



**History In-Service Team
Supporting Leaving Certificate History
www.hist.ie**

Later Modern Europe and the wider world

Topic 6 – The United States and the world, 1945-1989

This Topic is prescribed for documents-based assessment for 2008 and 2009

Documents-based Questions

Contents

Case Study:

The Montgomery bus boycott, 1956

Higher level page 2
Ordinary level page 4

Case Study:

Lyndon Johnson and Vietnam, 1963-1968

Higher level page 6
Ordinary level page 8

Case Study:

The Moon landing, 1969

Higher level page 10
Ordinary level page 12

This material is intended for educational, classroom use only, not to be reproduced in any other medium or forum without permission. Where a copyright has been inadvertently overlooked, the copyright holders are requested to contact the HIST administrator.

© 2007 History In-Service Team, Monaghan Education Centre, Monaghan, Co. Monaghan
Tel: 047 74008 Fax: 047 74029 email: adminhg@eircom.net web site: www.hist.ie

LME: Topic 6 – The United States and the world, 1945-1989

Documents-based question (Higher level)

(100 marks)

Case study to which documents relate: *The Montgomery bus boycott, 1956.*

Document A

This is an edited excerpt from a speech by Martin Luther King, Junior.

Just the other day, just last Thursday to be exact, one of the finest citizens in Montgomery was taken from a bus and carried to jail and arrested because she refused to give up her seat to a white person. Mrs. Rosa Parks is a fine person. And since it had to happen I'm happy it happened to a person like Mrs. Parks, for nobody can doubt the boundless outreach of her integrity. Nobody can doubt the height of her character, nobody can doubt the depth of her Christian commitment and devotion to the teachings of Jesus. And just because she refused to get up, she was arrested. You know my friends there comes a time when people get tired of being trampled over by the iron feet of oppression. There comes a time my friends when people get tired of being flung across the abyss of humiliation. There comes a time when people get tired of being pushed out of the glittering sunlight of life's July. The only weapon that we have in our hands this evening is the weapon of protest. There will be no crosses burned at any bus stops in Montgomery.

Martin Luther King speech, Holt Street Baptist Church, 5th December, 1955

Document B

This is an edited excerpt from a *New York Times* report on the bus boycott.

The boycott of Montgomery bus lines by Negro riders entered its second month this week with no conciliation in sight. As a result of the bus company's loss of revenue in the boycott, the City Commission Wednesday raised fares 50 percent: adult fares from 10 to 15 cents, school fares from 5 to 8 cents. The boycott began with the arrest and conviction of Mrs. Rosa Parks, a Negro seamstress employed by a downtown department store. Mrs. Parks had refused to give up her seat when told to do so by the bus driver. At the time the incident occurred, there were twenty-six Negroes and ten white persons seated in the thirty-six-passenger bus. Mrs. Parks refused to yield her seat and was arrested for violation of a city segregation ordinance. Later the charge was changed to read a violation of a state law, which gives bus drivers the power to assign and reassign seating. The law makes it a misdemeanor for anyone to disobey the driver's orders. Mrs. Parks was found guilty and fined \$10. Her attorneys filed notice of appeal. At a mass meeting in a local Negro church the night following the court hearing, Negro citizens were urged not to ride the buses. The following morning Negro patronage was down by an estimated 90 per cent. Today it is close to 100 per cent off.

New York Times, 7th January, 1956, available at www.spartacus.schoolnet.co.uk/USAKingML.htm

1. (a) In document A, why does Dr. King say he is “happy” that it was Rosa Parks who was arrested?

(b) In document A, what does Dr. King say about the tactics that will be used in the bus boycott?

(c) According to document B, how successful was the bus boycott?

(20 marks)

2. (a) Which document, A or B, is more sympathetic to Rosa Parks? Give reasons for your answer, referring to both documents.

(b) Which document, A or B, is more useful in helping us understand the reasons for the boycott? Give reasons for your answer, referring to both documents.

(20 marks)

3. (a) In document A, what features of Dr. King’s speech are designed to influence the feelings of his audience?

