



education

Department of
Education
FREE STATE PROVINCE

PREPARATORY EXAMINATION

GRADE 12

HISTORY P1

Stanmorephysics.com

SEPTEMBER 2025

MARKS: 150

Stanmorephysics.com

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: CASE STUDY – 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 either be a source-based question or an essay question.
5. You are advised to spend 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 questions correctly according to the numbering system used in this question paper.
9. Write neatly and legibly.

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 UNITED STATES OF AMERICA AND THE SOVIET UNION ATTEMPT TO CREATE SPHERES OF INTEREST IN EUROPE BETWEEN 1946 AND 1950?

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

1.1 Read Source 1A.

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

1.1.2 Why, according to the source, was the Marshall Plan introduced in Europe? Give TWO reasons. (2 x 1) (2)

1.1.3 How, according to the source, did Stalin respond to America's aid plan to Europe? (2 x 1) (2)

1.1.4 Explain how the Marshall Plan was implemented in Europe. (1 x 2) (2)

1.1.5 Why, according to the information in the source, was the COMECON formed? (1 x 2) (2)

1.2 Refer to Source 1B.

1.2.1 Quote TWO pieces of evidence from the source that suggest that Bellows believed that the Marshall Plan was a 'great and original initiative'. (2 x 1) (2)

1.2.2 Comment on why you think the United States of America did not want to fall within the Soviet Union's sphere of influence. (1 x 2) (2)

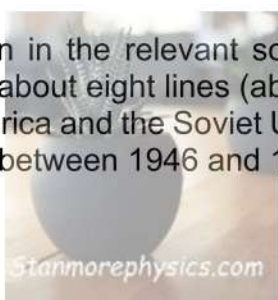
1.2.3 What is implied by the statement 'so there was a great deal of political purpose behind it'? (2 x 2) (4)

1.2.4 State TWO damaged infrastructures in Europe that were rebuilt using the counterpart fund. (2 x 1) (2)

1.3 Use Source 1C.

1.3.1 According to the source, how did the United States of America violate the principles of the United Nations Charter? (1 x 2) (2)

1.3.2 Explain why Vyshinsky claimed that the Marshall Plan was used as an 'instrument of political pressure' on European countries. (2 x 2) (4)

- 
- 1.3.3 Define the term *Marshall Plan* within the context of the USA's help towards the economic recovery in Europe. (1 x 2) (2)
- 1.3.4 Explain to what extent a historian researching the Marshall Plan would find the information in this source useful. (2 x 2) (4)
- 1.4 Compare Source 1B and 1C. Explain how the information in Source 1B differs from the evidence in Source 1C regarding the effect that the Marshall Plan had on relations between European countries and the USA. (2 x 2) (4)
- 1.5 Consult Source 1D.
- 1.5.1 Explain the messages portrayed in the cartoon. Use the visual clues in the source to support your answers. (2 x 2) (4)
- 1.5.2 Comment on the title of the cartoon, 'IT'S THE SAME THING WITHOUT MECHANICAL PROBLEMS', in the context of the Marshall Plan. (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 United States of America and the Soviet Union attempted to create spheres of interest in Europe between 1946 and 1950. (8)
- 
- [50]**

QUESTION 2: WHY DID CUBA AND SOUTH AFRICA BECOME INVOLVED IN THE COLD WAR IN ANGOLA AFTER 1975?

