education

Department:
Education
North West Provincial Government
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

HISTORY P1

SEPTEMBER 2025

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MARKS: 150

TIME: 3 hours

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

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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: THE EXTENSION OF THE COLD WAR: 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 At least ONE must be a source-based question and at least ONE must be an essay question.

   4.2 The THIRD question can 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, candidates should apply their 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 to be used to answer these questions is contained in the ADDENDUM.

QUESTION 1: WHY DID THE UNITED STATES OF AMERICA GIVE FINANCIAL AID TO THE EUROPEAN COUNTRIES AFTER 1945?

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

1.1 Use Source 1A.

1.1.1 Define the concept *containment* in your own words. (1 x 2) (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. (3 x 1) (3)

1.1.3 Name the THREE decisions taken by the United States president subordinates after carefully calculating their priorities. (3 x 1) (3)

1.1.4 Using the information in the source and your own knowledge, explain how containment will benefit Western Europe nations in the late 1940s. (1 x 2) (2)

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1.2 Refer to Source 1B.

1.2.1 List the TWO institutions that Dean Acheson helped to shape during Truman's Cold War. (2 x 1) (2)

1.2.2 Explain why you think the US Congress was initially unwilling to provide aid to the Turkish and Greek governments. (1 x 2) (2)

1.2.3 Who, according to the source, were called to a meeting by Truman in the hope of winning over the legislators? (2 x 1) (2)

1.2.4 Explain how Acheson managed to convince the US Congress to support both Turkey and Greece with aid. (2 x 2) (4)

1.2.5 Comment on what Acheson implied by the statement, “the crisis in South Eastern Europe was no local dust-up (small fight) but one that involved the two Cold War powers” in the context of adopting the Truman Doctrine in 1947. (1 x 2) (2)

1.3 Consult Source 1C.

1.3.1 Explain how, according to Varga, did the United States of America implement the Marshall Plan. (1 x 2) (2)

1.3.2 Quote TWO pieces of evidence from the source which indicate that the United States of America used the Marshall Plan to prevent an economic crisis. (2 x 1) (2)

1.3.3 Explain the concept *monopoly capital* in the context of the Marshall Plan. (1 x 2) (2)

1.3.4 Explain whether a historian would regard this source as reliable when researching the implementation of the Marshall Plan by the United States in 1947. (2 x 2) (4)

1.4 Study Source 1D.

1.4.1 Explain the messages conveyed in the cartoon regarding Europe's relationship with the United States of America during the Cold War. Use the visual clues in the source to support your answer. (2 x 2) (4)

1.4.2 Comment on why you think the face of the figure in the cartoon is depicted as a coin. (1 x 2) (2)

1.5 Study Sources 1C and 1D. Explain in which ways the evidence in these sources support each other regarding how the communists (soviets) viewed the Marshall Plan. (2 x 2) (4)

1.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining why the United States of America gave financial aid to European countries after 1945. (8)

[50]

QUESTION 2 HOW DID FOREIGN POWERS BECOME INVOLVED IN THE COLD WAR IN ANGOLA FROM 1975?

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

2.1 Refer to Source 2A.

2.1.1 Define the term *independence* in your own words. (1 x 2) (2)

2.1.2 Name THREE military movements in the source that fought for Angola's independence from colonial rule. (3 x 1) (3)

2.1.3 Give TWO provisions of the Alvor Agreement, as quoted from the source. (2 x 1) (2)

2.1.4 Explain the concept *civil war* in the context of the Cold War in Angola. (1 x 2) (2)

2.1.5 Using the information in the source and your own knowledge, explain what is implied by the phrase 'Angola developed into a Cold War battleground'. (2 x 2) (4)

2.2 Refer to Source 2B.

2.2.1 Name TWO countries that Vorster blamed for South Africa's intervention in Angola. (2 x 1) (2)

2.2.2 Why, according to Vorster, did South Africa become involved in the Cold War in Angola? (2 x 1) (2)

2.2.3 Comment on how the information given in paragraph 2 about South Africa's involvement in the Cold War in Angola goes against Vorster's statement in paragraph 1. (2 x 2) (4)

2.2.4 Identify TWO African leaders in the source that supported the decision by the South African Defence Force to assist the FNLA and UNITA. (2 x 1) (2)

2.3 Consult Source 2C.

2.3.1 Quote ONE item from the source that Cuba sent to the MPLA on 5 November 1975. (1 x 1) (1)

2.3.2 Using the information in the source and your own knowledge, explain how Castro viewed his relationship with the Soviet Union and the MPLA. (2 x 2) (4)

2.3.3 Comment on why you think Castro had a negative opinion of President Ford and Kissinger regarding Cuba's role in Angola. (1 x 2) (2)

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2.4 Read Source 2D.