(b) In document B, does the newspaper express a point of view towards the boycott or does the report seem reasonably objective? Explain your answer, with reference to the document.

(20 marks)

4. What is the significance of the Montgomery bus boycott, 1956, in the overall history of the struggle for civil rights in the United States during the 1950s and 1960s?

(40 marks)

LME: Topic 6 - The United States and the world, 1945-1989

Documents-based question (Ordinary level)

(100 marks)

Case study to which documents relate: *The Montgomery bus boycott, 1956.*
Study the following documents carefully and answer the questions that follow.

Document A



Cartoon by Laura Gray, in *The Militant*, weekly newspaper of the Socialist Workers' Party (USA), 13th February 1956;

Available at www.holtlaborlibrary.org/images/BusBoycottCarpool_lg.JPG

Document B

Dr. Martin Luther King was found guilty today of leading an illegal boycott against the Montgomery city bus lines. Judge Eugene W. Carter fined the 27-year-old Negro Baptist minister \$500 and \$500 court costs. The protest began Dec. 5 over the arrest of Mrs. Rosa Parks, a 43-year-old seamstress, for refusing to give up her seat to a white person. Nearly all of Montgomery's 50,000 Negroes have refused to ride the city buses since then. They have used a pool of 300 automobiles organized by the Montgomery Improvement Association, which is headed by Dr. King. The protest movement went on without interruption today. There was every indication it would continue until some agreement was reached with the city and the bus company.

Edited excerpt from the *New York Times*, 22nd March, 1956

1. (a) In document A, the driver is a member of the Montgomery Improvement Association car pool. What is meant by a “car pool”?
- (b) According to document B, of what crime was Dr. King found guilty?
- (c) According to document B, why did the protest begin on 5th December, 1955?
- (d) According to document B, how successful was the protest?
- (e) Did the *New York Times* reporter expect the protest to end soon? Explain your answer.

(40 marks)

2. (a) Which document, A or B, seems to be more sympathetic to the people taking part in the boycott? Explain your answer, referring to both documents.
- (b) Which document, A or B, gives us more information about the organisation of the boycott? Explain your answer, referring to both documents.

(20 marks)

3. (a) How reliable is document A as a source of evidence for the support given to the boycotters by ordinary working people (“labor”)? Explain your answer.

(b) Do you think document B gives an objective account of the boycott? Explain your answer.

(20 marks)

4. Why did Dr. King become such a famous man in the history of the United States?

(20 marks)