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

2.1 Read Source 2A.

2.1.1 Who, according to the source, signed the Alvor Agreement in November 1975? (2 x (2)
1)

2.1.2 Define the concept *transitional government* in your own words. (1 x (2)
2)

2.1.3 Explain why Luanda, Angola's capital, became the breeding ground of the Angolan Civil War. (1 x (2)
2)

2.1.4 Quote FOUR pieces of evidence from the source that suggest that the United States was unwilling to allow the communist government to exist in Angola. (4 x (4)
1)

2.2 Refer to Source 2B.

2.2.1 Which country had a small covert operation in Africa, according to the source? (1 x (1)
1)

2.2.2 According to the source, which TWO liberation movements offered Pretoria their friendship? (2 x (2)
1)

2.2.3 Using the source and your own knowledge, explain why South Africa became involved in the Cold War in Angola. (1 x (2)
2)

2.2.4 Define the concept *civil war* within the context of the liberation movements in Angola. (1 x (2)
2)

2.2.5 Why do you think Fidel Castro felt it was necessary to support the MPLA? (2 x (4)
2)

2.2.6 Explain why the Soviet Union showed less interest in the Angolan Cold War. (1 x (2)
2)

2.3 Consult Source 2C.

2.3.1 Identify information from the source that suggests that the MPLA was on the verge of winning the civil war. (3 x (3)
1)

2.3.2 What impact did *The World* newspaper report on the defeat of the South African Defense Force have on the apartheid government? (1 x (2)
2)



2.3.3 Explain why Mandela supported the victory of the Cuban troops in Angola in 1975.

(2 x (4)

2)



2.4 Use Source 2D.



2.4.1 What message does the cartoonist convey regarding the nature of foreign intervention in Angola? Use the visual clues in the source to support your answer.

(1 x 2) (2)

2.4.2 Explain the limitations of the source to a historian studying the role of foreign intervention in Angola between 1975 and 1976.

(2 x 2) (4)

2.5 Compare Sources 2C and 2D. Explain how the information in Source 2C differs from the evidence in Source 2D regarding the involvement of Cuba in the Angolan Cold War.

(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 why Cuba and South Africa became involved in the Cold War in Angola after 1945.

(8)
[50]



QUESTION 3: WHAT IMPACT DID THE MARCH ON WASHINGTON HAVE ON THE LIVES OF AFRICAN AMERICANS IN THE UNITED STATES OF AMERICA IN THE EARLY 1960s?

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

3.1 Refer to Source 3A.

3.1.1 Quote evidence from the source that indicates that the Washington March was a big event. (1 x 2)
2)

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

3.1.3 Why, according to the source, did participants in the Washington March meet in the capital on 28 August 1963? (2 x 2)
1)

3.1.4 Comment on what is implied by the statement, 'without violence, the March on Washington was the greatest assembly for redress of grievances ...' (1 x 2)
2)

3.2 Consult Source 3B.

3.2.1 Explain why you think this speech was titled 'I Have a Dream'. (2 x 4)
2)

3.2.2 Which important rights, according to the source, did Martin Luther King Jr. want to achieve when delivering this speech? (2 x 2)
1)

3.2.3 Why was Mississippi regarded as a 'state swelling with heat of oppression'? (1 x 2)
2)

3.2.4 Why would a historian consider this source reliable when researching the impact of the August 1963 Washington March in the United States of America? (2 x 4)
2)

3.3 Use Source 3C.

3.3. What messages are portrayed by the photograph? (2 x 4)
1 2)

3.3. What does the presence of both black and white participants in the March on Washington symbolise? (1 x 2)
2 2)

3.4 Refer to Sources 3A and 3C.

Explain how the evidence in Source 3C differs from the information in Source 3D regarding the impact of the Washington March on the Civil Rights Movement.

(2 x (4)

2)



3.5 Consult Source 3D.

3.5. 1 What, according to the source, were the main objectives of the Washington March in 1963? (2 x (2)

1)

3.5. 2 Explain why you think the March on Washington can be regarded as successful. (2 x (4)

2)

3.5. 3 Explain the term *Federal Government* in the context of the United States of America. (1 x (2)

2)

3.5. 4 Quote evidence from the source to explain why the civil rights leaders met with both President Kennedy and Vice President Lyndon B Johnson. (1 x (2)

2)

3.5. 5 Which TWO pieces of legislation in the source serve as evidence of the success of the civil rights movement through the March on Washington? (2 x (2)

1)

3.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining the impact the March on Washington had on the lives of African Americans in the United States in the early 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

To what extent did the United States of America's advanced military strategies against the Vietcong fail to prevent Vietnam from becoming a communist state between 1963 and 1975?