2.4.1 What messages do the cartoonist convey regarding the nature of foreign intervention in Angola? Use the visual clues in the source to support your answer. (2 x 2) (4)

2.4.2 Explain the limitations of the source to a historian researching the role of foreign intervention in Angola between 1975 and 1976. (2 x 2) (4)

2.5 Refer to Sources 2C and 2D. Explain how the information in Source 2C differs from the evidence in Source 2D regarding the role that the Soviet Union and Cuba played in Angola. (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 foreign powers became involved in the Cold War in Angola from 1975. (8)

[50]



QUESTION 3: HOW DID THE BIRMINGHAM CAMPAIGNS CONTRIBUTE TO THE GRANTING OF CIVIL RIGHTS TO AFRICAN AMERICANS IN THE UNITED STATES OF AMERICA IN THE 1960's?

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

3.1 Use Source 3A.

3.1.1 Define the term *segregation* in your own words. (1 x 2) (2)

3.1.2 Quote TWO pieces of historical evidence from the source that suggest that Birmingham was a segregated city in the 1960s. (2 x 1) (2)

3.1.3 Why, according to Reverend Ellwanger, were most white Americans who lived in Birmingham in 1963 opposed to desegregation? (1 x 2) (2)

3.1.4 What evidence, according to the source, suggests that African Americans were under attack in Birmingham between 1953 and 1963? (1 x 2) (2)

3.2 Refer to Source 3B.

3.2.1 Give TWO reasons in the source why the initial campaign against segregation in Birmingham was unsuccessful. (2 x 1) (2)

3.2.2 What motivated Connor to change his tactics during the Birmingham Campaign? (1 x 2) (2)

3.2.3 Using the information in the source and your own knowledge, explain how the 'spectators' in the source responded to police action. (2 x 2) (4)

3.2.4 Explain in what ways did the media coverage of the Birmingham Campaign contribute to the success of the Civil Rights Movement in the United States of America in the 1960s. (2 x 2) (4)

3.3 Consult Source 3C.

3.3.1 Quote TWO pieces of evidence from the source which suggest that the civil rights activists were non-violent in their approach. (2 x 1) (2)

3.3.2 Explain the messages the cartoonist conveys regarding the Birmingham Campaign. Use the visual clues to support your answer. (2 x 2) (4)

3.4 Refer to Sources 3B and 3C. Explain how the information in Source 3B supports the visual evidence in Source 3C regarding the civil rights protest in Birmingham in 1963. (2 x 2) (4)

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3.5 Study Source 3D.

3.5.1 Explain the concept *equal rights* in the context of the protest in Birmingham in 1963. (1 x 2) (2)

3.5.2 What, in Kennedy's opinion, was the main challenge that Americans faced in 1963? (1 x 2) (2)

3.5.3 Comment on why Kennedy believed that 'the time has come for this nation (America) to fulfil its promise' with regards to the struggle for civil rights for African Americans. (2 x 2) (4)

3.5.4 Comment on why a historian would find this source useful when studying the impact of the protest campaigns in Birmingham to the African Americans in the United States of America in the 1960s. (2 x 2) (4)

3.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) to explain how the protest campaigns in Birmingham contributed to the granting of civil rights to African Americans in the United States of America in the 1960s. (8)
[50]



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

All the military might of the United States of America's army could not defeat a small nation of Vietnamese peasants.

Critically discuss this statement in the context of the military strategies that both the United States of America and the Vietcong used in Vietnam between 1963 and 1973. **[50]**

QUESTION 5: INDEPENDENT AFRICA: CASE STUDY – THE CONGO

Explain to what extent was Mobuto Sese Seko successful in implementing political, economic, social and cultural policies after attaining independence from Belgium in 1960.

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

Malcolm X, Stokely Carmichael and the Black Panthers played an important role in instilling 'Black Pride' and 'Self-Reliance' among African Americans in the 1960s.

