



History Revision Booklet

The USA, 1954–75: Conflict at Home and Abroad

Answers



THE USA: CONFLICT AT HOME AND ABROAD (1)

1954

1954 - First White Citizen's Council



1954 - Brown v Topeka



1954 - Battle of Dien Bien Phu and end of French rule in Vietnam

1955

1955 - Murder of Emmett Till



1955 - Montgomery Bus Boycott



1957

1957 - Crisis at Little Rock High School

1957 - Setting up of the SCLC



1957 - Civil Rights Act

1961

1961 - The 'Freedom Rides'



1962

1962 - James Meredith Case

1963

1963 - Peace marches in Birmingham and Washington - Martin Luther King's 'I have a dream speech'

1963 - Overthrow of Diem



1964

1964 - Civil Rights Act

1964 - Gulf of Tonkin Incident



THE USA: CONFLICT AT HOME AND ABROAD (2)



1965 - Selma

1965

1965 - Voting Rights Act

1965 - Operation Rolling Thunder

1965 -
Assassination of
Malcolm X



1966

1966 - Setting
up of the Black
Panthers



1968

1968 - Assassination of Martin
Luther King

1968 - Mexico Olympics

1968 - Kerner Report

1968 - Tet Offensive

1968 - My Lai Massacre



1968 - Nixon
introduces policy
of 'Vietnamisation'



1970

1970 - US attack on Cambodia

1970 - Kent State University
protest



1970 - Trial of Lt. Calley

1971

1971 - US attack on Laos



1972

1972 - US bombing of North Vietnam

1972-73 - Peace negotiations with
USA and Vietnam



1973

1973 - Paris Peace Agreement



NAACP - established in 1909
Fought legal cases in court and established the Legal Defense Fund in 1940 to support black Americans wrongly accused of crimes

CORE - established in 1942
Used non-violence to demand end of segregation
Used boycotts, pickets and sit-ins
Many members were white

Voting

- Most states required a **literacy test** to register to vote
- Many white people relied on the **Grandfather Clause**
- People had to pay **poll tax** if registered to vote

Brown v Topeka 1954

- In Topeka, Kansas black children had to travel far to reach a black school
- In 1951, the Brown family and 12 other parents took it to court, but lost due to 'separate but equal' ruling
- In 1952, **NAACP** took them to the US Supreme Court
- In 1954, the Supreme Court ruled **segregated education was unconstitutional**
- However, there was **no time scale**, so took time for ruling to come into force



Little Rock High School 1957

- A school in Arkansas desegregated, 25 black students were due to enroll but due to threats only 9 wanted to go
- The Governor of Arkansas **Orval Faubus** strongly opposed desegregation and sent 250 troops to stop the **Little Rock Nine** from attending
- The **NAACP** planned to arrive with them but one student turned up alone, state troops did not protect her from the mob of protesters



President Eisenhower signed a Presidential Order, sending over **1000 troops** to Little Rock to protect the black students for the whole term

Martin Luther King founded the southern **Christian Leadership Conference** in Jan 1957
The SCLC encouraged black Americans to 'seek justice and reject all injustice' through peaceful means

THE CIVIL RIGHTS MOVEMENT, 1954-60

Emmett Till

- **Carolyn Bryant** claimed Emmett grabbed and harassed her
- Bryant's husband and his half-brother **brutally murdered** Emmett in 1955
- Emmett's mother had an **open casket** funeral
- Bryant's husband and half-brother went on trial before an all white and male jury, and were **found not guilty**
- It was not until **2017** that Bryant confessed Emmett never touched her



KKK
Rejected idea of racial equality
Founded in **1865**, used lynching and murder to prevent black people to vote
Known as **domestic terrorists**

Dixiecrats
Southern Democrat politicians who strongly opposed segregation
Believed **states** should be able to make their **own laws**

- Montgomery Bus Boycott**
- Inspired by **Rosa Parks** who refused to give up her seat to a white man
 - Approx. **20,000** people were involved on the first day
 - In January 1956 **Martin Luther King's** home was firebombed and he and 90 others were arrested for organising an illegal boycott



- Civil Rights Act 1957**
- Main aim was to ensure black Americans could exercise their right to vote
 - Established the **US Commission on Civil Rights**
 - It allowed government intervention if people were prevented from voting

Dixiecrats

President Eisenhower

Civil Rights Act Opposition

Some black Americans - didn't go far enough



The Civil Rights Movement, 1954–60

Quiz Questions

Take 5 minutes to study the Cheat Sheet on this topic, then see how many questions you can get right without looking!