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

QUESTION 5: INDEPENDENT AFRICA: CASE STUDY – THE CONGO

Mobutu Sese Seko's political and economic policies failed to change the lives of ordinary Congolese after the attainment of independence in the 1960s.

Critically discuss this statement. Use relevant 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 violent and radical role played by Malcolm X, Stockely Carmichael and the Black Panther managed to influence African Americans to improve their lives in the United States of America in the mid-1960s.

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

TOTAL: 150



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ADDENDUM

This addendum consists of 14 pages.

QUESTION 1: HOW DID THE UNITED STATES OF AMERICA AND THE SOVIET UNION ATTEMPT TO CREATE SPHERES OF INTEREST IN EUROPE BETWEEN 1946 AND 1950?

SOURCE 1A

The extract below was taken from the Center for European Studies (CES) – A Jean Monnet Centre of Excellence. It focuses on the reasons for the Marshall Plan (USA) and the COMECON (USSR).

The Marshall Plan (or the European Recovery Programme) was a direct consequence of the Containment Policy. It was an economic and social reconstruction (rebuilding) plan for Europe designed to speed up recovery in the countries still suffering the effects of World War II. The plan was named after Secretary of State, George Marshall, who presented the theory behind the plan in a commencement address at Harvard in 1947. He (Secretary of State, George Marshall) believed that economic stability was key to political stability, and crushing Soviet influence in Europe.

Once talks began to put the plan in place, all of the Allies, including the Soviet Union, in an effort to gain Stalin's trust, were invited to a meeting in Paris to negotiate the terms of American aid in Europe. Unsurprisingly, Stalin was extremely sceptical (doubtful) of the plan and believed it would create an anti-Soviet bloc. Though the aid was open to all European countries, Stalin ordered those under his Eastern Bloc to reject American aid and created a Soviet plan as a response to the Marshall Plan.

In 1948 President Truman asked Congress to facilitate the implementation of the Marshall Plan in 16 Western European countries. Aid under the Marshall Plan first went to Greece and Turkey to continue to crush communist influence there ... Money from the Marshall Plan was mostly used to buy American imports, like food and fuel, as local sources had been wiped out by the war ...

The Council for Mutual Economic Assistance (COMECON) was founded in 1949 by the Soviet Union, Bulgaria, Poland, Romania, Czechoslovakia and Hungary. It was the Soviet Union's and Eastern Bloc's reaction to the Marshall Plan and the Organisation for European Economic Cooperation in Western Europe.

[From <http://europe.unc.edu/teaching/ces-produced/cold-war-2/>. Accessed on 23 June 2024.]

SOURCE 1B

This extract is Everett Bellows' view of the Marshall Plan. He was the Assistant Executive Officer responsible for its implementation. It focuses on why the Marshall Plan was developed and implemented.

It was, of course, a great and original initiative. It was unheard of – as far as I know, and I do read some history – for any victorious nation to go in and rebuild the battlefields, to reconstitute (modify) the economy; it was done with a dual purpose. The immediate beneficiaries (receivers), the Europeans, needed the help. Secondly, from the United States' point of view, it was important that they not collapse and fall within the Soviet Union's sphere of influence. So there was a great deal of political purpose behind it.

The other thing that people should know about the Marshall Plan is that the Europeans did the job themselves. What we did was give them the tools to do it. One of the tools was the counterpart fund. We should take a moment to explain what happened.

When we shipped coal, wheat, iron, steel, whatever, to the Europeans, it was because they didn't have the dollars to pay for it. They could have paid for it in their own currency. Moreover, those purchases were made in the United States. The receiving governments put up the equivalent (the same) cash in their own currencies. So it had a double impact. The materials were there. The dollar gap was closed by being set aside. The resulting counterpart fund gave them the funds to rebuild bridges, highways, hospitals, airports, schools, the kinds of things that no industrialist does either here or there.

