



**education**

Department:  
Education  
PROVINCE OF KWAZULU-NATAL

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**HISTORY P1  
ADDENDUM  
COMMON TEST  
JUNE 2020**

**N.B. This addendum consists of 10 pages including this page.**

**QUESTION 1: WHY DID THE UNITED STATES OF AMERICA AND THE SOVIET UNION GET INVOLVED IN THE COLD WAR IN CUBA?****SOURCE 1A**

The source below outlines the discussions that members of the Executive Committee (EXCOMM) from the United States of America held regarding the deployment of Soviet missiles to Cuba.

The kind of people involved in the EXCOMM meetings were diverse (different) and even conflicting in their opinions. From the most conservative, probably General Taylor as Chairman of the Joint Chiefs, or Dean Acheson, to the most liberal, Adlai Stevenson, they encompassed (included) a broad spectrum (variety) of political opinions.

The conservative extreme, represented by Acheson and Taylor favoured an out and out military showdown. Acheson himself saw the entire affair as a test of wills and believed the only respectable course of action for the United States was a decisive air strike. General Taylor, along with the other Joint Chiefs, strongly supported Acheson's position. At the opposite end of the hawk-dove continuum (range) was Stevenson. He proposed withdrawal of US missiles from Turkey and Italy in return for the Soviets doing the same in Cuba. The reaction to this from other EXCOMM members was a swift and overwhelming negative.

The reasons most clearly articulated (voiced) by Robert Kennedy against the strike were that it would have brought death to thousands of innocent Cuban civilians and to thousands of US military personnel. Also, such attacks ran the risk of triggering the launch of nuclear weapons. Kennedy himself wrote that a 'surprise attack would erode if not destroy the moral positions of the US throughout the world'... Some favoured the blockade because it offered more flexibility and fewer liabilities than a military attack. The attack would create an all-or-nothing situation for both the US and the Soviet Union. It didn't allow time for the Soviets to freely consider their position and comply with American wishes. It provided for no diplomatic manoeuvring (strategy) by which a peaceful solution could be found.

[From <http://people.loyno.edu/~history/journal/1983-4/pavy.htm>. Accessed on 20 June 2020.]

**SOURCE 1B**

This source is an extract from a letter that Andrei Gromyko (Soviet Foreign Minister) wrote to JF Kennedy (President of the United States of America) on 20 October 1962. It explains the Soviet Union's position on the deployment of missiles to Cuba.

The Soviet government stands for peaceful co-existence of states with different social systems, against the interference of one state into the internal affairs of others and against the intervention of large states into the affairs of small countries.

It is well known to you, Mr President (Kennedy), the attitude of the Soviet government and personally, of Nikita Khrushchev toward the dangerous developments connected with the US administration's position on the issue of Cuba. An unrestrained anti-Cuban campaign has been going on in the USA for a long time and apparently there is a definite US policy behind it. Right now the USA is making an attempt to blockade Cuban trade with other states. There is talk about a possibility of actions of organised policy in this region under the aegis (protection) of the USA.