LME: Topic 6 – The United States and the world, 1945-1989

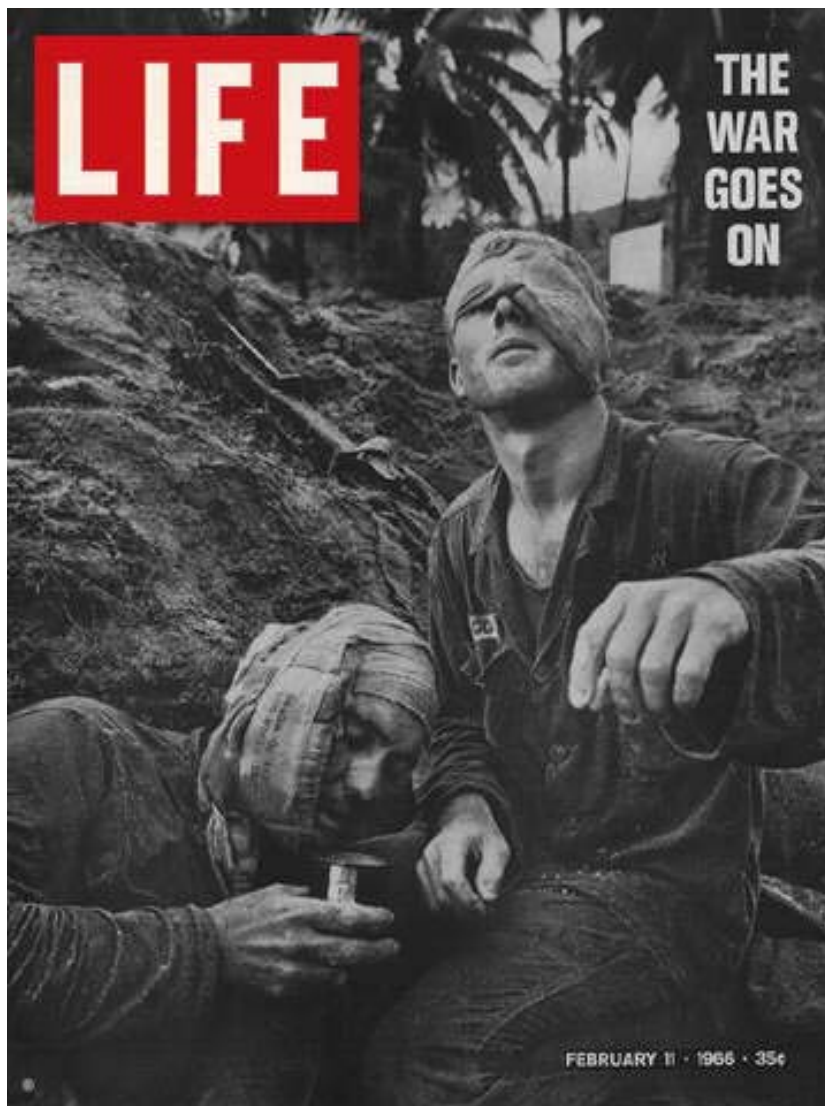
Documents-based question (Higher level)

(100 marks)

Case study to which the documents relate: *Lyndon Johnson and Vietnam, 1963-1968.*

Study the following documents carefully and answer the questions that follow.

Document A



© 1965, *Life* Magazine

Front cover of the popular American magazine *Life*, dated 11th February 1966.

Document B

This is an edited excerpt from President Johnson's State of the Union address, 12th January 1966.

Not too many years ago Vietnam was a peaceful, if troubled, land. In the North was an independent Communist government. In the South a people struggled to build a nation, with the friendly help of the United States.

There were some in South Vietnam who wished to force Communist rule on their own people. But their progress was slight. Then, little more than 6 years ago, North Vietnam decided on conquest. And from that day to this, soldiers and supplies have moved from North to South in a swelling stream.

As the assault mounted, our choice gradually became clear. We could leave, abandoning South Vietnam to its attackers and to certain conquest, or we could stay and fight beside the people of South Vietnam.

We stayed. And we will stay until aggression has stopped.

We will stay because a just nation cannot leave to the cruelties of its enemies a people who have staked their lives and independence on America's solemn pledge—a pledge which has grown through the commitments of three American Presidents.

We will stay because in Asia and around the world are countries whose independence rests, in large measure, on confidence in America's word and in America's protection. To yield to force in Vietnam would weaken that confidence, would undermine the independence of many lands, and would whet the appetite of aggression. We would have to fight in one land, and then we would have to fight in another—or abandon much of Asia to the domination of Communists. And we do not intend to abandon Asia to conquest. The days may become months, and the months may become years, but we will stay as long as aggression commands us to battle.

Public Papers of the Presidents of the United States: Lyndon B. Johnson, 1966. Volume I, entry 6, pp. 3-12. Washington, D.C.: Government Printing Office, 1967.

1. (a) Does document A provide evidence that the Vietnam War was a major issue for the American people? Explain your answer.

(b) In document B, what does Johnson suggest would be the effect of the United States yielding to force in Vietnam?

(c) Why do you think Johnson mentions in document B that the United States' pledge to support South Vietnam was made by three different presidents? (20 marks)

2. (a) Document A was published one month after the speech in document B. Do you think it supports or opposes Johnson's statement that United States involvement in Vietnam would continue indefinitely? Explain your answer, making reference to both documents.

(b) Which of these documents, A or B, do you think was more likely to make an impact on the American people's view of the war? Explain your answer. (20 marks)

3. (a) What is the use of such magazine covers as document A to historians of the Vietnam War? Explain your answer?