It was a tremendous economic, psychological and political manoeuvre (plot), and it was tremendously successful.

[From <http://adst.org/2015/05/the-marshall-plan-the-europeans-did-the-job-themselves/>.
Accessed on 23 June 2024.]

SOURCE 1C

The source below is an extract from the Soviet Foreign Minister, Andrei Vyshinsky's speech that he presented at the United Nations Assembly on 18 September 1947. It focuses on how he viewed the Marshall Plan.

The so-called Marshall Plan is a particularly glaring (obvious) example of the way in which the principles of the United Nations are violated, of the way in which the organisation is ignored.

The United States has moved towards a direct renunciation (rejection) of the principles of international collaboration (partnership) and concerted action by the great powers and towards attempts to impose its will on the other independent states, while at the same time obviously using the economic resources distributed as relief to individual needy countries as an instrument of political pressure ... The United States also counted on making all these countries directly dependent on the interests of American monopolies, which are striving to avert (turn away) the approaching depression by an accelerated export of commodities and capital to Europe.

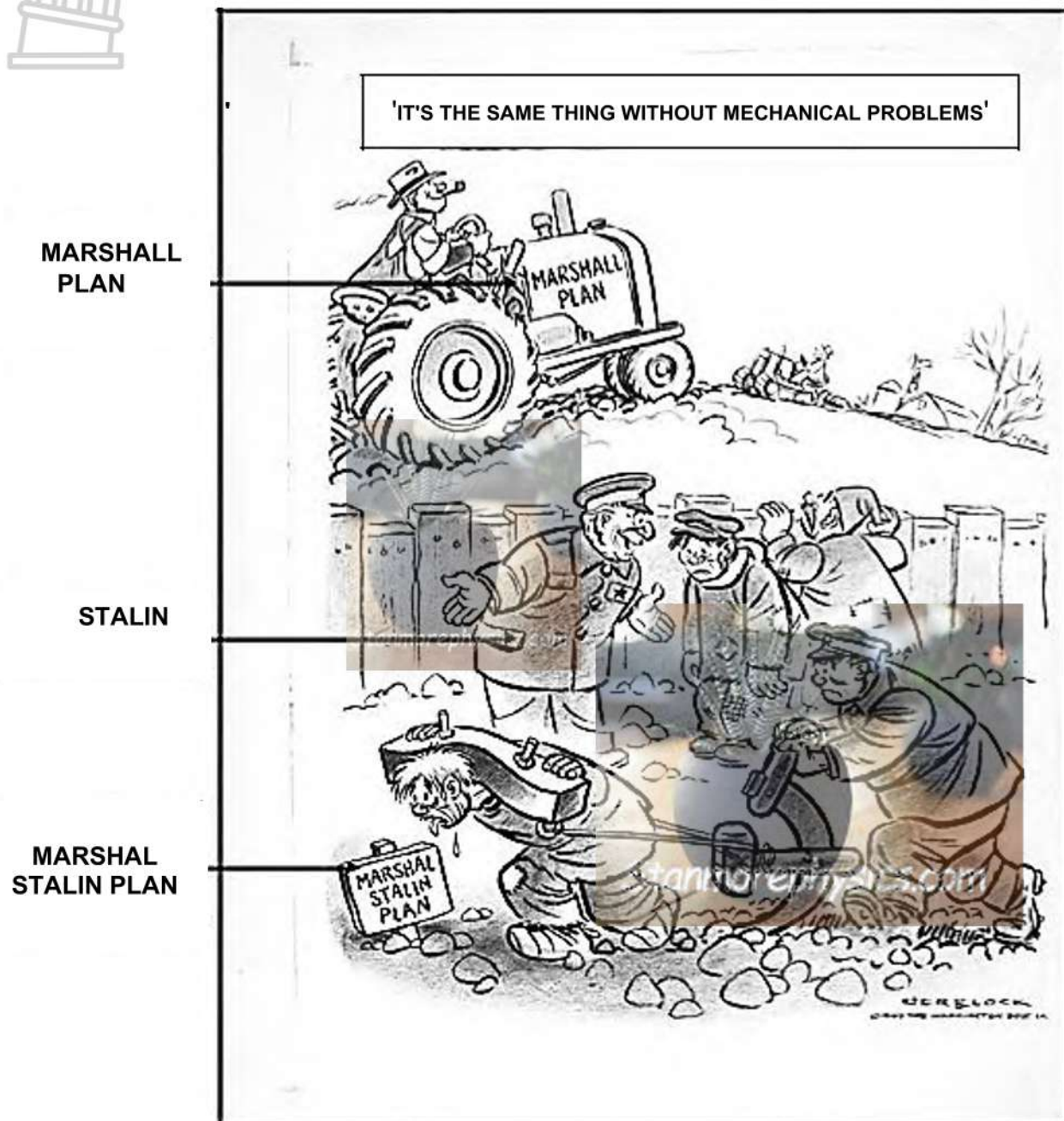
It is becoming more and more evident to everyone that the implementation of the Marshall Plan will mean placing European countries under the economic and political control of the United States and direct interference by the latter in the international affairs of these countries.