1. When was CORE established?

1942

2. Most states required what kind of test to register to vote?

Literacy test

3. What did Supreme Court rule as a result of Brown v Topeka 1954?

Segregated education was unconstitutional

4. How many troops were sent to Little Rock High School to protect the black students?

Over 1000

5. Approximately, how many people were involved on the first day of the Montgomery Bus Boycott?

20,000

6. Who inspired the Montgomery Bus Boycott?

Rosa Parks

7. Who were Dixiecrats?

Southern Democratic politicians - opposed segregation

8. Which act allowed government intervention if people were prevented from voting?

Civil Rights Act 1957

9. How did the jury find Emmett Till's murderers?

Not guilty

10. Who founded the Southern Christian Leadership Conference in 1957?

Martin Luther King Jr

/10

Greensboro 1960

- On 1st February 4 black students asked to be served at an all white lunch service
- They were asked to leave, but they sat at the counter until closing
- By 5th day, 300 people were participating in sit-in
- In July Woolworth desegregated its food counter
- The protest formed the Student Non-Violent Coordinating Committee



Freedom Riders 1961

A group of CORE members who travelled from the North to the South of the USA in 1961 to see if desegregation laws were coming into effect. Over 60 Freedom Rides took place. Freedom Riders were often met with violence, including the Anniston Bomb and attacks from the KKK

James Meredith

- The University of Mississippi still only admitted white students
- The Supreme Court ordered the university to admit a black student - Meredith - in 1962 but the university stopped him
- President Kennedy ordered 320 federal marshals to escort Meredith onto campus
- Opponents rioted, leading to 2 deaths
- Meredith successfully registered on 2nd October 1962



- Martin Luther King organised a march in Birmingham, Alabama in May 1963
- Birmingham was known for its segregation and violent KKK groups
- The police chief Bull Connor ordered the arrest of 900 children and used dogs and water cannons on protestors
- In exchange for ending the march, local officials agreed to desegregate lunch counters, public toilets and drinking fountains

PROTEST, PROGRESS AND RADICALISM, 1960-75 (1)

In August 1963 King organised a bigger protest in Washington DC, over 250,000 people participated, 40,000 of which were white. King delivered his famous 'I Have A Dream' speech

Civil Rights Act 1964

- Ended segregation in public places
- Banned Discrimination in employment on basis of race, religion or sex
- Equal Opportunities Commission set up
- First proposed by JFK, then passed by Johnson



- Selma, Alabama had large black community, but only 1% were registered to vote
- King led a voter registration campaign and 600 protestors marched from Selma to Montgomery
- They were attacked by state troopers using whips, tear gas and electric cattle prods - known as Bloody Sunday
- President Johnson ordered National Guard to escort marchers

In August 1955 Voting Rights Act was passed - guaranteed all black Americans the right to vote and banned literacy tests



Freedom Summer

- Campaign in 1964 in which SNCC and CORE members from North travelled to Mississippi to encourage voter registration as only 7% of the state's eligible black voters were registered
- KKK responded by committing the Mississippi Murders in June 1964, abducting and shooting three volunteers, two of whom were white



Malcolm X

- Disagreed with MLK's non-violent approach
- Belonged to **NOI** which believed in black supremacy and equality could only be reached if they established own state
- Malcolm X left NOI in 1963
- In 1964 founded the **Organisation of Afro-American Unity** which identified racism as the enemy
- **Assassinated in 1965**



Black Power

- Revolutionary movement in 1960s and 70s
- Emphasised **racial pride** and self-determination
- Associated with **more radical** and violent approach than civil rights movement
- **Stokely Carmichael** introduced term 'Black Power', and along with Martin Luther King and James Meredith led the **March Against Fear 1966**
- Carmichael's speeches were more militant than King's

1968 Olympics in Mexico

American athletes **Tommie Smith** and **John Carlos** gave the Black Power salute when awarded their medals



King's Assassination

Martin Luther King was shot in his home in Memphis on **4th April 1968**. King had been working on 'The Poor People's Campaign' but without his leadership it was a failure. Some black Americans turned to more radical groups.

