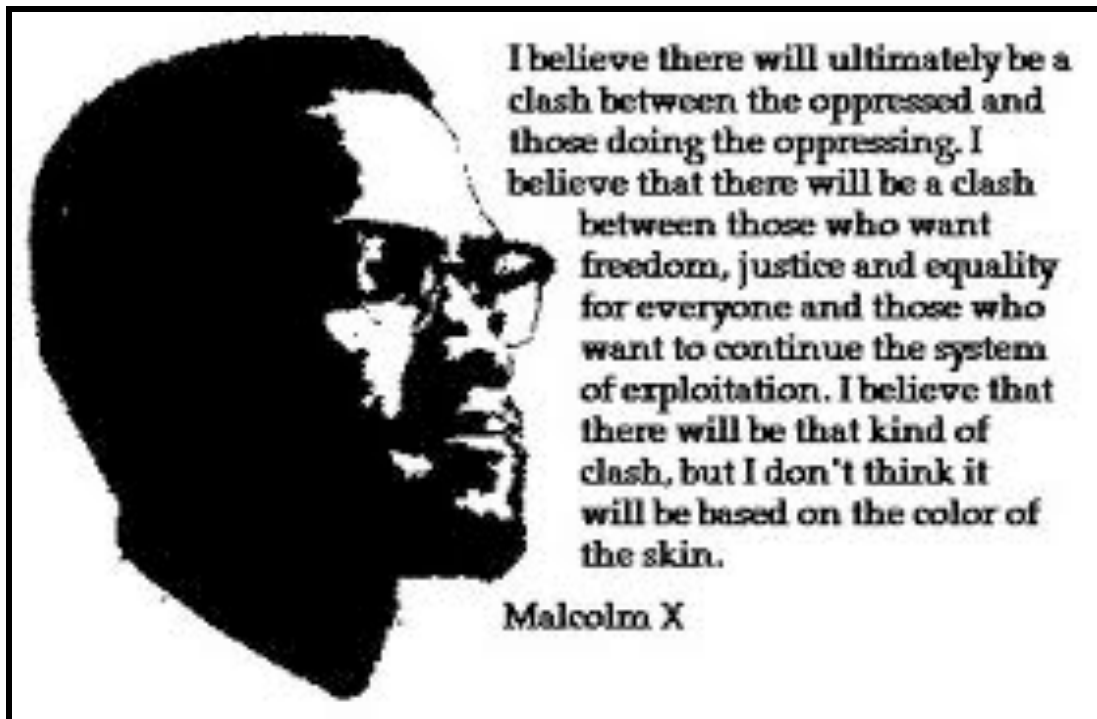


NATIONAL HISTORY HOMEWORK ANSWER FILES

SCHOOL



1. *THE AMERICAN DREAM*
2. *THE IMMIGRANT EXPERIENCE*
3. *ATTITUDES TO IMIGRATION*
4. *RACIAL TENSIONS*
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ANSWER 1 (1 mark for each developed point)

Large numbers of 'new immigrants' arrived from Eastern and Southern Europe. (1)
 People from Southern and Eastern Europe immigrated to escape from poverty and unemployment. (1)
 Jews and ethnic minorities fled from Russia to escape from persecution and discrimination. (1)
 America was a more free society and people came to escape religious, racial or political persecution. (1)
 After 1914, many immigrants came to the USA to escape from the war and compulsory military service. (1)
 The economic depression after 1918 led to increased poverty in Europe and higher emigration to the USA. (1)
 Many immigrants believed that America was a land of opportunity – 'the American Dream'. (1)
 Race or religious background was not a barrier to success for those who worked hard. (1)
 The American 'open door' policy encouraged immigrants to settle in the USA. (1)
 Immigrants were granted full citizenship after five years. (1)
 The American economy was booming and there were plenty of jobs available. (1)
 Wages in America were much higher than in Europe. (1)
 Travel to America was cheaper and quicker due to railways and steamships. (1)
 Many immigrants were recruited by American companies who paid their fares. (1)
 Some immigrants went to join relatives and friends who had made a better life in the USA. (1)