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

TOTAL: 150

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ADDENDUM

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This addendum consists of 14 pages.

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QUESTION 1: WHY DID THE UNITED STATES OF AMERICA GIVE FINANCIAL AID TO THE EUROPEAN COUNTRIES AFTER 1945?

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 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 04 November 2024.]

SOURCE 1B

This source 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 04 November 2024.]

SOURCE 1C

This source was written by an academic, Scott D Parrish, from the University of Texas in the United States of America. He analysed Evgenii Varga's (Soviet academic and economist) rejection of the Marshall Plan.

Varga put forward an economic explanation, arguing that 'the economic situation in the United States was the decisive (key) factor in putting forward the Marshall Plan proposal. The Marshall Plan is intended in the first instance to serve as a means of softening the expected economic crisis, the approach of which already no one in the United States denies'. Varga then went on to outline the dimensions (lengths) of the economic crisis, which he expected would soon overtake the United States. He anticipated a twenty per cent drop in production during this crisis, leading to the creation of a ten-million-man army of unemployed, and wreaking havoc (causing disaster) on the American banking system. As to the political effects of these economic difficulties, he concluded that 'the explosion of the economic and financial crisis will result in a significant drop in the foreign policy prestige (status) of the United States, which hopes to play the role of stabiliser of international capitalism'.

The Marshall Plan, wrote Varga, represented an attempt to forestall (prevent) this crisis. In his view, the United States found itself compelled (forced) to increase exports in order to avoid the onset of a serious economic depression. To accomplish such an increase in exports, the United States would grant credit to the European countries, even if they could not repay them. Varga observed that this expedient (action) would prove especially beneficial to 'monopoly capital'. He concluded:

'Seen against this background, the idea behind the Marshall Plan is the following: If it is in the interest of the United States itself to sell abroad American goods worth several billion dollars on credit to bankrupt borrowers, then it is necessary to attempt to gain from these credits the maximum political benefits.'

[From https://www.wilsoncenter.org/sites/default/files/ACFB73.pdf. Accessed on 04 November 2024.]

SOURCE 1D

This cartoon was published in the *Krokodil*, a Soviet magazine, in 1948. It depicts the effects of the Marshall Plan.



[From *Essential Modern History* by S Waugh]

QUESTION 2: HOW DID FOREIGN POWERS BECOME INVOLVED IN THE COLD WAR IN ANGOLA FROM 1975?

SOURCE 2A

This source explains how the MPLA, FNLA and UNITA fought over control of Angola after it attained independence in 1975.

Three main military movements had been fighting for Angolan independence since the 1960s. The Popular Movement for the Liberation of Angola (MPLA) was a Marxist organisation centred in the capital, Luanda, and led by Agostinho Neto. The National Front for the Liberation of Angola (FNLA), led by Holden Roberto, was based in the north of the country and had strong ties to the US ally (friend), Mobutu Sese Seko, in neighbouring Zaire. The National Union for the Total Independence of Angola (UNITA), an offshoot of the FNLA, was led by Jonas Savimbi and supported by the country's largest ethnic group, the Ovimbundu.

Following the Portuguese coup (revolution), these three revolutionaries met with representatives of the new Portuguese government in January 1975 and signed the Alvor Agreement that granted Angolan independence and provided for a three-way power sharing government. However, trust quickly broke down among the three groups, and the country descended (fell) into civil war as each vied (competed) for sole (total) power.

The crisis in Angola developed into a Cold War battleground as the superpowers and their allies delivered military assistance to their preferred clients. The United States supplied aid and training for both the FNLA and UNITA while troops from Zaire assisted Holden Roberto and his fighters. China also sent military instructors to train the FNLA. The Soviet Union provided military training and equipment to the MPLA. During the summer of 1975, the Soviet-supported MPLA was able to consolidate power in Luanda and oust (get rid of) the US-supported FNLA from the capital, but the FNLA continued to attack.

[From http://history.state.gov/milestones/1969-1976/angola. Accessed on 4 November 2024.]

SOURCE 2B

This source focuses on a speech that was delivered by the South African Prime Minister, BJ Vorster, in the House of Assembly in 1976. Vorster outlined the reasons for South Africa's intervention in the Cold War in Angola.

