UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

HISTORY **0470/22**

Paper 2 **October/November 2010**

2 hours

Additional Materials: Answer Booklet/Paper

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READ THESE INSTRUCTIONS FIRST

If you have been given an Answer Booklet, follow the instructions on the front cover of the Booklet.
Write your Centre number, candidate number and name on all the work you hand in.
Write in dark blue or black pen.
You may use a soft pencil for any diagrams, graphs or rough working.
Do not use staples, paper clips, highlighters, glue or correction fluid.

This paper has two options.
Choose **one** option, and answer **all** of the questions on that topic.
Option A: 19th Century topic [p2–p7]
Option B: 20th Century topic [p8–p13]

At the end of the examination, fasten all your work securely together.
The number of marks is given in brackets [ ] at the end of each question or part question.

This document consists of **13** printed pages and **3** blank pages.

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Option A: 19th Century topic

DID RECONSTRUCTION HELP BLACK AMERICANS?

Study the Background Information and the sources carefully, and then answer **all** the questions.

Background Information

After the Civil War ended the era of Reconstruction began. The southern states had to be restored to the union and given their self-government back, while the freed slaves were to be given civil rights. The latter caused controversy throughout the South.

President Johnson tried to slow down the pace of Reconstruction but he soon lost most of his power to Congress and the most radical phase of Reconstruction began. By the 1870s some progress with civil rights had been achieved, but there was then a reaction in the South. Conservative white Democrats (Redeemers) began to win back power and oppose further reforms. At the same time extreme white groups like the White League began to terrorize black Americans.

Some historians have argued that the North gave the freed slaves too many rights and too much freedom, which they were not ready for. Others have argued that Reconstruction failed to implement the reforms necessary to ensure black Americans civil rights, and, in fact, they were not much better off than before the Civil War.

Did black Americans gain anything from Reconstruction?

SOURCE A

The Civil War and Reconstruction did bring certain freedoms to black Americans. Freedom meant first of all the right to decide what to do with one's own time, from minute to minute and day to day. It meant freedom to move. With freedom from slavery, most black Americans had to work less hard. Now they could put down their hoes and stretch their tired muscles for a few minutes without fear of a blow. Old people laboured less and rested more. Mothers devoted more time to their homes and children, less to planting, hoeing and harvesting.

Another use that black Americans made of freedom was to seek education. The Freedmen's Bureau began to oversee schools in the South as soon as the war ended. Many religious and private groups from the North also contributed time, money and teachers. Black Americans responded eagerly to this opportunity for schooling. In South Carolina, for example, a school for black Americans was set up in Charleston as soon as the Union army captured the city. By 1867 there were about 20 000 black Americans attending school in that state. However, some whites continued to oppose teaching black and white children in the same schools.

The slaves' society had been torn apart. They now entered a social and economic situation totally unlike any they had ever known. Some got land to farm; some got jobs. Most were merely confused and desperate at first. But they had hope for a better future.

From a history book published in 1991.

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SOURCE B

Those fortunate black Americans who could afford to buy some land found that whites usually refused to sell. In fact most of the Southern states quickly enacted laws making it difficult for black Americans to own or rent land. One of their first priorities was to draw up regulations governing the status of black Americans to replace the old slave-codes and, although some of these new 'black-codes' were harsher than others, they all had the same aim of subjecting black Americans to white domination and limiting their social, economic and political ambitions. Mississippi's code, for instance, gave the courts such wide powers that almost any unemployed black American could be fined and handed over to a planter to work out payment of his punishment for being poor. When Republicans protested, Southerners simply pointed out that black Americans in most Northern states were still barred from serving on juries, banned from marrying whites and segregated in their education. Many white Southerners opposed educating black Americans on the grounds that it threatened white supremacy and much of the education was in the hands of Northerners. Northern teachers became a target for intimidation and many returned home, so that by the end of the 1870s only one in eight black children of school age were receiving any formal education.

In the 1868 elections the Ku Klux Klan was very much in evidence, intimidating black Republican voters. Attempts after the election to stamp out the Klan were doomed to failure. Despite all the problems, black living standards in the South generally rose. From the 1870s onwards, some black Americans were able to buy land and by 1880 one in five black farm labourers owned at least some land. Such black Americans were frequent targets of violence and intimidation.

From a history book published in 1987.