ANSWER 2 ((Source – Own Knowledge)

New immigrants provide employers with a large supply of workers. (1)
 Immigrants provided cheap unskilled labour needed by American industries. (1)
 New immigrants from Eastern Europe worked for less than Americans or German and Irish immigrants. (1)
Cheap immigrant labour helped American industry to be more profitable. (1)
Cheap immigrant labour allowed American employers to keep wage levels down. (1)
Immigrant workers were sometimes used by employers to break strikes. (1)
American industry was growing quickly and more workers were needed. (1)
Immigrants often did dirty and dangerous jobs that Americans did not want to do. (1)
Immigrant workers were needed for the building of railways, roads, and harbours. (1)
Immigrant labour was needed at a time when there was a lot of construction work. (1)
Immigrants provided cheap labour for American farmers. (1)

ANSWER 3

WHO – It is a letter by Jewish leaders in Kiev. (1)

WHEN - It is a primary source from 1906 when many Russian Jews emigrated to the USA. (1)

WHY - To encourage Jews to leave Russia and emigrate to America. (1)

WHAT - Good detail - There is no hope for Jews in Russia/ a land beyond the seas, which welcomes every race and faith/ in the great republic, we will be free from the brutality and persecution/ In America we shall find rest. (1)

WEAKNESS - The source is limited and does not mention:-

America offered Jews freedom to practice their religion. (1)

There were many jobs in America which were not open to Jews in Russia,

In America wages were much higher than in Russia. (1)

There were business opportunities in America which were not open to Jews in Russia. (1)

THE IMMIGRANT EXPERIENCE

5/2

ANSWER 1

WHO – It is from the Atlantic Magazine the reporter will have been an eyewitness. (1)

WHEN - It is a primary source from 1919 when slum housing was a problem. (1)

WHY - To raise public awareness about how bad the slums of New York were. (1)

WHAT - Good detail - as many as twelve people live in one room/ As the tenements fill up, wooden shacks at the back of buildings are rented for four to five dollars a month/ damp cellars serve as living space/ In these dark caves, rats thrive and spread disease. (1)

WEAKNESS - The source is limited and does not mention:-

The tenements often had no toilets and water supplies. (1)

There were often few windows - no natural light or ventilation. (1)

The tenements were mostly lived in by new immigrants – Jews, East Europeans,, Italians etc

Other social problems such as crime, alcoholism, prostitution. (1)

ANSWER 2 (Source – *Own Knowledge*)

Many immigrants had no money when they arrived and had no cash to start a business or a farm. (1)

Many immigrants were uneducated and could not get skilled work. (1)

Many immigrants had to work as unskilled labourers – railways, steel mills etc. (1)

Poor immigrants often had to take whatever job they were offered no matter how low the wages were. (1)

Employers exploited immigrants and paid them as little as possible. (1)

Immigrants were often unable to speak English, which made it impossible to get a good job. (1).

Immigrants often did dirty and dangerous jobs that Americans did not want to do. (1)

Most immigrants were not members of trade unions. (1)

American wage levels may have been kept down because of cheap immigrant labour. (1)

ANSWER 3 (1 mark for each developed point)

Many new immigrants could not speak English and found it difficult to settle. (1)

They often arrived with no money and had to take low paid jobs with long hours of work. (1)

Immigrants lived in the worst areas in overcrowded slums where they were forced to pay high rents. (1)

They were often the victims of crime, gang violence etc. (1)

They were blamed for the filth and disease caused by overcrowded slums. (1)

There was growing public opposition to immigrants - they faced discrimination in jobs, housing etc. (1)

Immigrants suffered racist violence, lynchings and attacks on their homes, churches etc. (1)

Americans worried about immigrants taking their jobs and trade unions did not let immigrants join. (1)

Immigrants were ridiculed in newspapers as simple minded or as alcoholics and criminals. (1)

Immigrants were called racist names – Spic, Guinea, Kike, Greaser, Polack etc. (1)

Immigrants were suspected of being communists or anarchists and were deported without a fair trial. (1)