King's Campaign in the North 1966

He took the SCLC to campaign in Chicago and organised boycotts and marches, however:

- Many **black politicians** in Chicago did not support campaign
- **Churches** were **not as influential** in North
- King's **appeals for calm** were **ignored** in riots

PROTEST, PROGRESS AND RADICALISM, 1960-75 (2)



Black Panther Movement

- The Black Panther Party for Self-Defence was founded by **Huey Newton** and **Bobby Seale** in 1966
- They believed a revolutionary war was necessary
- Four aims: equality in **education, housing, employment** and **civil rights**
- Local branches took advantage of **open-carry gun** laws to patrol black neighbourhoods
- **Survival programmes** - free breakfast for children, school sponsorship, health clinics and transportation



- Between 1964-68 there were **329 major riots** across USA
- Biggest took place in **Watts LA (1965)**, **Chicago (1966)** and **Detroit (1967)**
- In Watts, altercation between police and a group of black people led to a riot
- Demonstrators fought police, and **Martial Law** was imposed and a curfew established
- **34 people died** and over **1000** were injured, and property damage was approx. **\$40 million**

Kerner Report 1968 concluded:

- Riots were caused by **poor living conditions**, which were caused by **discrimination**
- **White officials** needed to do more
- **Police** needed to treat black people better
- **Media** exaggerated riots



Protest, Progress and Radicalism, 1960-75

Quiz Questions

Take 5 minutes to study the Cheat Sheet on this topic, then see how many questions you can get right without looking!



1. How many people participated in the Greensboro sit-in by the 5th day?

300

2. The Freedom Riders were a part of which group?

CORE

3. Who ordered the arrest of 900 children during one of MLK's marches in Birmingham in 1963?

Bull Connor

4. What was the title of MLK's famous speech delivered in 1963?

I Have a Dream

5. On which date did James Meredith successfully register to the University of Mississippi?

2nd October 1962

6. Who founded the Organisation of Afro-American Unity in 1964?

Malcolm X

7. At what event did Tommie Smith and John Carlos give the Black Power salute in 1968?

Mexico Olympics

8. What were the Black Panther Party's four aims?

Equality in education, housing, employment and civil rights

9. Give one conclusion of the Kerner Report 1968:

Riots were caused by poor living, white officials needed to do more, police needed to treat black Americans better, media exaggerated riots

10. On which date was Martin Luther King Jr assassinated?

4th April 1968

/10

Battle of Dien Bien Phu

- Vietnam had been a French colony since 1877
- The Viet Minh (communist group) defeated the French in this battle in 1954
- Vietnam was temporarily divided into North and South

He hunted and killed suspected communists

Persecuted Buddhists



Weaknesses of Diem Government



South Vietnamese people felt he was USA's puppet

Attacks on Cambodia (1970) and Laos (1971) as the Ho Chi Minh Trail ran through them and bombing of North Vietnam in retaliation to the Easter Offensive

ARVN not strong enough without US support

US troops grew demoralised

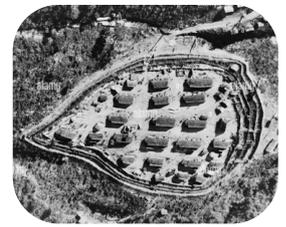
Why did Vietnamisation Fail?

Training and equipment was inadequate

Tet Offensive 1968

Series of attacks launched by Vietcong on South Vietnamese cities and US military bases USA drove Vietcong back, but showed Vietcong's strength

President Eisenhower wanted to protect South Vietnam from the communist North Eisenhower upheld the domino theory - if the whole of Vietnam became communist more countries in Asia would follow



JFK Sent 16,000 more advisors to train ARVN Launched pacification campaign Sent US Special Forces to train locals Operation Ranch Hand - approved chemical sprays to kill crops and jungle Vietcong hid

Strategic Hamlet Program 1962 - JFK

- Strategic hamlets were large, self-sustaining villages guarded by the ARVN
- Peasants were forced to move to strategic hamlets
- People were not given enough food and perhaps turned more peasants to Vietcong

Why were Vietcong a Threat?