In the House of Assembly in January 1976 Vorster (South Africa's Prime Minister) placed the blame for South Africa's intervention in Angola squarely on the shoulders of the Russians and Cubans: 'Our involvement was the effect of Russian and Cuban intervention. If they did not enter Angola, if they did not take part in this affair, if they did not try to subvert (undermine) the whole of Angola and to suppress (contain) its people, South Africa would never have entered Angola at all ... We went in to chase Cuba and the MPLA away from the dams (Ruacana and Calueque).'

It can hardly be doubted that the support which the Russians and the Cubans gave to the MPLA in the form of arms and training contributed in some measure to motivating South Africa's intervention, but it is unlikely that it was as crucial a reason as Vorster implied. It was Swapo, not the Cubans and the MPLA, who threatened the two dams between Ruacana and Calueque. The main reason for South Africa's intervention in Angola was not the presence of Russians and Cubans, but the desire (longing) to prevent a hostile MPLA government from taking control. When South African troops began to invade Angola early in October, there were hardly any Russians and very few Cubans in the country.

There is also evidence that President Kaunda of Zambia and President Mobutu of Zaire, neither of whom favoured the MPLA, welcomed South Africa's support for the FNLA and UNITA.

... South Africa's actions drew her progressively (more and more) deeper into the Angolan war ... General Hendrik van den Bergh was sent to France to purchase weapons to the value of R20 million for the FNLA and UNITA ... South African instructors began to train FNLA and UNITA soldiers in southern Angola.

[From *South Africa in the 20th Century* by BJ Liebenberg and SB Spies (editors)]

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SOURCE 2C

Below is an extract from a speech delivered by the Cuban Prime Minister, Fidel Castro, in Havana on 19 April 1976. He outlines the reasons for Cuba's assistance to the MPLA.

On 5 November 1975, at the request of the MPLA, the leadership of our party decided to send with great urgency a battalion [division] of regular troops and anti-tank weapons to help the Angolan patriots resist the invasion of the South African racists. This was the first Cuban troop unit sent to Angola …

Cuba alone bears the responsibility of taking that decision. The USSR had always helped the people of the Portuguese colonies in their struggle for independence, provided besieged [surrounded] Angola with basic military equipment and collaborated [cooperated] with us when imperialism had cut off practically all our air routes to Africa. But it never requested that a single Cuban be sent to that country. The USSR is extraordinarily respectful and careful in its relations with Cuba. A decision of that nature could only be made by our own party.