Immigration quotas were introduced in the 1920s – often this meant that immigrants could not bring their families to America as planned. (1)

ANSWER 1 (1 mark for each developed point)

During and after World War 1 there was a big increase in poor refugees arriving in America. (1)
 Old immigrants from Western Europe felt threatened by immigrants from South and East Europe. (1)
 Many new immigrants were poor, could not speak English and were thought inferior. (1)
 There were cultural and religious differences between old and new immigrants. (1)
 Protestants worried that too many Catholics and Jews were immigrating to America. (1)
 Immigrants were blamed for increased slum housing, crime and other social problems. (1)
 White Anglo Saxon Protestants (racists) believed immigrants were swamping America. (1)
 There was a growth of 'nativism' and a view that immigrants would destroy American culture. (1)
 Involvement in World War 1 had led to divisions between Americans of different backgrounds. (1)
 In 1919, there was a wave of strikes and immigrants from Eastern Europe were blamed (Red Scare). (1)
 Unemployment increased after the war and immigrants were accused of taking jobs from Americans. (1)
 Labour Unions complained that immigrant workers were forcing wages down by working for less. (1)
 The Saco - Vanzetti case seemed to prove that many immigrants were violent anarchists. (1)
 Organisations like the Ku Klux Klan spread the belief that America should be a white Anglo-Saxon Protestant country. (1)
 Anti immigrant feeling became widespread as part of the isolationist trend after World War 1. (1)
 The Republican Party campaigned against further immigration in the 1920 Presidential election. (1)

ANSWER 2

WHO – It is a primary source from a speech by President Coolidge in 1921. (1)

WHEN -It is a primary source from 1921 when many Americans wanted to reduce immigration. (1)

WHY - To inform the public of his policy on immigration and of the need to cut the number of immigrants. (1)

WHAT - Good detail - Restricted immigration is not an offensive but purely a defensive action/ we do not judge any race or religion/ but we must remember that our institutions our society and our government will fail unless America is kept American. (1)

WEAKNESS - The source is limited and does not mention:-

The quotas were racist and intended to cut immigration from 'undesirable' ethnic groups. (1)

When quotas were brought in they cut the numbers allowed in from Southern and Eastern Europe. (1)

The numbers allowed in from Northern and Western Europe remained the same. (1)

Immigration from Asia was almost banned altogether. (1)

ANSWER 3 (Source – Own Knowledge)

Before World War 1 America had an 'open door' policy and welcomed immigrants from all over the world. (1)

The 1921 Act from Western Europe and discriminated against immigrants from south and east Europe. (1)

In 1924, a new immigration law further reduced the number of immigrants from east and southern Europe. (1)

The number of immigrants from Africa and Asia was cut to a few hundred. (1)

During the war, millions of refugees from East and South Europe came to America to escape the war. (1)

These people were often poor and illiterate and did not speak English. (1)

Americans whose families came from North and west Europe were concerned people of different religions and cultures would swamp them, and the government decided to limit immigration. (1)

In 1917, a literacy test was introduced for immigrants and Asians were no longer permitted to immigrate. (1)

In 1921, The Emergency Quotas Act limited the number of immigrants to 357,000 per year. (1)

In 1929, total immigration was limited to 150,000 each year –America closed the door to further large-scale immigration. (1)

RACIAL TENSIONS

5/4

ANSWER 1 (Source – *Own Knowledge*)

Newspapers stirred up public opinion against new immigrants. (1)
 It was claimed that eastern and southern Europeans were inferior. (1)
 Immigrants were blamed for crime, disease and alcoholism. (1)
Catholics and Jews were seen as a threat by White Anglo Saxon Protestants. (1)
Organisations such as the KKK and anti immigration societies stirred up hatred of foreigners. (1)
The migration of southern blacks to northern cities worried many whites and created racial tensions. (1)
Whites had to compete for jobs with blacks, who worked for lower wages. (1)
Employers often used blacks to break strikes by white workers – this often led to violence. (1)
Blacks and whites had to compete for scarce housing, which caused bad feeling. (1)
Blacks were forced to live in slum ghettos and were often attacked if they tried to move to white areas. (1)
There were race riots in many cities – eg Chicago – 1919 – shooting, looting, fires – 38 - killed army needed to restore order. (1)
Many poor southern whites also moved north and brought their racist attitudes with them. (1)
Black soldiers returning for the war demanded civil rights and many whites opposed this. (1)