- Local support
- Stood against USA
- Promised to end corruption
- Received support from USSR and China
- Diem was assassinated in Nov 1963 (3 weeks before JFK was assassinated) so government was weak



US INVOLVEMENT IN THE VIETNAM WAR, 1954-75



Nixon was elected President in 1968 and proposed Vietnamisation / Nixon Doctrine - withdrawal of US troops and reducing American influence in Vietnam



Gulf of Tonkin 1964

- On 4th Aug 2 US ships reported they had been attacked by North Vietnamese boats
- Congress passed the Gulf of Tonkin Resolution on 7th Aug
- This authorised President Johnson to 'take all necessary measures to repel any armed attack'
- By 1965 the US were spending \$2 million per day on the war

Operation Ranch Hand

Use of chemical weapons from 1961- Agent Blue was chemical to kill crops and Agent Orange to kill jungle - caused health issues and starvation

Operation Rolling Thunder

Bombing campaign between 1965 and 1968 targeting the Ho Chi Minh Trail and North Vietnamese industries US dropped bombs, napalm and pineapple bombs

Search and Destroy

US troops searched the jungle for Vietcong guerrilla fighters and then ordered helicopters to bomb or spray them - often harmed South Vietnamese villagers



US Involvement in the Vietnam War, 1954-75

Quiz Questions

Take 5 minutes to study the Cheat Sheet on this topic, then see how many questions you can get right without looking!



1. What is the theory that if the whole of Vietnam became communist more countries in Asia would follow?

Domino Theory

2. In which year did the Viet Minh defeat the French in the Battle of Dien Bien Phu?

1954

3. Give one weakness of the Diem government:

Hunted communists, persecuted Buddhists, South Vietnamese people thought he was USA's puppet

4. What authorised President Johnson to 'take all necessary measures to repel any armed forces'?

Gulf of Tonkin Resolution

5. By 1965 how much money were US spending per day on the war?

\$2 million

6. What was the chemical Agent Orange used for?

To kill jungle

7. Which campaign involved the targeting of the Ho Chi Minh Trail between 1965-68?

Operation Rolling Thunder

8. In what year was the Tet Offensive?

1968

9. What was the Nixon Doctrine also known as?

Vietnamisation

10. Give one reason why the Nixon Doctrine failed:

ARVN not strong enough without US support, US troops demoralised, training and equipment was inadequate

/10

Growth of Opposition

Student Movement

At universities, students staged sit-ins, boycotts, strikes and marches
They established Students for a Democratic Society in 1960 which angered many older Americans

Media

The Vietnam war was the first ever televised conflict
Negative reporting swayed people's opinion
Footage showed horrific scenes of injured civilians and US troops committing atrocities

Draft System

Compulsory military service for all men from 18
People could delay it if they were at university of top family earner
Some hid or left the country to avoid fighting

Kent State Shootings 1970

- On 30th April Nixon announced US troops were moving into Cambodia
- Students at Kent State University protested over several days
- On 2nd May, National Guard troops arrived and used tear gas
- On 4th May there were 2,000 protestors who threw some rocks at the troops
- The National Guard began to shoot the protestors, 4 were killed and 9 injured

My Lai Massacre 1968

- Under command of Lt. William Calley, the Charlie Company of US Army killed all the people in My Lai, most of whom were women and children
- The Army's official report stated 9- Vietcong and 20 non-combatants had been killed, but it was exposed in 1969 that 347 civilians had been killed
- Lt. Calley was sentenced to life imprisonment for murder, but Nixon reviewed the case and reduced the sentence to 3 1/2 years under house arrest



Cost of War for USA

Domestic opposition - without public support became difficult to continue

Corruption - South Vietnamese government was corrupt and unpopular

Poor understanding - US troops were unfamiliar with Vietnamese geography, history and language

Military tactics - US's bombing campaign was unsuccessful and troops were inexperienced

Public support - many Vietnamese people wanted conflict to end

Vietcong tactics - guerrilla tactics were effective and well-organised

Foreign support - USSR and China provided North Vietnam with \$3 billion between 1954-67

Ho Chi Minh Trail - North Vietnam could transport troops and equipment to South

END OF US INVOLVEMENT IN VIETNAM, 1964-75



The 'silent majority'

Patriotism

Support for War

Hard Hats - construction workers

Fear of Communism

Paris Peace Accords

- The US and North Vietnam reached an agreement in 1972 but South Vietnam refused as they would fall without US support
- After Nixon promised aid and supplies South Vietnam agreed
- On 27th Jan 1973 USA, North and South Vietnam signed a peace treaty
- The Paris Peace Accords held all parties to a ceasefire
- However, both North and South Vietnamese forces broke the agreement and open fighting resumed in March
- South Vietnamese city Saigon fell to the communists on 30th April 1975



End of US Involvement in Vietnam, 1964-75

Quiz Questions

Take 5 minutes to study the Cheat Sheet on this topic, then see how many questions you can get right without looking!