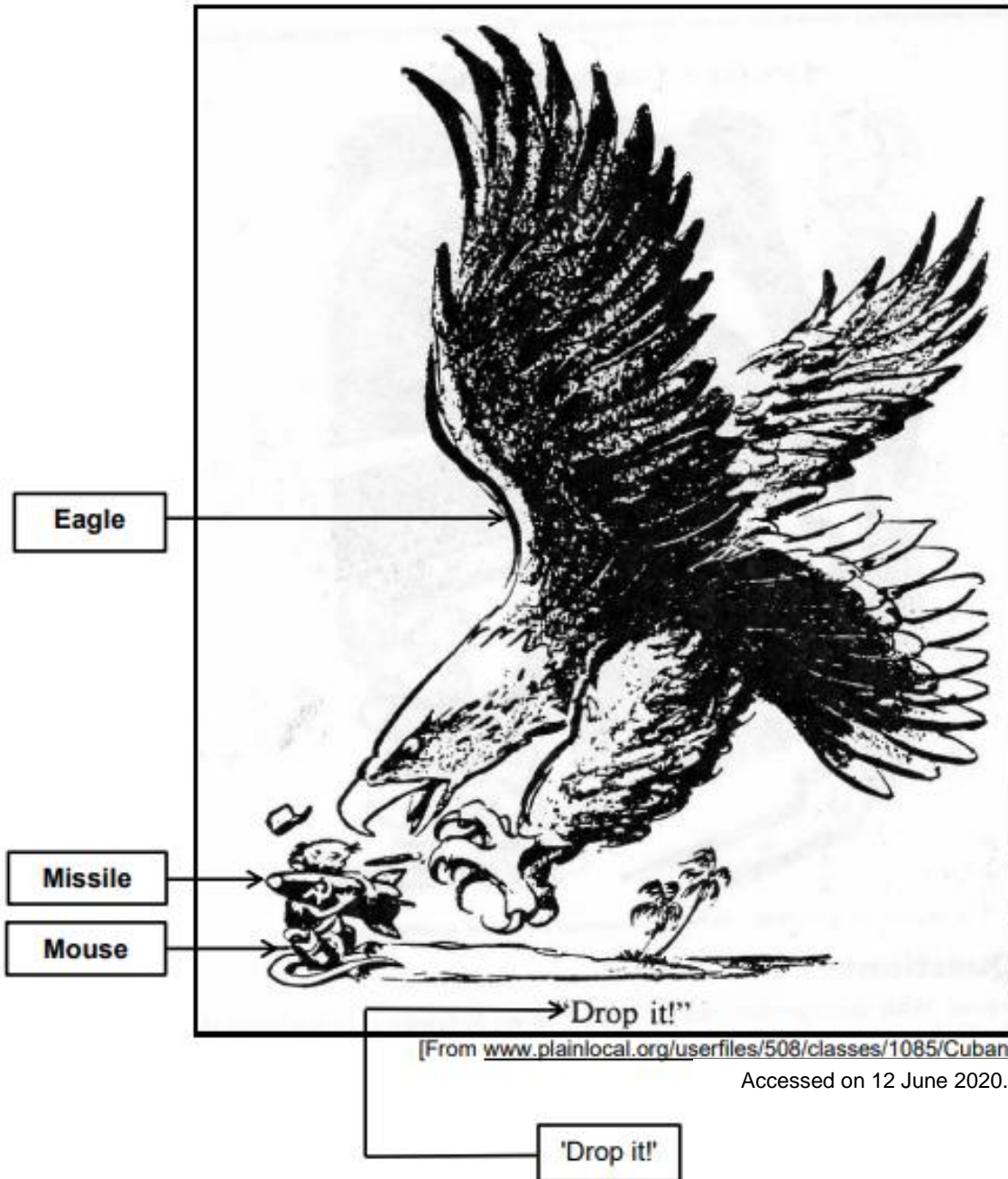
... The US administration for some reason considers that the Cubans must solve their domestic affairs not at their discretion (choice) but at the discretion of the USA. But on what grounds? Cuba belongs to the Cuban people, not to the USA or any other state. And since it is so, then why are there statements made in the USA calling for an invasion of Cuba? What does the USA need Cuba for?

Who can in earnest believe that Cuba represents a threat to the USA? If we speak about dimensions and resources of the two countries, the USA and Cuba, then it is clear that they are a giant and a baby. The deliberate groundlessness (baseless) of such charges against Cuba is obvious.

[From *New Evidence on the Cuban Missile Crisis* by J Hershberg.]

**SOURCE 1C**

The cartoon below is titled 'Drop it'. It depicts an eagle attempting to catch a mouse that is carrying a missile.



**SOURCE 1D**

The source below highlights how the Cuban Missile Crisis was resolved by both President Kennedy and President Khrushchev on 28 October 1962.