ANSWER 2

WHO –from the Chicago Tribune - reporters will have witnessed the riots. (1)

WHEN – It is a primary source from 1919 when racial tension in US cities was increasing. (1)

WHY - To report on the racial violence that had broken out in the black district of Chicago. (1)

WHAT - Good detail - Rioting that ended in looting, burning, and murder broke loose in Chicago's "black district"/ twenty persons had been killed, and 138 wounded/ thirteen were white and seven coloured. The list of injured included sixty-nine whites and sixty-nine coloureds. (1)

WEAKNESS - The source is limited and does not mention:-

The riots were sparked off by the killing of a black boy. (1)
The problems facing blacks – poor housing, job discrimination and segregation. (1)
Racial tensions were increasing as more blacks moved to northern cities. (1)

ANSWER 3 (1 mark for each developed point)

The KKK believed in White Anglo-Saxon Protestant supremacy in America. (1)
 They wanted to stop further immigration except from White Anglo Saxon Protestant countries. (1)
 They were anti-Jewish and believed Jews had too much power and influence in America. (1)
 They were anti –Catholic and claimed the Pope was secretly planning to take over America. (1)
 They wanted to send non-Protestant immigrants back to the countries they came from. (1)
 The Klan wanted segregation between blacks and whites and to take away legal rights from blacks. (1)
 They believed in the use of violence, terror, murder and lynching to get their way. (1)
 The Klan held secret meetings threatened, attacked, and murdered Negroes usually at night. (1)
 They intimidated and threatened witnesses to stop them testifying in court. (1)
 Members wore robes and hoods to disguise themselves and used a fiery cross as a symbol of terror. (1)
 The Klan set up its own courts and lynched, whipped, tarred and feathered Negroes. (1)
 The Klan intimidated black people and prevented them from voting. (1)
 They often punished people for divorce, adultery, homosexuality, and sexual relations outside marriage. (1)
 The Klan organised a very successful publicity and recruiting campaign using newspapers, radio etc. (1)
 The Klan secretly recruited many sheriffs, judges, and politicians. (1)

ANSWER 1

The sources disagree about the legality and the effects of segregation. (1)

The sources disagree about the effects of segregation. (1)

SOURCE A – states that the segregation of races in trains is not unreasonable.

SOURCE B - **states** that segregation will cause race hate and distrust. (1)

The sources disagree about the fairness of segregation. (1)

SOURCE A – argues that segregation does not mean the inferiority of one race to the other.

SOURCE B – argues that segregation laws clearly imply that Negroes are inferior. (1)

The sources disagree about what people thought about segregation

SOURCE A – argues that it is only Negroes who believe segregation makes them inferior.

SOURCE B - **states** no one will be fooled by the claim that segregation can mean equality. (1)

ANSWER 2

WHO – It is from the State Legal Codes of North Carolina. (1)

WHEN - It is a primary source from laws which were in force from 1916-1954. (1)

WHY - To enforce segregation in public schools. (1)

WHAT - Good detail - Separate free schools shall be established for the education of children of African descent/ and it shall be unlawful for any coloured child to attend any white school, or any white child to attend a coloured school/ Books shall not be interchangeable between the white and coloured schools. (1)

WEAKNESS - The source is limited and does not mention:-

Segregation in housing/public transport/parks/cinemas/restaurants etc. (1)

ANSWER 3 (1 mark for each developed point)

The idea of white supremacy was part of the legal codes of the Southern States and cities. (1)

The Jim Crow laws were unfair to black people and were designed to enforce white supremacy. (1)

Black had to use separate areas on buses, and in restaurants and cinemas etc. (1)

Schools were segregated and less money was spent on black children's education. (1)