Moreover, this plan is an attempt to split Europe into two camps and, with the help of the United Kingdom and France, to complete the formation of a bloc of several European countries hostile to the interests of the democratic countries of Eastern Europe and, most particularly, to the interests of the Soviet Union.

[From <http://www.slantchev.ucsd.edu/courses/nss/documents/vyshinsky-criticism-of-truman-doctrine.html>. Accessed on 8 June 2024.]

SOURCE 1D

This cartoon by Herb Block (an American cartoonist), entitled 'IT'S THE SAME THING WITHOUT MECHANICAL PROBLEMS', was published in the *Washington Post* on 26 January 1949. It depicts his perspective of the 'Marshall Stalin Plan'.



[From <http://www.loc.gov/pictures/item/00652193/>. Accessed on 20 July 2024.]

QUESTION 2: WHY DID CUBA AND SOUTH AFRICA BECOME INVOLVED IN THE COLD WAR IN ANGOLA AFTER 1975?

SOURCE 2A

The extract below focuses on the circumstances that led to the Cold War in Angola after 1975.

After 13 years of bitter fighting that came to be known as the War of Independence, the three groups agreed to a cessation (stop) of hostilities. In November 1975 Angola achieved its independence following a bloodless coup in Portugal that immediately put an end to the nation's involvement in its African colonies. The resulting Alvor Agreement, signed jointly by Portugal's new democratic government and the leaders of the three warring Angolan liberation movements, provided for a tripartite transitional government to be overseen by all three factions.

Shortly after independence was declared, the MPLA – backed by its military arm, the Armed Forces for the Liberation of Angola (FAPLA) – set up its own government in Luanda, Angola's capital. By then South Africa's defence force troops (SADF), in support of UNITA, had already invaded from the south, while FNLA troops had received reinforcements from the north in the form of Zairean infantry, para troops, and armoured vehicles. The Angolan Civil War had begun. Played out on a Cold War stage, the war proved to be one of the longest and bloodiest modern-day conflicts.

The Soviet Union, Cuba, and other communist countries supported the leftist MPLA, while the United States, unwilling to allow a communist government to stand and eager to protect its petroleum interests, covertly provided arms and advisers, as well as nearly \$32 million, to the FNLA and UNITA. Reportedly, the CIA flew tens of thousands of 'sanitized' foreign-made rifles, mortars, and small rockets – and military training personnel – to Angola.