1. Who was prosecuted for the My Lai Massacre?

Lt. Calley

2. Four people were killed at a protest at which university in 1970?

Kent State University

3. On which date was the Paris Peace Accord signed?

27th January 1973

4. How much money did North Vietnam receive from USSR and China between 1954-67?

\$3 billion

5. How many civilians did the Army's official report say were killed during the My Lai Massacre?

20

6. How many civilians were actually killed during the My Lai Massacre?

347

7. Compulsory military service was in place for who?

Men over the age of 18

8. What group was formed by university students in 1960?

Students for a Democratic Society

9. True or false: The South Vietnamese government were very popular.

False

10. On what date did the South Vietnamese city Saigon fall to the communists?

30th April 1975

/10

Source A

An extract from a speech made to the American public by President Nixon in November 1969. It is known as his 'Vietnamisation Speech.'

Let historians not record that when America was the most powerful nation in the world we passed on the other side of the road and allowed the last hopes for peace and freedom of millions of people to be suffocated by the forces of totalitarianism.

And so tonight - to you, the great silent majority of my fellow Americans - I ask for your support.

I pledged in my campaign for the Presidency to end the war in a way that we could win the peace. I have initiated a plan of action which will enable me to keep that pledge.

The more support I can have from the American people, the sooner that pledge can be redeemed, for the more divided we are at home, the less likely the enemy is to negotiate at Paris.



Paper 3 - Question 1

**4
Marks**

1. Give two things you can infer from Source X about...

- Identify one **valid inference** = 1 Mark
- Give **supporting evidence** for the feature from the source = 1 Mark
- Do this twice for two different inferences
- Keep it brief - don't forget it is only worth 4 marks!

Use this guide and your own knowledge to answer the question below:

**1. Study Source A. Give two things you can infer from Source A about why the American public may have supported US intervention in the war.
(4 marks)**

Mark Scheme:

One mark for each valid inference

Up to two inferences

Second mark awarded for supporting detail from source

Examples of points may include:

- Nixon suggests that support is patriotic, (1) because it defends the American values of 'peace and freedom.' (1)
- The support of the 'silent majority' was vital, (1) because it would enable the US to fulfill what it set out to do in Vietnam and remain strong on the international stage (1)
- Nixon argues that supporting the war will help to bring the war to an end. (1) He suggests that support will therefore bring about peace (1)

Other relevant material should be credited



Paper 3 - Question 2

12
Marks

2. Explain why ...

3 PEEL paragraphs: 1 on first point given, 1 on second point given and 1 on your own idea

P - Point

E - Evidence

E - Explain

L - Link

Point - One reason for [wording of question] is ...
Make sure to do one paragraph for each of the given points, and one paragraph on a point of your own

Evidence - Stats, Places, Events, Names, Dates

Explain - Show how this evidence links your point to the question

Link - Link back to the question

Does not need a separate introduction and conclusion



Exam Question

Use this guide and your own knowledge to plan your answer for the question below:

2. Explain why the Montgomery Bus Boycott was successful.

You may use the following in your answer:

- Rosa Parks
- Martin Luther King, Jr.

You must also use information of your own.

(12 marks)

Mark Scheme

6 Marks for AO2 - analysing the second order concept of causation or change

6 Marks for AO1 - own knowledge and understanding of attributes of the period

Mark	Description
1-3	<ul style="list-style-type: none">• Vague answer, is not developed, general comments• Lack of coherent organisation of ideas• Knowledge is limited, little evidence of understanding of the topic
4-6	<ul style="list-style-type: none">• Explanation of change but little analysis, comments are not fully linked to the question, some organisation and development but lacks a clear line of argument• Relevant knowledge is applied, demonstrates some understanding of the topic <p>No more than 5 marks can be awarded for answers that fit in this band but do not extend beyond the suggested points</p>
7-9	<ul style="list-style-type: none">• Explanation of change shows some analysis which is mostly relevant to the question; line of argument is usually clear; organisation and coherence may not be upheld throughout• Relevant knowledge is applied, demonstrates good understanding of the topic <p>No more than 8 marks can be awarded for answers that fit in this band but do not extend the suggested points</p>
10-12	<ul style="list-style-type: none">• Explanation is analytical and consistently directed at the question; line of argument is coherent, sustained and structured logically• Relevant knowledge is judiciously applied to develop the argument, demonstrates a broad understanding of the topic <p>Answers cannot score in this band if they do not extend beyond the suggested points</p>