Public parks, libraries, hospitals swimming pools, and even churches were also segregated. (1)

Blacks were banned by law from many skilled trades in some Southern States. (1)

Blacks suffered from discrimination in jobs and were only employed in low paid unskilled work. (1)

Blacks were prevented from registering as voters by literacy tests, taxes, intimidation and threats. (1)

Blacks lived in separate communities where housing, sanitation etc was much worse. (1)

Poverty and ill health was more widespread in the black community. (1)

Blacks in the South lived in fear of threats and attacks by the Ku Klux Klan. (1)

The KKK terrorized blacks, attacked their property and murdered or lynched many Negroes. (1)

Blacks were treated unfairly in court if they brought a case against a white person. (1)

White juries almost never convicted whites of crimes against blacks – even for murder. (1)

Blacks were socially humiliated every day by the social customs of the South. (1)

Blacks were expected to be always 'respectful to whites'- never argue or disagree. (1)

Blacks had to step aside for whites in the street, and address white people as 'sir' 'ma'm 'or 'boss'. (1)

Whites addressed blacks as 'nigger', 'boy' or 'missy' – never Mr or Mrs. (1)

ANSWER 1 (1 mark for each developed point)

Blacks who fought in the war were angry at segregation in the armed forces. (1)
 During the war, President Roosevelt agreed to end segregation in the US army. (1)
 Black soldiers had fought for democracy but they were prevented from voting in many US states. (1)
 Black soldiers wanted an end to segregation and discrimination when they returned home in 1945. (1)
 Blacks continued to face racism and unequal treatment in housing, employment, education etc. (1)
 Blacks still faced threats, violence, and lynchings in the South where the Ku Klux Klan was active. (1)
 Blacks were no longer prepared to accept inequality and were determined to gain their civil rights. (1)
 Developments during and after the war also encouraged blacks to campaign for equality, e.g. -
 In 1942, the Congress of Racial Equality was set up to fight for equal rights for blacks. (1)
 In 1942, the Fair Employment Act - all companies with government contracts had to end discrimination. (1)
 In 1946, the Supreme Court ruled that segregation on buses that crossed state borders was illegal. (1)
 In 1948, President Truman ended segregation in the armed services. (1)
 In 1948, the Supreme Court ruled that contracts to stop the sale of homes to blacks were not legal. (1)
 In 1954, the Supreme Court ruled that segregation in schools was unconstitutional. (1)

ANSWER 2 (Source – Own Knowledge)

The boycott had solid support and blacks refused to use buses for 13 months. (1)
 Black people showed great solidarity and determination– black car owners offered lifts to other blacks. (1)
 The US Supreme Court ruled that segregation on public transport was illegal. (1)
 The bus company lost money and had to back down and end segregation. (1)
The Montgomery bus boycott attracted national publicity for the civil rights movement. (1)
The boycott proved that blacks had economic power and could use it to end segregation. (1)
It led to the setting up of the Southern Christian Leadership Conference. (1)
The boycott established Martin Luther King as the leader of the Civil Rights movement. (1)
The boycott gave blacks confidence and strengthened their determination to campaign for civil rights. (1)
The boycott proved that non-violent protest could work. (1)
The success of the boycott led to other bus boycotts all over the Southern States. (1)
The Supreme Court ruling was a major breakthrough in the fight against segregation – it applied not only to buses in Montgomery but to all forms of transport throughout America. (1)
The success of the Montgomery bus boycott sparked off a wave of civil rights protest in the South. (1)

ANSWER 3

WHO – It is by a reporter from the Boston Globe who witnessed the events. (1)

WHEN – It is a primary source from 1957 when black activists were trying to end segregation in schools. (1)

WHY -To expose the racist views held by southern whites and their opposition to integrated schools. (1)

WHAT -Good detail - When the nine black students entered the school the mob went crazy/ Mothers yelled ..."Come out! Don't stay in there with those niggers!"/ Inside the school, the black students were abused/ White students spat on them, tripped them, and yelled insults/ the city police could no longer control the mob. The students had to leave the school through a back entrance. (1)