[From <https://www.historynet.com/cuban-fighters-angolas-civil-war.htm>. Accessed on 28 July 2024.]

SOURCE 2B

The source below explains the reaction of the United States and South African governments to the Cuban deployment of soldiers in Angola.

US officials tolerated Cuba's humanitarian assistance, but not the dispatch of Cuban soldiers to Africa. There had been small Cuban covert operations in Africa in the 1960s in support of liberation movements, but the trickle became a flood in late 1975, engulfing Angola.

The American officials were alarmed by the communist proclivities (tendencies) of the MPLA, but even they admitted that it 'stood head and shoulders above the other two groups' which were led by corrupt men. South African officials were also alarmed by the MPLA because of its implacable hostility to apartheid and promise to assist the liberation movements of Southern Africa. UNITA and FNLA had proffered (offered) Pretoria their friendship. By September 1975, the MPLA was winning the civil war. Therefore, Pretoria invaded Angola, encouraged by Washington. Secretary of State, Kissinger, hoped that success in Angola – defeating a pro-communist regime – would boost US prestige and his own reputation, pummeled by the fall of South Vietnam in April 1975.

The South Africans were on the verge of crushing the MPLA when 36 000 Cuban soldiers poured into Angola, the intervention, the CIA concluded years later, had been 'a unilateral Cuban operation designed in great haste.' The Agency was correct: Castro dispatched the soldiers without consulting the Kremlin. Soviet General Secretary Brezhnev, who was focused on detente with the United States, opposed Castro's policy and refused – for two months – to help transport the Cuban troops. Castro's decision also derailed his secret negotiations with Washington to normalise relations. Had Castro been pursuing Cuba's narrow self-interest, he would not have sent troops to Angola.

[From <https://blog.oup.com/2016/12/cuba-intervention-africa-cold-war/>. Accessed on 28 July 2024.]

SOURCE 2C

The excerpt below outlines Piero Gleijeses's views about the Cuban and South African Defence Force involvement in the Angolan Civil War. He is a Professor of American foreign policy at the School of Advanced International Studies at Johns Hopkins University and author of the book, *Visions of Freedom: Havana, Washington, Pretoria, and the Struggle for Southern Africa, 1976-1991*.

... the movement supported by the Cubans, the MPLA, which is in power in Angola today, having won a free election, was on the verge of winning the civil war because it was the most committed movement with the best leaders and had the best program.

This had an immense psychological impact – talking of South Africa – in South Africa, both among whites and among blacks. And the major black South African newspaper, *The World*, wrote in an editorial in February 1976, at a moment in which the South African troops were still in Angola – the Cubans were pushing them back and they had evacuated central Angola. They were in Southern Angola. The writing was on the wall. And this newspaper, *The World*, wrote, 'Black Africa is riding the crest of a wave generated by the Cuban victory in Angola. Black Africa is tasting the heady wine of the possibility of achieving total liberation.'

And Mandela wrote that he was in jail in 1975 when he learned about the arrival of the Cuban troops in Angola, and it was the first time that a country had come from another continent not to take something away, but to help Africans to achieve their freedom. This was the first real contribution of Cuba to the liberation of South Africa. It was the first time in living memory that the White Giants, the army of apartheid, had been forced to retreat. Even the CIA acknowledged that the Cubans were the guarantee for the independence of Angola.

[From <https://www.democracynow.org/2013/12/11>. Accessed on 28 July 2024.]

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*. Accessed on 28 July 2024.]

QUESTION 3: WHAT IMPACT DID THE MARCH ON WASHINGTON HAVE ON THE LIVES OF AFRICAN AMERICANS IN THE UNITED STATES OF AMERICA IN THE EARLY 1960s?

SOURCE 3A

The source below is an extract from Stanford – The Martin Luther King Jr. Research and Education Institute. It focuses on the reasons and aims of the March on Washington on August 28, 1963.