Mark Scheme

Indicative Content

- Rosa Parks called upon the NAACP to assist her case and bring it to public attention; African American leaders united for the cause
- Organisers of the boycott announced the news in church and in a local newspaper to promote the action and encourage mass participation; approximately 40,000 people boycotted the buses on the first day
- King was elected president of the Montgomery Improvement Association, and decided that the boycott would not end until their demands were met; the duration of the boycott proved to be key to its success
- Leaders of the boycott regularly organised mass meetings to ensure participation and enthusiasm
- A Montgomery federal court ruled that racial segregation of buses violated the 14th Amendment; decision upheld by the US Supreme Court
- Highlighted success of nonviolent protest

Other relevant material should be credited



Paper 3 - Question 3a

8
Marks

3a. How useful are Sources X and Y for an enquiry into...

Answer Structure:

2 x CONC paragraphs: 1 on first source and 1 on second source

C - Content

O - Own Knowledge

N - Nature, Origin & Purpose (NOP)

C - Conclusion

Content - What can you learn/infer from the source - describe key points of source and what they tell us

Own Knowledge - Is the content of the source accurate? I know this to be accurate/inaccurate because...

NOP - How does the nature, origin and purpose of the source effect the usefulness.

Be specific! Think about who wrote the source, what their intentions were, what form the source is and what date it was published

Conclusion - Final sentence of paragraph to make a judgement on the usefulness of the source for the enquiry - Therefore, this source is extremely/somewhat/fairly useful because...

Does not need a separate introduction and conclusion, and you do not need to compare the sources



Exam Question

Use this guide and your own knowledge to plan your answer for the question below:

**3a. How useful are Sources B and C for an enquiry into the significance of Martin Luther King, Jr. in the Civil Rights Movement in the early 1960s? Explain your answer, using Sources B and C and your knowledge of the historical context.
(8 marks)**

Mark Scheme:

Mark	Descriptor
1-2	<ul style="list-style-type: none">• Simple, straightforward judgement• Undeveloped discussion on content or provenance• Little comprehension of source• Little contextual knowledge applied
3-5	<ul style="list-style-type: none">• Judgements on source utility supported by comments on its content and/or provenance• Comprehension supports evaluation of utility• Contextual knowledge supports judgements
6-8	<ul style="list-style-type: none">• Developed reasoning behind judgements of source utility• Impact of provenance on source utility acknowledged• Contextual knowledge used to interpret source and form judgement

Indicative Content

Source B:

The utility of the content of the source:

- He became a figurehead leader of the Civil Rights Movement
- He played a key role in the legislation passed by Kennedy and Johnson
- His peaceful tactics and approach to social change was highly significant in the progress made in the Civil Rights Movement in the 1960s

The utility of the source's provenance:

- King was awarded the Nobel Peace Prize; the source highlights his peaceful approach to protest and its impact
- The source was written with the intention of highlighting the successes of King's work



Mark Scheme:

Indicative Content

The utility of the source in relation to its historical context:

- The source argues that King played a key role in passing the Civil Rights Act of 1964, which prohibited segregation
- King became one of the most prominent figures in the Civil Rights Movement, and played a key role in bringing the cause to national attention; key to its landmark achievements

Source C:

The utility of the content of the source:

- Shows the president signing the Civil Rights Act into law
- Surrounded by many people, suggesting the significance of the event

The utility of the source's provenance:

- The photograph was taken to commemorate the signing of the act, suggesting it was a significant moment to be marked
- Johnson is pictured signing the act, implying that he was a central figure

The utility of the source in relation to its historical context:

- Kennedy had played a key role in the act's early progress until his assassination in 1963
- Johnson became president after Kennedy, and continued his work on the act
- The act's progress owed a great deal to the marches and campaigns of citizens; brought it to national attention and made it into a prominent movement

Other relevant material should be credited



Paper 3 - Question 3b

**4
Marks**

3b. What is the main difference between the views in Interpretations 1 & 2?