WEAKNESS - The source is limited and does not mention:-

Supreme Court had ruled against segregated schools in 1954 / Governor of Arkansas used the National Guard to stop black students entering the school/ US President had to send troops to escort the black Students into the school/ Black students continued to face violence and racial abuse/ troops had to stay for a year to ensure their safety. (1)

ANSWER 1

WHO - It is from a speech by Martin Luther King. (1)

WHEN -It is a primary source from 1956 when MLK was leading the civil rights campaign. (1)

WHY -To explain his beliefs about how the campaign for civil rights should be conducted. (1)

WHAT - Good detail - Let us never fight with violence and hate, but always fight with love/ when the day comes that the walls of segregation have completely crumbled we will be able to live with people as their brothers and sisters. (1)

WEAKNESS - The source is limited and does not mention:-

King's ideas on protest, civil disobedience. (1)

King's background and beliefs as a Christian minister. (1)

The influence of Gandhi's campaign in India on King's thinking. (1)

ANSWER 2 (1 mark for each developed point)

The main aim of the civil rights campaign was to achieve equal rights for blacks. (1)

End segregation on buses, schools, restaurants etc, in the Southern States. (1)

End discrimination against blacks in employment, housing etc. (1)

To gain for all black people the right to register and vote without fear of threats and violence. (1)

End racist violence and lynchings by the Ku Klux Klan. (1)

To ensure the police and law courts offered blacks the same rights and protection as whites. (1)

Build mass support from blacks (and whites), for non-violent protest. (1)

Encourage people to disobey unfair laws and go to jail if necessary. (1)

To gain publicity for the unfair treatment of blacks and shame whites into giving blacks civil rights. (1)

To gain support for black civil rights from political parties, unions the media etc. (1)

To improve the poor social and economic conditions suffered by many black Americans. (1)

ANSWER 3 (Source – Own Knowledge)

The Civil Rights movement recruited volunteers to take part in protests and civil disobedience. (1)

Volunteers were trained in non-violent protest methods. (1)

Sit ins were organised at segregated restaurants (Greensboro) and later all over the south. (1)

Freedom rides were organised to end segregation on buses. (1)

Boycotts were organised against bus companies (Montgomery Bus Boycott). (1)

Pray- ins were organised – blacks went to worship at white churches. (1)

Wade- ins were organised to end segregation in swimming pools. (1)

Voter registration campaigns were organised to ensure blacks could vote. (1)

Campaigners who were arrested refused to pay fines. (1)

Freedom schools were set up in the south to educate black people. (1)

Protest marches were held to draw attention to the unfair treatment of blacks. (Washington, Selma) (1)

Politicians including the President were lobbied to support the civil rights campaign. (1)

The campaigns were planned to publicize discrimination and racial violence against blacks. (1)

Black delegates were elected to attend the Democratic Party Conference. (1)

Blacks in the north were encouraged to use their votes to gain support for the campaign in the south. (1)

Organisations such as CORE, NAACP, SCLC and SNCC provided support for campaigners and raised money for court cases. (1)

ANSWER 1

WHO - It is from a pamphlet by the Tennessee Association of Citizens Councils. (1)

WHEN – It is a primary source from 1961 when many whites were resisting civil rights for blacks. (1)

WHY -Persuade white communities to set up Citizen’s Councils and resist integration. (1)

WHAT – Good detail - The NAACP (National Association for the Agitation of Coloured People)/ corrupt northern politicians, liberal do-gooders and communist agents, will make sure that you have a problem/ make us a mongrel race/ we will not be integrated. / proud of our white blood and our white history/ not ashamed of our traditions, our Christian beliefs, and our segregated way of life. (1)

WEAKNESS - The source is limited and does not mention:-

Unfair treatment of blacks/ civil rights campaign led by Christian churches/ violence against civil rights movement/ Supreme Court had ruled that segregation was unconstitutional. (1)

ANSWER 2

Both sources claim that there was no race problem until outsiders from the north arrived to stir up trouble. (1)

The sources say there were no problems between blacks and whites. (1)

SOURCE A - Maybe your town has had no racial problems. You soon will have.