Behind the scenes, however, officials of both the US and the USSR were negotiating a non-military resolution to the crisis. Through various back channels, the two countries agreed to end the stand-off deadlock with a trade-off (balancing act). The Soviet Union would remove its missiles from Cuba and the US would remove its missiles from Turkey.

On 28 October Kennedy and Khrushchev announced that Soviet missiles would leave Cuba. No mention was made of the American missiles in Turkey. The only public announcement of missiles being removed were those from the Soviet Union. The US 'quarantine' continued, turning into a verification (confirmation) mission that the Soviet Union was keeping its promise to remove the missiles. The 'quarantine' ended on 20 November. The dismantling of American missiles in Turkey began as well and the missiles were removed a few months later.

No missiles were fired in the end from any country. Estimates at the time of the crisis, of casualties had the two nations traded nuclear missiles, were in the hundreds of millions. The fear factor was definitely high, especially in the US. The only leader to survive in power for more than two years was Castro. Kennedy was assassinated in 1963 and Khrushchev was ousted as Soviet leader the following year.

One of the lasting results of the Cuban Missile Crisis (called the October Crisis in Cuba and the Caribbean Crisis in the Soviet Union) was the creation of a hotline, a direct phone line from Moscow, the capital of the Soviet Union, to Washington D.C. and the signing of a Nuclear Test Ban Treaty.

[From <http://www.socialstudiesforkids.com/ushistory/cubanmissilecrisis1.html> Cuban Missile Crisis. Accessed on 12 June 2020.]

**QUESTION 2: WHAT IMPACT DID THE BLACK POWER MOVEMENT HAVE ON AFRICAN AMERICAN COMMUNITIES IN THE 1960s?****SOURCE 2A**

The following source outlines the reasons for the emergence of Black Power Movement in the United States of America in the 1960s.

For many young African-Americans, liberalism's response to racial inequality proved 'too little too late'. The demand for Black Power in 1966 was an expression of the eagerness among young black activists for militant self-defence and rapid social change. The 'Black Power' slogan summarised their (the black youths) bitterness towards white society and their rejection of Martin Luther King Jr's philosophy which focussed on non-violence, racial integration and alliance with white liberals.

The Black Power Movement celebrated black pride and stressed the importance of black self-determination as no mass movement had done before. Scores of new community self-help groups and self-reliant black institutions exemplified (demonstrated) it, as did the establishment of black studies programmes at colleges, the mobilisation of black voters to elect black candidates and the encouragement of racial self-esteem 'black is beautiful'. As never before, the identity of African-Americans became the central focus. They were told to reject skin bleaches and hair straighteners, to give their children Islamic names and to glorify soul music.



'I may have lost hope', Southern Christian Leadership Conference (SCLC) leader Jesse Jackson had students repeating with him, 'but I am somebody... I am... black...beautiful...proud...I must be respected'. This message and the Black Power's critique of American society, was accepted by other marginalised groups and helped shape their protests.

[From <https://sites.google.com/a/voyageracademy.net/apush/textbook-the-enduring-vision>. Accessed on 20 June 2020.]

**SOURCE 2B**

The following source is an extract that focuses on the death of James Meredith which helped to unite members of the Black Power Movement to fight for the rights of African Americans.

On 5 June 1966, James Meredith was shot in ambush as he attempted to complete a peaceful march from Memphis, Tennessee to Jackson Mississippi. Meredith had already made national headlines in 1962 by becoming the first African American to enrol at the University of Mississippi.