- **State the main difference between Interpretations 1 and 2**
- **Interpretation 1 shows ...**
- **Whereas, Interpretation 2 shows ...**
- **Re-state what the difference is between them**

Focus on the content of the Interpretations rather than the NOP

**3b) Study Interpretations 1 and 2.
They give different views about the role of Martin Luther King, Jr. played in the passing of the Civil Rights Act of 1964.
What is the main difference between these views?
Explain your answer, using details from both interpretations.
(4 marks)**

Mark Scheme

Mark	Description
1-2	<ul style="list-style-type: none">• Insubstantial analysis of interpretations, with some extraction or paraphrase• Surface-level differences given, or different without supporting evidence
3-4	<ul style="list-style-type: none">• Interpretations are analysed• Key difference is identified and supported

Indicative Content

- **The main difference is that Interpretation 1 attributes the key role to Johnson and his administration, whereas Interpretation 2 places King as the key figure, owing to the marches and peaceful protests he organised**

Other relevant material should be credited



Paper 3 - Question 3c

4
Marks

3c. Suggest one reason why Interpretations 1 and 2 give different views about...

You may use Sources X and Y to help explain your answer.

3 possible reasons for differences:

- Because the authors have given **different weight to different sources** e.g. one looks at sources like Source A and other looks at sources like Source B
- Because the authors have placed **different emphasis on different details**
- Because the authors have approached topic from **differing perspectives** e.g. economic v political perspective

You only need to choose one of these reasons and link to the Interpretations.

State why the interpretations are different (one of bullet points above)

Explain Interpretation 1 difference e.g.

Explain Interpretation 2 difference

Re-state why the interpretations are different

Does not need a separate introduction and conclusion



Exam Question

Use this guide and your own knowledge to answer the question below:

3c) Suggest one reason why Interpretations 1 and 2 give different views about the role of Martin Luther King, Jr. played in the passing of the Civil Rights Act of 1964.

**You may use Sources B and C to help explain your answer.
(4 marks)**

Mark Scheme

Mark	Description
1-2	<ul style="list-style-type: none">• Limited, correct explanation given but with weak analysis• Support for explanation based on undeveloped comment or own knowledge, with implied linkage to explanation
3-4	<ul style="list-style-type: none">• Explanation for difference is given• Interpretations are analysed• Explanation is well supported

Indicative Content

- May have relied upon different sources; Interpretation 1 might have utilised Source C, which depicts President Johnson playing a highly significant role in passing the act, whereas Interpretation 2 might have utilised Source B, which depicts King's work as instrumental to bringing the act into fruition by drawing attention to his marches and speeches

Other relevant material should be credited



Paper 3 - Question 3d

3d. How far do you agree with Interpretation X about...

16 Marks
+4 SPaG

4 PEOL paragraphs: two paragraphs on Interpretation X and two on Interpretation Y relating to the question

x4 {
Introduction
P - Point
E - Evidence
O - Own Knowledge
L - Link & Mini Judgement
Conclusion

Intro - One or two sentences - wording of question, give the four points you are going to make and give your judgement

Point - Summarise what the Interpretation is trying to say and choose one point from this relating to the question

Evidence - A Quote or paraphrase from the Interpretation

Own Knowledge - Use your own knowledge to either agree or disagree with the point in Interpretation

Link - Show how this links your point to the question, and add a mini judgement e.g. Therefore I agree/disagree with Interpretation X because [Point]

Conclusion - Briefly explain whether you agree or disagree with the Interpretation - why this Interpretation was most/least convincing and why other was/not convincing

4 Marks for SPaG - Make sure you read through your answer and check for any spelling or grammatical mistakes!



Exam Question

Use this guide and your own knowledge to plan your answer for the question below:

**3d. How far do you agree with Interpretation 2 about the role Martin Luther King, Jr. played in the passing of the Civil Rights Act of 1964? Explain your answer, using both interpretations and your knowledge of the historical context.
(16 marks + 4 marks for SPaG)**