(b) To what extent does document B reflect the fears of many Americans during the Cold War era? Explain your answer. (20 marks)

4. Why did United States involvement in Vietnam eventually come to an end? (40 marks)

LME: Topic 6 – The United States and the world, 1945-1989

Documents-based question (Ordinary level)

(100 marks)

Case study to which the documents relate: *Lyndon Johnson and Vietnam, 1963-1968.*

Study the following documents carefully and answer the questions that follow.

Document A



© 1968, Herblock.

Cartoon entitled “Uncle Sam carrying an M-16 rifle”, drawn by Herbert L. Block;
First published in *The Washington Post*, 28th January 1968.

Available online at <http://www.loc.gov/exhibits/treasures/images/hb028.jpg>

Document B

This is an edited excerpt from a report by the well-known CBS television broadcaster Walter Cronkite, who went to Vietnam himself to see how the war was going. The report was broadcast across the United States on the CBS evening news programme on 27th February, 1968.

For it seems now more certain than ever that the bloody experience of Vietnam is to end in a stalemate. This summer's almost certain standoff will either end in real give-and-take negotiations or terrible escalation [increase in fighting]; and for every means we have to escalate, the enemy can match us, and that applies to invasion of the North, the use of nuclear weapons, or the mere commitment of one hundred, or two hundred, or three hundred thousand more American troops to the battle. And with each escalation, the world comes closer to the brink of cosmic disaster. To say that we are mired in stalemate seems the only realistic, yet unsatisfactory, conclusion. It is increasingly clear to this reporter that the only way out then will be to negotiate, not as victors, but as an honorable people who lived up to their pledge to defend democracy and did the best they could.

Peter B. Levy (editor). 1998. *America in the Sixties--Right, Left, and Center: A Documentary History*. Westport (Connecticut), p 165.

- In document A, the figure shown is Uncle Sam, who is a well-known symbol of the United States. Why does the cartoonist show him carrying a rifle?
 - What seems to be happening to Uncle Sam in this cartoon?
 - Why does the word "Asia" appear on the cartoon?
 - According to Document B, how is the war going for the Americans?
 - According to Document B, what should the United States now do to end the Vietnam War?

(40 marks)
- Document A was published in January 1968 and document B appeared one month later in February 1968. Do you think that the two documents agree or disagree about what is happening to the United States in Vietnam? Explain your answer.
 - Which document, A or B, do you think is better at getting its message across? Explain your answer.

(20 marks)
- Which document, A or B, do you think is more likely to be seen as a biased view of US involvement in the war? Explain your answer, referring to both documents.
 - Do you think that Document B gives good reasons why the United States should negotiate with North Vietnam? Explain your answer.

(20 marks)
- What was the impact of the Vietnam War on Lyndon B. Johnson's presidency?

(20 marks)

LME: Topic 6 – The United States and the world, 1945-1989

Documents-based question (Higher level)

(100 marks)

Case study to which documents relate: *The Moon landing, 1969.*

Study the following documents carefully and answer the questions that follow.

Document A

President Kennedy: Why are we spending seven million dollars on getting fresh water from saltwater, when we're spending seven billion dollars to find out about space? Obviously, you wouldn't put it on that priority except for the defense implications. And the second point is the fact that the Soviet Union has made this a test of the system. So that's why we're doing it.

Everything that we do ought to really be tied into getting onto the Moon ahead of the Russians; by God, we've been telling everybody we're pre-eminent in space for five years and nobody believes it because they have the booster and the satellite. We're ahead scientifically, but nobody knows anything about it!

We shouldn't be spending this kind of money because I'm not that interested in space. I think it's good; I think we ought to know about it; we're ready to spend reasonable amounts of money. But we're talking about these fantastic expenditures which wreck our budget and all these other domestic programs and the only justification for it is, because we hope to beat them [the Russians] and demonstrate that starting behind, as we did by a couple of years, by God, we passed them. That's why we wanna put [forward] this program. That's the dramatic evidence that we're pre-eminent in space.