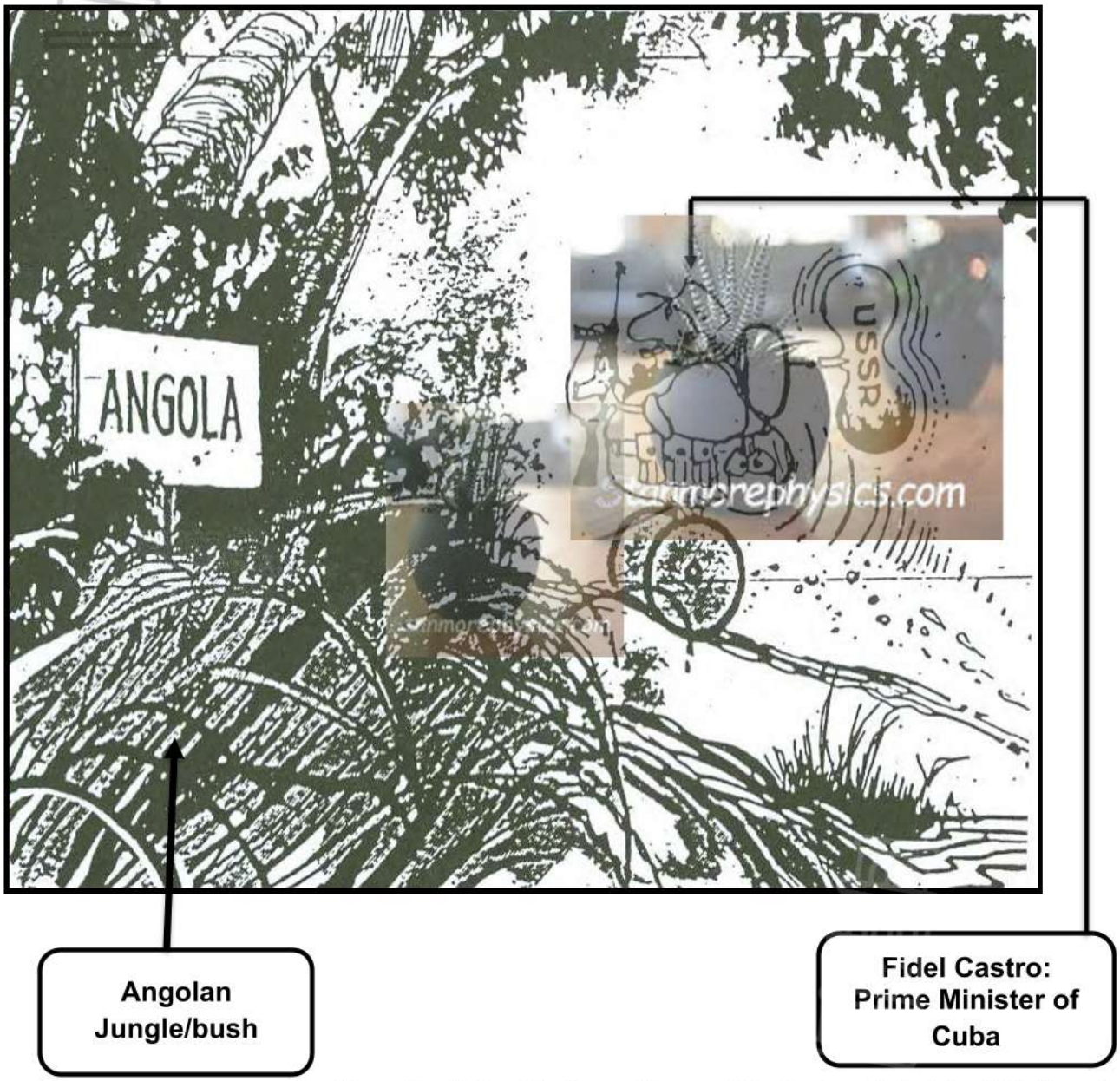
Ford and Kissinger lie to the people of the United States and to world public opinion when they try to place the responsibility for Cuba's action in solidarity with Angola on the Soviet Union.

[From *Fidel Castro Speeches: Cuba's International Foreign Policy 1975–1980* by F Castro]

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SOURCE 2D

The following cartoon by Thomas Wright, an American artist, appeared in the *Miami News*. It was reprinted in the *Washington Post* on 7 December 1975. The cartoon depicts the involvement of the USSR and Cuba in Angola during the first phase of the Angolan Cold War, which was fought from 1975 to 1976.



[From *Conflicting Missions – Havana, Washington, Pretoria* by P Gleijeses]

QUESTION 3: HOW DID THE BIRMINGHAM CAMPAIGNS CONTRIBUTE TO THE GRANTING OF CIVIL RIGHTS TO AFRICAN AMERICANS IN THE UNITED STATES OF AMERICA IN THE 1960's?

SOURCE 3A

The source below has been extracted from an interview with reverend Joseph Ellwanger, a white Lutheran minister, who was part of the committee that organised the 1963 Birmingham Campaign.

Birmingham in 1963 was about as segregated a city in the South as you can find. There were still signs over the water fountains. There were no black clerks in the downtown stores. There were no blacks in the police or fire department. And there were a lot of open threats on the part of the police commissioner, Bull Connor, against any attempt to gain some of these rights …

There was not only the belief in the white community that blacks were inferior, but that belief was clearly articulated and was assumed as the basis for the segregation that had existed all these years … many members of the Ku Klux Klan had … almost a religious belief in their hearts, that we've got to maintain that kind of purity of the race or otherwise we're dooming ourselves and our future generation.

As we think about what white people were afraid of in terms of the possibility of an integrated society, part of it was simply the fear of the unknown. Perhaps even deeper was the fear of the Ku Klux Klan and their threats becoming a reality. In Birmingham, we had something like forty bombings in the previous ten years, so it was not an idle threat …

My role in the Birmingham demonstrations was basically being part of a committee of twenty that met to do the planning … I can still remember those sessions with Dr King and Ralph Abernathy and Andrew Young, and it was an amazing experience of an openness towards everybody's ideas. There was no one who was not given the opportunity to help participate in the planning.

[From *Voices of Freedom. An Oral History of the Civil Rights Movement* by Henry Hampton and Steve Fayer]

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SOURCE 3B

The source below focuses on the strategies adopted by protestors, the reaction by state authorities and the impact of media coverage of the Birmingham campaign in 1963.