SOURCE B - We had no trouble with our coloureds before they came round. (1)

The sources say the NAACP stirred up black people to make trouble. (1)

SOURCE A - The NAACP will make sure you soon will have (racial problems).

SOURCE B - They can’t even see that King and the NAACP are using them. (1)

The sources say people from the North were the cause of the problems. (1)

SOURCE A - Corrupt northern politicians are causing the problems.

SOURCE B - We don’t need no northern college kids stirring up coloured folks. (1)

The sources say communists were causing the trouble. (1)

SOURCE A - ‘Communists agents’ blamed for causing racial problems.

SOURCE B -King and the NAACP get their money from Moscow and Cuba (both communist countries). (1)

ANSWER 3 (1 mark for each developed point)

Civil rights campaigners attacked and beaten during marches, sit-ins, freedom rides etc. (1)

Police attacked civil rights marchers and used unnecessary force to break up peaceful marches. (1)

Civil rights campaigners were arrested by police and jailed for no good reason. (1)

Courts in the South put civil rights campaigners in prison where they were brutally treated. (1)

The homes of civil rights leaders and their families were attacked. (1)

Large groups of whites stood outside schools to threaten and block the entrance to black students. (1)

Some public schools closed to prevent integration. (1)

Public playgrounds, libraries, parks, etc were closed to stop blacks using them. (1)

White Citizens Councils were set up to campaign against integration. (1)

Blacks were prevented from voting by literacy tests, tax laws, and by threats or violence. (1)

Southern employers sacked black workers if they became involved in the civil rights campaign. (1)

The Ku Klux Klan threatened attacked and murdered black activists and their supporters. (1)

Black churches were bombed killing innocent men, women and children. (1)

Senators from the South signed the Southern Manifesto, which proposed to allow segregation to continue. (1)

Southern newspapers campaigned against integration - accused civil rights activists of being communists. (1)

BLACK POWER

5/9

ANSWER 1 (Source – *Own Knowledge*)

The Black Muslims believed in the religion of Islam. (1)

They believed that blacks should live and govern themselves separately in their own territory. (1)

They believed blacks should adopt African customs and religion (Islam). (1)

They believed blacks should be prepared to use violence to defend and free themselves. (1)

Black Muslims believed blacks and whites should not inter-marry. (1)

They believed blacks should change their names from those given to them by slave owners. (1)

They believed that blacks should convert from Christianity (the white man's religion) to Islam. (1)

They believed the non-violent campaign would not succeed – whites were devils and could not be trusted. (1)

Martin Luther King believed in integration and that blacks and whites should live together as equals. (1)

Martin Luther King was a Christian – a minister of the Baptist Church. (1)

Martin Luther King believed blacks should become equal citizens of the United States. (1)

Martin Luther King believed in non-violent civil disobedience. (1)

Martin Luther King believed that white people could be shamed into granting blacks equal rights. (1)

ANSWER 2

WHO -It is part of an interview with John Lewis a Black Power leader. (1)

WHEN - It is a primary source from 1970 when black people were encouraged to take pride in their heritage. (1)

WHY -To give a personal view on the effects and importance of the black power movement. (1)

WHAT - Good detail- Black power leaders had a powerful and positive influence/ encouraged black Americans to take pride in their racial background and recognize that "black is beautiful."/ Black Americans began to wear "Afro" hairstyles and take African or Islamic surnames/ Singer James Brown captured the new mood: "Say it loud--I'm black and I'm proud." (1)

WEAKNESS - The source is limited and does not mention:-

The political aims of black power – extremists who wanted separatism

Encouragement of black businesses and community self-help

The threats of violence by groups like the Black Panthers. (1)

ANSWER 3 (1 mark for each developed point)

The Black Power movement gained support mainly in the cities of the north and west. (1)

The civil rights campaigns on segregation and voting reform did nothing for blacks in the city ghettos. (1)

Blacks still faced discrimination in jobs, income, housing, education, health etc. (1)

