



Cambridge Pre-U

HISTORY

9769/72

Paper 5k Special Subject: The Civil Rights Movement in the USA, 1954–1968 **For examination from 2022**

SPECIMEN PAPER

2 hours



You must answer on the enclosed answer booklet.

You will need: Answer booklet (enclosed)

INSTRUCTIONS

- Answer **all** questions.
- Follow the instructions on the front cover of the answer booklet. If you need additional answer paper, ask the invigilator for a continuation booklet.

INFORMATION

- The total mark for this paper is 40.
- The number of marks for each question or part question is shown in brackets [].

This syllabus is regulated for use in England, Wales and Northern Ireland as a Cambridge International Level 3 Pre-U Certificate.

This document has **6** pages. Blank pages are indicated.

Roles of federal government

Question 1

Study both the following documents, A and B, and answer the question which follows.

- A** *Calling on all Americans to work towards the ideals upon which the nation was based, President Kennedy announces that he will ask Congress for a Civil Rights bill.*

I shall ask Congress 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. The federal judiciary has upheld that proposition in the employment of federal personnel, the use of federal facilities and the sale of federally financed housing. In too many communities, wrongs are inflicted on African American citizens, and there are no remedies in law. Unless Congress acts, their only remedy is in the street. I am, therefore, asking Congress to enact legislation giving all Americans the right to be served in facilities which are open to the public – hotels, restaurants, theatres, retail stores and similar establishments. I am also asking Congress to authorise the federal government to participate more fully in resolving lawsuits designed to implement the Supreme Court decision nine years ago to end segregation in public education.

National Address, 11 June 1963.

- B** *The Executive Director of the National Urban League calls for policies to end racial discrimination.*

Violence could erupt at any moment unless realistic action is taken. For 18.7 million African Americans already handicapped by discrimination in employment and inadequate training, the problem is immediate and desperate. Federal action, however commendable, is still too little and may well be too late. This is a plea for a special effort, but it is not a plea for special privilege. We urge the responsible leadership of our country to undertake a domestic 'Marshall Plan' – a special effort to help the African American help himself and, by doing so, reach the point at which he can compete on a realistic basis of equality within the nation's complex economy. A co-operative and deliberate effort on the part of agencies, unions, business and industry, institutions and individuals, both public and private, could, if sustained, reverse the widespread social deterioration of African American families and their children and help them progress to full and equal citizenship.

Whitney Young, Report to the National Child Labor Committee, November 1963.

Compare and contrast the evidence in Documents A and B about the role of the federal authorities in helping to improve conditions for African Americans. You should analyse the content and provenance of both documents. [10]

Non-violent protest

Question 2

Study all the following documents, C, D, E and F, and answer the question which follows.

- C** *Martin Luther King recalls the response of leading Civil Rights activists after the arrest of Rosa Parks in Montgomery in December 1955.*

After Mrs Parks's arrest, Ralph Abernathy and others discussed the need for some organisation to guide and direct the protest. Up to this time things had moved forward more or less spontaneously. These men were wise enough to see that the moment had now come for a clearer order and direction. Meanwhile, Roy Bennett had called several people together to make plans for the evening mass meeting. Everyone was elated by the tremendous success that had already attended the protest. But beneath this feeling was the question, where do we go from here? A new organisation was required and it was decided to call it the Montgomery Improvement Association. I was unanimously elected President by those present. It had happened so quickly that I did not have time to think it through. We all agreed that the protest should continue until certain demands were met.

Clayborne Carson (editor), *The Autobiography of Martin Luther King, Jr.*, 1998.

- D** *The President of the Arkansas NAACP describes the events of 3–4 September 1957 in Little Rock, Arkansas, concerning the attempt to integrate nine African American pupils into Central High School.*

The African American pupils had been selected by the school authorities to enter Central High School. However, National Guardsmen surrounded the building. The Superintendent of Schools called a meeting of leading African American citizens and the parents of the nine children, and instructed the parents not to accompany their children to school the next day. 'If violence breaks out,' he said, 'it will be easier to protect the children if the adults are not there'. I, and my colleagues, talked to the police and asked whether the children could be accompanied by some ministers. The parents were called to tell them to meet at Twelfth Street at 8.30 am. The family of one of the children, Elizabeth Eckford, had no telephone so I decided to handle the matter in the morning. Before I could reach her, Elizabeth had walked, by herself, to school to be faced by a jeering mob.

Daisy Bates, *The Long Shadow of Little Rock, A Memoir*, 1962.

- E** *One of the four students who took part in the original sit-in in Greensboro, North Carolina, in February 1960, explains their actions and the response to it.*

I was particularly inspired by the people of Little Rock. Somehow many of us wanted to make a contribution, too. Woolworth seemed a logical target because it was national in scope. I don't think there's any specific reason why that particular day was chosen. We had played over in our minds possible scenarios and how we would conduct ourselves. We walked in that day and sat at a lunch counter, where blacks had never sat before. We asked for service and we were denied. It was our intent to sit there until they decided to serve us. Others found out what we had done because the press reported it. The next day I think there were 15 of us and the third day probably 150 and then it mushroomed to a thousand or so. All rather spontaneously, of course, and before long it had probably spread to 15 or 20 cities.

Joe McNeil, Interview, 1990.

- F** *In a magazine interview, an African American student recalls his experience of a Freedom Ride.*

In early May 1961, I heard that the Congress of Racial Equality was looking for volunteers to ride from Washington, D.C., to New Orleans by bus. I forgot about the CORE-sponsored trip until I saw a newspaper showing a student leaving a flaming bus on the outskirts of Anniston, Alabama. The caption said that the student had been struck on the head as he left the bus. I was infuriated. The next day I boarded a Greyhound bus with tickets for Montgomery. The bus station there was surrounded by Army jeeps and the National Guard in battle gear. We found the people from the Southern Christian Leadership Council who had been sent to meet us and drove away with them. Later, back on the bus, we crossed the Mississippi state line and two police cars followed us. At Jackson bus station we were arrested for refusing to obey a policeman's order to move on.

William Mahoney, *Liberation*, June 1961.

How convincing is the evidence provided by this set of documents for the view that direct action was dependent on the leadership of Civil Rights organisations? In evaluating the documents, you should refer to all the documents in this set (C–F). [30]

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Copyright Acknowledgements:**Question 2**

Source C

© ed. Claybourne Carson; *The Autobiography of Martin Luther King, Jr.*; 1998.

Source D

© Daisy Bates; *The Long Shadow of Little Rock, A Memoir*; University of Arkansas Press; 1962.

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