The Birmingham campaign began quietly with sit-ins on 3 April 1963 at several downtown 'whites-only' lunch counters. From the outset, the campaign confronted an apathetic (uninterested) black community, an openly hostile established black leadership and Bull Connor's 'non-violent resistance' in the form of police arrests of the offenders of the city's segregation ordinances. With no sensational news, the national media found nothing to report, and the campaign floundered (declined). But when Connor ordered out police dogs to disperse a crowd of black bystanders, journalists recorded the attack of a German shepherd on a nonviolent protester, thereby revealing the brutality that undermined segregation …

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In a desperate bid to generate media coverage and to keep the campaign alive ... the Children's Campaign was launched on 2 May 1963, in which black youth from area schools (state schools) served as demonstrators. Trying to avoid the use of force, Bull Connor arrested hundreds of school children and hauled them off to jail on school buses. When the jails were filled, he called out fire hoses and police dogs to contain large protests … African American spectators responded with outrage, pelting police with bricks and bottles as firemen opened up the hoses.

The media captured the negative images of Connor and his men suppressing the non-violent protest of school children with brutal blasts of water cannons and attacks from police dogs. Front page photographs in the nation's newspapers convinced President Kennedy to send the assistant attorney-general for Civil Rights, Burke Marshall, to Birmingham to secure negotiations that would end the violent demonstrations.

[From http://www.encyclopediaofalabama.org/face/Article.jsp?id=h-1358.
Accessed on 04 November 2024.]

SOURCE 3C

This photograph appeared in the *Daily News* during the Birmingham Campaign, 1963. It shows firemen who had been ordered to use their high-pressure hoses on civil rights protestors who are seated on the pavement.



[From http://www.dailynews.com. Accessed on 04 November 2024.]

SOURCE 3D

This is an extract from a televised speech given to the American public by President JF Kennedy on 11 June 1963 in reaction to events in Birmingham and other protests elsewhere.

The heart of the question is whether all Americans are to be afforded equal rights and equal opportunities, whether we are going to treat our fellow Americans as we want to be treated. If an American, because his skin is dark, cannot eat lunch in a restaurant open to the public, if he cannot send his children to the best public school available, if he cannot vote for the public officials who represent him, if, in short, he cannot enjoy the full and free life which all of us want, then who among us would be content to have the colour of his skin changed and stand in his place? ...

Now the time has come for this nation to fulfil its promise. The events in Birmingham and elsewhere have so increased the cries for equality that no city or state or legislative body can prudently (wisely) choose to ignore them.

The fires of frustration and discord are burning in every city, north and south, where legal remedies are not at hand. Redress is sought in the streets, in demonstrations, parades, and protests which create tensions and threaten violence and threaten lives.

We face, therefore, a moral crisis as a country and as a people. It cannot be met by repressive police action. It cannot be left to increased demonstrations in the streets. It cannot be quieted by token moves or talk. It is a time to act in the Congress, in your state and local legislative body and, above all, in all of our daily lives …

Next week I shall ask the Congress of the United States to act, to make a commitment it has not fully made in this century to the proposition that race has no place in American life or law …

[From http://www.presidentialrhetoric.com/historicspeeches/kennedy/civilrightsmessage.html. Accessed on 04 November 2024.]

ACKNOWLEDGEMENTS

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

Castro, F. *Fidel Castro Speeches: Cuba's International Foreign Policy 1975–1980*

Hampton, H and Fayer, S. *Voices of Freedom. An Oral History of the Civil Rights Movement*

Gleijeses, P. *Conflicting Missions – Havana, Washington, Pretoria*

http://history.state.gov/milestones/1969-1976/angola.

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http://press.princeton.edu/chapters/pons/s2-9143.pdf

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http://www.americanforeignrelations.com/A-D/Cold-Warriors-Dean-acheson.html.

http://www.encyclopediaofalabama.org/face/Article.jsp?id=h-1358

http://www.presidentialrhetoric.com/historicspeeches/kennedy/civilrightsmessage.html.

https://www.wilsoncenter.org/sites/default/files/ACFB73.pdf.

Liebenberg, BJ and Spies, SB. (editors). *South Africa in the 20th Century*

Waugh, S. *Essential Modern History*

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