Martin Luther King's methods were taking too long and would not work in the northern cities. (1)

Many blacks thought King was influenced too much by white advisers. (1)

The civil rights campaign had not brought the social and economic improvements blacks wanted. (1)

The assassination of President Kennedy was a setback for the non-violent civil rights campaign. (1)

Blacks in the cities suffered brutal attacks by a mainly white police force. (1)

The 1964 Civil Rights Act disappointed many blacks - it did nothing about black poverty and racism. (1)

Black Power offered blacks an end to discrimination and racial abuse by white people. (1)

Black Power wanted blacks to take control of their own communities. (1)

Black Power tried to tackle discrimination, poverty and slum housing in the black ghettos. (1)

Black power encouraged blacks to take pride in their African roots and culture. (1)

Black Power activists set up black community projects and black studies courses in schools and colleges. (1)

Leaders – Stokley Carmichael/ Bobby Seale/ Malcolm X/Elijah Mohammed were very important in gaining publicity and support for the ideas of black power. (1)

After the assassination of Martin Luther King in 1968, many blacks doubted whether peaceful methods could work. (1)

The lack Panthers were prepared to use force to defend blacks against racist attacks and police brutality. (1)

ANSWER 1

WHO -It is by the Kerner Commission and will have been well researched. (1)

WHEN – It is a primary source from 1967 when racial tensions and violence in US cities was high. (1)

WHY -To investigate the causes of race riots and report to the government. (1)

WHAT - Good detail - two societies, one black, and one white— separate and unequal/ Segregation and poverty have created in the racial ghetto a destructive environment/ white society is responsible for the ghetto/ White institutions created it maintain it and white society condones it. (1)

WEAKNESS - The source is limited and does not mention:-

Success in ending segregation laws/ improvements in housing/ employment opportunities and business/ greater confidence and pride/ blacks still face racism in many aspects of life/ Ku Klux Klan and other racist groups still active/ inequality still existed in education, incomes, employment, housing etc. (1)

ANSWER 2

The sources disagree about the status of black Americans and the progress made towards equality. (1)

The sources disagree about the success of the civil rights movement. (1)

SOURCE A - All the marches, sit-ins, and protests got us nowhere.

SOURCE B - The country moved towards equality for black Americans in the 1960s. (1)

The sources disagree about the economic progress made by blacks. (1)

SOURCE A - We are no better off now than we were a hundred years ago. .

SOURCE B - Black family incomes rose by 53 percent. (1)

The sources disagree about the employment of blacks. (1)

SOURCE A - no matter how hard blacks work they cannot succeed in America – stuck in low paid unskilled work – maids janitors etc.

SOURCE B - black employment in professional, technical, and clerical occupations doubled. (1)

Only SOURCE B mentions: - average black educational attainment increased by four years. / Black poverty down from 55% to 27% / the black unemployment rate fell by 34 percent. (1)

ANSWER 3 (1 mark for each developed point)

By 1968, the civil rights movement succeeded in ending legal discrimination against blacks. (1)

The segregation laws in the South that discriminated against blacks ended. (1)

Blacks could use schools, public transport, restaurants, cinemas, parks etc alongside whites. (1)

Laws that prevented people of different races marrying ended. (1)

The Civil Rights Act of 1964 made segregation and discrimination against blacks illegal. (1)

The Equal Opportunity Commission was set up in 1965 to deal with complaints. (1)

The voting Rights Act of 1965 ended literacy tests and wealth qualifications for voters. (1)

In 1968, the Fair Housing Act was passed to make sure blacks got access to better housing. (1)

Most of the achievements of the civil rights campaign were gained by peaceful methods. (1)

The civil rights campaign gained the support of many whites, including the media and political parties. (1)

The civil rights campaign persuaded thousands of black (and white) activists to join peaceful protests. (1)

Blacks still suffered from social and economic inequality and were still confined to city ghettos. (1)

Blacks had the lowest incomes, poorest housing, poorest schools, worst health, highest unemployment etc. (1)

Although legal discrimination ended, blacks still faced racial prejudice by white authorities such as the police. (1)