Edited extracts from the transcript of a private Presidential Meeting in the Cabinet Room of the White House between President John F. Kennedy and NASA officials, 21st November 1962,
<http://history.nasa.gov/JFK-Webbconv/pages/transcript.pdf>

Document B

In the last four years the U.S. has been ahead of us in manned space flights. But few people in the Soviet Union know about it. It is only now when Americans have launched their Apollo-8 that it will be brought home to everyone that we have yielded our supremacy in outer space. It is a red-letter day for all mankind, but for us it is marred by a sense of missed opportunities and a regret that Frank Borman, James Lovell and William Anders and not Valery Bykovsky, Pavel Popovich or Alexei Leonov are flying toward the moon.

In 1962 the U.S.S.R.'s authority as the top space power was unassailable [unbeatable]. We had no doubt that the U.S.S.R. will remain the front-runner in the Space Race. We had faith in our technology and our plans had the backing of our country's leadership headed by [Soviet premier Nikita Khrushchev], but then we made a terrible blunder, haste brought about the death of [Soyuz 1 commander Vladimir] Komarov and that in turn created a tendency of hedging.

Edited extract from the diary of Red Air Force General Nikolai Kaminin, 21st December 1968. Kaminin was in charge of training the cosmonauts.
http://www.pbs.org/wgbh/amex/moon/sfeature/sf_diary_04.html

1. a) In document A, President Kennedy says, "I'm not that interested in space". Why then, according to document A, is he willing to spend seven billion dollars on the space programme?
b) What misgivings does President Kennedy express in document A about the high expenditure on the space programme?
c) In document B, to what does General Kaminin attribute the slow down of the USSR's space programme?

(20 marks)
2. a) Which document A or B, gives us more information about the political reasons behind the race for space? Give reasons for your answer, referring to both documents.
b) How do Kennedy (document A) and Kamenin (document B) appear to differ in their attitude to space exploration?

(20 marks)
3. a) Document A was only made public in 2001. Why might this document have been considered too sensitive to be put on the public record in 1962?
b) How useful are diary extracts such as document B to historians of the Cold War? Explain your answer, referring to the document.

(20 marks)
4. To what extent was the Moon landing of 1969 the culmination of a decade of space rivalry?

(40 marks)

LME: Topic 6 – The United States and the world, 1945-1989

Documents-based question (Ordinary level)

(100 marks)

Case study to which documents relate: *The Moon landing, 1969.*

Study the following documents carefully and answer the questions that follow.

Document A



This NASA plaque was made at NASA's Spacecraft Centre, 3rd July 1969

Document B

It was not cooperation but greedy competition that got them there. The real thrust for Apollo 11 came not from liquid oxygen or kerosene but from the lust to outdo the Russians, primarily for very earthly, military and political reasons and only secondarily for scientific and economic reasons. If the earthlings didn't trust each other to sit together in the moonship, will they ever work together on the moon? There was, alas, no flag of earth to be planted on the moon. By necessity, as well as by the demand of Congress, the astronauts unfurled an American standard [flag], which was all right for the moment of national pride, but irrelevant to the new era of planetary relations.

Edited excerpt from the *Irish Times*, 20th July 1969

1.
 - a) In document A, what event is commemorated by this plaque?
 - b) What image is used on document A? Why do you think that this image was used?
 - c) Of the four who are named on document A, only two set foot on the moon. Who were they?
 - d) According to document B, where did the real thrust for Apollo 11 come from?
 - e) According to document B, why did the astronauts unfurl an American standard on the moon?

(40 marks)

2.
 - a) Do the two documents, A and B, agree or disagree as to the reasons that the USA landed a man on the moon? Explain your answer, referring to both documents.
 - b) Which document is an official document? Explain your answer, referring to both documents.

(20 marks)

3.
 - a) What is the value of monuments and/or commemorative plaques such as document A to historians?
 - b) Is the author of document B hopeful about future co-operation between countries with regard to space exploration? Explain your answer referring to the document.

(20 marks)

4. Why did American leaders regard the Moon landing of 1969 as a very important achievement?

(20 marks)