Mark Scheme

Mark	Description
1-4	<ul style="list-style-type: none">• Vague answer offering simple comment to agree or counter the interpretation• Limited analysis of one interpretation with simple paraphrase or quote• General contextual knowledge linked to evaluation
5-8	<ul style="list-style-type: none">• Valid evaluative comment agreeing or countering with interpretation• Some analysis shown including details from both interpretations to support evaluative comment• Some relevant contextual knowledge• Overall judgement made but is undeveloped and unsustainable line of reasoning
9-12	<ul style="list-style-type: none">• Explained evaluation agreeing or disagreeing with interpretation• Good analysis of interpretations showing difference in views• Relevant contextual knowledge used to support evaluation• Overall judgement given with some justification and generally sustained line of reasoning
13-16	<ul style="list-style-type: none">• Explained evaluation reviewing views and coming to a sustained judgement• Precise analysis of interpretation, indicating how differences of view are conveyed to support evaluation• Relevant contextual knowledge precisely selected to support evaluation• Overall judgement justified and coherent and logically structured line of reasoning



Mark Scheme

Marks for SPaG

Mark	Descriptor
0	<ul style="list-style-type: none">• Nothing is written• Answer is not related to the question• Extremely poor SPaG and answer is difficult to understand
1	<ul style="list-style-type: none">• SPaG is reasonable and does not greatly affect the understanding of the answer• Limited range of specialist terminology used
2-3	<ul style="list-style-type: none">• SPaG is mostly accurate• Good range of specialist terminology
4	<ul style="list-style-type: none">• SPaG is accurate and consistent throughout answer• Wide range of specialist terminology

Indicative Content

The interpretation suggests that Martin Luther King, Jr. was instrumental to the passing of the Civil Rights Act of 1964, owing particularly to his speeches and marches

Relevant points which support the claim may include:

- Interpretation 2 suggests that King was the central figure in passing the act; he organised the March on Washington, which was highly influential
- King brought the Civil Rights Movement to national attention by organising large-scale peaceful protests and rallies
- King's speeches were highly impactful on many Americans, encouraging their support for the act
- Interpretation 2 highlights the importance and impact of his famous I Have a Dream speech, suggesting that this was a key event leading to the passage of the act

Other relevant material should be credited



Mark Scheme

Indicative Content

Relevant points which counter the claim may include:

- **Interpretation 1 argues that Johnson was a very important figure in passing the act**
- **Interpretation 1 highlights the moral importance of the issue for Johnson, suggesting this was a key motivation in his actions**
- **Interpretation 1 suggests that Johnson sought to tackle the injustices operating in America**
- **Interpretation 1 highlights the importance of legislature for bringing about social change, for which Johnson was responsible**
- **Johnson's promise of a 'Great Society' hinged upon civil rights campaigns**

Other relevant material should be credited

Source B

An extract from the biography on Martin Luther King, Jr. written by the Nobel Committee, explaining why he was awarded the Nobel Peace Prize in 1964.

King traveled over six million miles and spoke over twenty-five hundred times, appearing wherever there was injustice, protest, and action... He led a massive protest in Birmingham, Alabama, that caught the attention of the entire world, providing what he called a coalition of conscience... he directed the peaceful march on Washington, D.C., of 250,000 people to whom he delivered his address, "I Have a Dream", he conferred with President John F. Kennedy and campaigned for President Lyndon B. Johnson... he was named Man of the Year by Time magazine in 1963; and became not only the symbolic leader of American blacks but also a world figure.

[Martin Luther King Jr. – Biography. NobelPrize.org. Nobel Prize Outreach AB 2022.]

Source C

Source C: A photograph of President Johnson signing the Civil Rights Act of 1964.



Interpretation 1

Interpretation 1: From 1964 Civil Rights Act by C. N. Trueman, published in 2015.

The 1964 Act was of major importance to America's political and social development. The act has been called Johnson's greatest achievement. He constantly referred to the morality of what he was doing and made constant reference to the immorality of the social structure within America that tolerated any form of discrimination. Johnson's desire, regardless of his background, was to advance America's society and he saw the 1964 Civil Rights Act as the way forward.

Interpretation 2

Interpretation 2: From Martin Luther King by John Simkin, published in 1997.

In an attempt to persuade Congress to pass Kennedy's proposed legislation, King and other civil rights leaders organised the famous March on Washington for Jobs and Freedom. The March on Washington for Jobs and Freedom on 28th August, 1963, was a great success. King was the final speaker and made his famous I Have a Dream speech.

The 1964 Civil Rights Act made racial discrimination in public places, such as theatres, restaurants and hotels, illegal. It also required employers to provide equal employment opportunities. Projects involving federal funds could now be cut off if there was evidence of discriminated based on colour, race or national origin.