The March on Washington on 28 August 1963 was the largest gathering for civil rights of its time. The march was the result of collaboration (working together) 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.

An estimated 250 000 people attended the March on Washington DC by planes, trains, cars and buses from all over the United States of America. Participants converged (met) on the Capital that day, to demand an end to segregation, fair wages, economic justice, voting rights, education and long overdue civil rights protections. They were to converge at the Lincoln Memorial later that day.

By and large, however, papers and journalists with a variety of political stances, expressed their approval of how the March was conducted. The *New York Times* editors declared that without violence, the March on Washington was the greatest assembly for redress of grievances in the Capital's history.

[From Stanford – The Martin Luther King Jr Research and Education Institute.
Accessed on 24 July 2024.]

SOURCE 3B

The following source is part of Martin Luther King Jr's address, which came to be known as the 'I Have a Dream' speech delivered on 28 August 1963 at the Lincoln Memorial.

'I Have a Dream' is a public speech that was delivered by American civil rights activist and Baptist Minister, Martin Luther King Jr during the March on Washington for Jobs and Freedom on August 28, 1963.

In the speech, King called for civil and economic rights and an end to racism in the United States. Delivered to over 250 000 civil rights supporters from the steps of the Lincoln Memorial in Washington DC, the speech was one of the most famous moments of the civil rights movement and among the most iconic (famous) speeches in American History.

Among the most quoted lines of the speech are: 'I have a dream that one day this nation will rise up and live out the true meaning of its creed, that all men are created equal. I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave-owners will be able to sit down together at a table of brotherhood. I have a dream that one day the state of Mississippi, a state swelling with the heat of oppression, will be transformed into an oasis of freedom and justice. I have a dream that my four little children will not be judged by the colour of their skin but by the content of their character.'

[From en.m. Wikipedia .org. Accessed on 24 July 2024.]

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SOURCE 3C

The first photograph of the source is an iconic photograph of Martin Luther King Junior, addressing the crowd from the Lincoln Memorial on 28 August 1963. In the second photograph, the camera focuses on the marchers to show the multicultural composition of the march.

Photograph 1



Photograph 2



[From <https://www.nbcnews.com/news/nbc>. Accessed on 24 July 2024.]

SOURCE 3D

The source below focuses on how the Federal Government responded to the civil rights activists' demands during the March on Washington in August 1963.

For many Americans, the calls for racial equality and a more just society emanating from the steps of the Lincoln Memorial on August 28, 1963, deeply affected their views of racial segregation and intolerance in the nation.

It was evident that the march was successful in pressurising the administration of John F Kennedy to initiate a strong Federal Civil Rights Bill in Congress.

After the march, King and other civil rights leaders met with President Kennedy and Vice President Lyndon B Johnson at the White House, where they discussed the need for bipartisan (more cooperative) support of civil rights legislation.

Though they were passed after Kennedy's death, the Federal Government's response to the pro-civil rights marches in 1963 was to pass significant legislation that sought to end discrimination and enforce equality. The provisions of the Civil Rights Act of 1964 and the Voting Rights Act of 1965 reflect the demands of the march.

[From kinginstitute. stanford.edu. Accessed on 24/07/24.]

ACKNOWLEDGEMENTS

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

A History of the United States, Volume II: 1865 to the Present – American Voices

<https://europe.unc.edu/teaching/ces> – produced/cold war

<http://adst.org/2015/05/the> – marshall-plan ...

<https://www.slantchev.ucsd.edu/course> ...

<https://www.loc.gov/pictures/item/006521931>

conflicting missions-Havana, Washington, Pretoria by P Gleijeses

<http://www.democracynow.org/2013/12/11>

<https://blog.oup.com/2016/12>

<https://www.historynet.com>

Stanford-The Martin Luther King Jr Research and Education Institute

[en.m.Wikipedia.org](en.m.wikipedia.org)

<http://www.nbnews.com/news/nbc>

<kinginstitute.stanford.edu>