Civil Rights Leaders such as Martin Luther King Jr, Floyd McKissick of the Congress of Racial Equality (CORE) and Stokely Carmichael of the Student Non – Violent Coordinating Committee (SNCC) rushed to Meredith’s hospital bed. They were determined that the march James Meredith started must be completed. As Carmichael and McKissick walked through Mississippi, they observed that little had changed despite federal legislation. Local townspeople harassed the marchers while the police turned a blind eye or arrested the activists as troublemakers. At a mass rally, Carmichael uttered a simple statement: ‘What we need is Black Power’. Crowds chanted the phrase as a slogan and a movement began to flower. Carmichael and Mc Kissick were heavily influenced by the words of Malcolm X and rejected integration as a short term goal. Carmichael felt that African Americans needed to feel a sense of racial pride and self-respect before any meaningful gains could be achieved. He encouraged the strengthening of African American communities without the help of white Americans.

SNCC and CORE began to reject white membership as Carmichael abandoned peaceful resistance. Black Power was a powerful message in the streets of urban America, where resentment (anger) boiled over and tempers flared (increased). Soon, African American students began to celebrate African American culture boldly and publicly. Colleges teamed up with young blacks wearing traditional African colours and clothes. Hairstyles unique to African Americans became popular and the youth proclaimed ‘Black is Beautiful’.

[[www.ushistory.org/us/51i.asp#:~:text=mississippi](http://www.ushistory.org/us/51i.asp#:~:text=mississippi). Accessed on 20 June 2020.]

**SOURCE 2C**

The following photograph has two parts. On the top of the photograph Stokely Carmichael is seen addressing a crowd of African American students at University of California on 29 October 1966. At the bottom of the photograph Americans are seen protesting for 'BLACK LIVES MATTER', after George Floyd was killed by a white American police officer on 25 May 2020.



[[Derryckgreen.com/black-lives-matter-civil-rights-movement-protest-movement-heir-black-power](http://Derryckgreen.com/black-lives-matter-civil-rights-movement-protest-movement-heir-black-power). Accessed on 20 June 2020.]



**SOURCE 2D**

The following source outlines the positive and negative impact of the Black Power Movement.

The Black Power Movement generated a number of positive developments. Probably the most noteworthy of these was its influence on black culture. For the first time, blacks in the United States were encouraged to acknowledge their African heritage. Colleges and universities established black studies programmes and black studies departments. Blacks now found out that African culture was as rich and diverse as any other and they were encouraged to take pride in that heritage. The Black Arts Movement, seen by some as connected to the Black Power Movement flourished in the 1960s and 1970s. Young black poets, authors and visual artists found their voices and shared those voices with others. Unlike earlier black arts movements such as the Harlem Renaissance, the new movement primarily sought out a black audience.

The same spirit of racial unity and pride that made the Black Power Movement so dynamic also made it difficult and to some, dangerous. Many whites, and a number of blacks, saw the movement as a black separatist organisation bent on segregating blacks and whites and undoing the important work of the Civil Rights Movement. There is no question that Black Power advocates had valid and pressing concerns. Blacks were still victims of racism, whether they were being charged a higher rate for a mortgage, getting paid less than a white co-worker for doing the same work, or facing violence at the hands of white racists. Some, for example, suggested that blacks received paramilitary training and carried guns to protect themselves. Though these individuals insisted this device was solely a means of self-defence and not a call to violence...

[From <http://law.jrank.org/pages/4776/Black-Power-Movement.html>] >Black Power Movement. Accessed 20 June 2020.]

## ACKNOWLEDGEMENTS

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

[Derryckgreen.com/black-lives-matter-civil-rights-movement-protest-movement-heir-black-power](http://derryckgreen.com/black-lives-matter-civil-rights-movement-protest-movement-heir-black-power)

<http://law.jrank.org/pages/4776/black-power-movement.html>>Black-Power-Movement

<http://people.loyno.edu/-history/journal/1983-4/pary.htm>

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Hershberg J, 1996. *New Evidence on the Cuban Missile Crisis* (Cold War International History Project Bulletin)



[www.plainlocal.org/userfiles/508/classes/1085/cuban](http://www.plainlocal.org/userfiles/508/classes/1085/cuban)

[www.ushistory.org/us/sli.asp:texts=mississippi](http://www.ushistory.org/us/sli.asp:texts=mississippi)