the Freedom Summer Campaign in Mississippi in June 1964.

Freedom Summer, also known as the Mississippi Summer Project, was a volunteer campaign in the United States launched in June 1964 to attempt to register as many African American voters as possible in Mississippi. In 1962, only 6,7% of African Americans in Mississippi were registered to vote. Blacks had been restricted from voting since the turn of the century due to barriers to voter registrations and other laws. In some cases, would-be voters were harassed economically as well as by physical assault.

The project was organised by the Council of Federated Organisations (COFO) and volunteers came from the four major civil rights organisations (SNCC, CORE, NAACP and SCLC). The planning for the Freedom Summer began in February 1964. SNCC recruiters interviewed dozens of potential volunteers. More than 1 000 out-of-state volunteers, mostly from cities in the North participated in the Freedom Summer alongside thousands of black Mississippians. White civil rights leaders went on and recruited a much larger number of white volunteers, to bring more attention.

Many of Mississippi's white residents deeply resented (hated) the outsiders and any attempt to change the residents' society. State and local governments, police and the Ku Klux Klan used arrests, arson, beatings, evictions, firing, murder, spying, and other forms of intimidation and harassment against the Freedom Summer workers.

Volunteers were attacked almost as soon as the campaign started. On June 21, 1964, James Chaney, a black CORE activist from Mississippi, Andrew Goodman, a summer volunteer, and Michael Schwerner, a CORE organiser, both from New York City, were arrested by Cecil Price, a Neshoba County Deputy Sheriff and KKK member, and disappeared.

[Mississippi Freedom Democratic Pary by Molefi Keke Asande & Ama Mazama]

SOURCE 3B

This source was taken from an article titled Motivation and Sacrifices by Clark, J. Spencer. It explains the White Involvement in the Civil Rights Movement.

The SNCC stepped up its voter registration activity in Mississippi, and ahead of the general election of November 1963, it organized a Freedom Vote, which would allow black Mississippians to register and vote in a symbolic election that followed exactly the state procedure. Much of the registration work of the Freedom Vote was conducted by white volunteers from Northern universities.

The success of the Freedom Vote persuaded the SNCC to embark on a larger,

Mississippi-wide project, the Mississippi Summer Project (also known as Freedom Summer) during 1964. As with the Freedom Vote, the SNCC again decided to use white students as volunteers, although this was the subject of considerable discussion within the SNCC. While some thought that such volunteers would help gain publicity for Freedom Summer, others believed that the presence of whites undermined black selfreliance and placed too much emphasis on white leadership.

These discussions reflected wider concerns within them SNCC about the role of whites in the civil rights movement. As the number of whites working with the SNCC grew in 1964, around 20 percent of the SNCC's staff was white, some black activists feared that they would begin to dominate, even if unconsciously, and reduce the role of blacks within the SNCC, as well as alienating (separating) the black Mississippians who were to be the focus of Freedom Summer. As a compromise, the Southern Students Organizing Committee (SSOC) was formed and was initially considered a white counterpart to the SNCC. Despite the formation of the SSOC, many Freedom Summer volunteers were white

[Race and Racism in the United States: An Encyclopaedia of the American Mosaic]

SOURCE 3C



The photograph below was taken by Leffler Warren K on 25 August 1964. It shows African Americans and white volunteers of the Mississippi Freedom Democratic Party holding signs in front of the convention hall at the 1964 Democratic National Convention, Atlantic City, New Jersey.



[Library of congress Prints and Photographs Division Washington, D.C 20540 USA]

SOURCE 3D

This source outlines the successes of the Freedom Summer campaign on African Americans in the USA in the 1960s.

Despite the obstacles and dangers, the Freedom Summer profoundly impacted voter registration and political participation. African Americans registered to vote at higher rates in Mississippi and other Southern states. Over 80 000 new voters had been registered by the end of the summer, a remarkable accomplishment given the ongoing campaigns to restrict African American voters' rights.

The success of the Freedom Summer's voter registration campaigns raised awareness of the problem of voter repression. It paved the way for the 1965 passing of the Voting Rights Act, which further protected and extended voting rights for African Americans and other disenfranchised communities.

The voter registration drives in Mississippi were successful because of the education and resources provided by Freedom Schools and community centres. Freedom Schools played a critical role in building momentum for the Civil Rights Movement of the 1960s.

Throughout the South, people fought against segregation and persecution. Conditions changed only after the Voting Rights Act of 1965 with the federal government sending its officials into local courthouses. More than half of African Americans in southern states had enrolled to vote by the end of 1966. In the years that followed, many African Americans were elected to local offices such as mayors, school boards and chiefs of police. Many SNCC and CORE staff went on to fill important positions in government. John Lewis of the SNCC was elected to the U.S Congress. Mary King of the SNCC supervised the Peace Corps and Vista under President Carter and Julian Bond led the NAACP.

Stanmorephysics.com

[Modernizing voter registration, A History of Third Patry Voter Registration Drives by Joshua Douglas]

ACKNOWLEDGEMENTS

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

https://www.aroundrobin.com/freedom-summer-project/

https://www.dmv.gov.za/newsroom/advsories/2022/25032022htm

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

Journal of Southern African Studies, Chester Crocker and the South African Border War

Library of congress Prints and Photographs Division Washington, D.C 20540 USA

Mississippi Freedom Democratic Pary by Molefi Keke Asande & Ama Mazama

Modernizing voter registration, A History of Third Patry Voter Registration Drives by

Joshua Douglas

Race and Racism in the United States: An Encyclopaedia of the American Mosaic.

Republic in Peril: American Empire and the Liberation Tradition by David C

Race and Racism in the United States: An Encyclopaedia of the American Mosaic

The Namibian newspaper March 23, 1990

Stanmorephysics.com