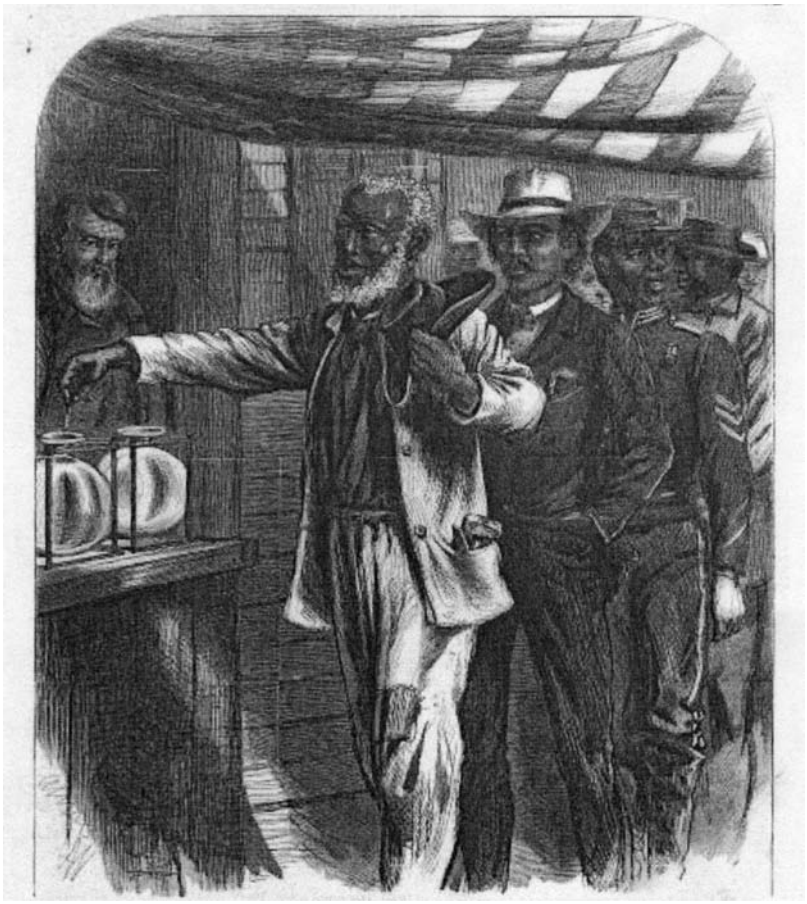
SOURCE C

After Emancipation, Lewis remained with us many years. His home was only a short distance from our home. He cultivated a farm successfully, and soon had a pair of nice horses, a buggy and wagon, and other things, and lived well; but he had never known freedom entirely without supervision. One day he came to the conclusion that he would move away and enjoy freedom to its fullest extent. Mr Clayton said, 'When you leave, nail up the door of your house, and leave it until you want to come back.'

Lewis and his brother rented a farm some miles away, and we heard no more of them until the next fall, when Lewis made his appearance, very much dejected. 'I have come to ask if I can go into my house again.' He had lost everything. Lewis moved back and is now with us, an old man.

From the memoirs of a planter's wife published in 1899.

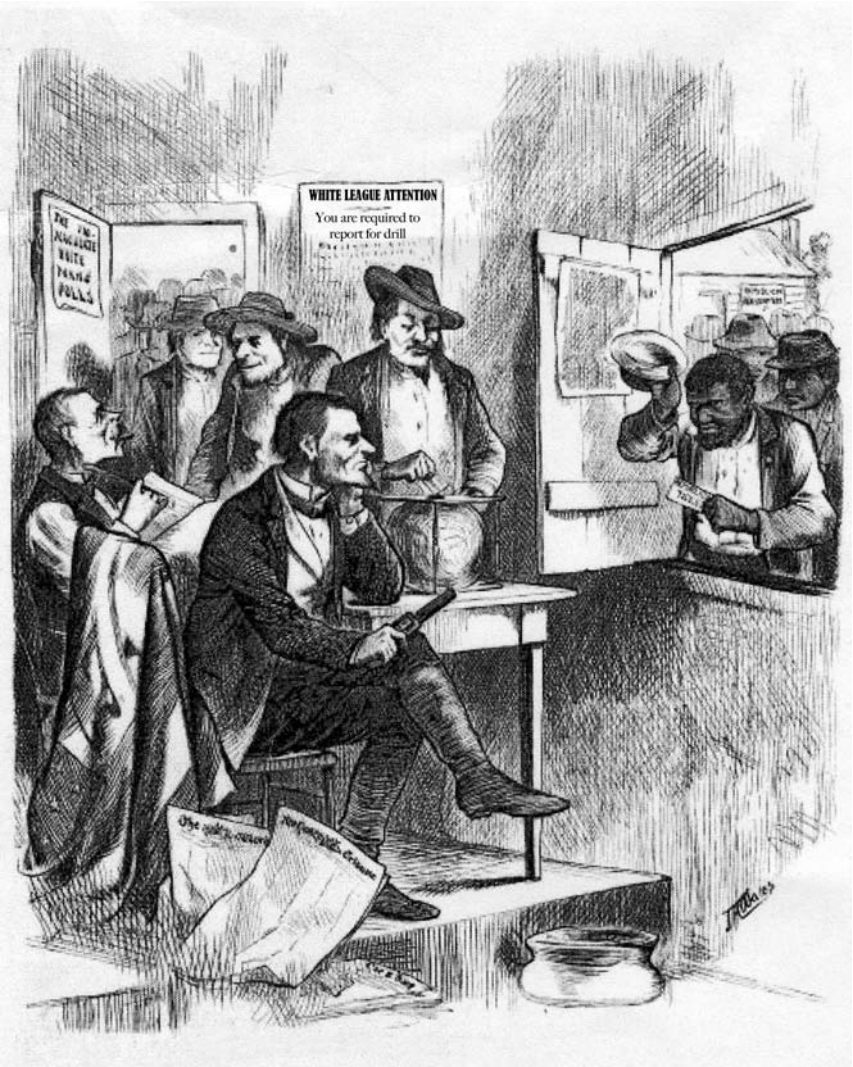
SOURCE D



A cartoon entitled 'The First Vote', published in a New York magazine, 1867.

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SOURCE E



A cartoon entitled 'Everything points to a Democratic victory this fall', published in a New York magazine in 1874. The man sitting down is the election judge in charge of a voting station in the South.

SOURCE F

But what of the Negroes? No section shows a more prosperous working population than the Negroes of the South. They share our schools, have the fullest protection of our laws and the friendship of our people. The relations of the southern people with the Negroes are close and friendly. Law can only bring the Negro liberty and the vote. The rest must be left to conscience and common sense. It should be left to those among whom the Negroes live, with whom they are closely connected.

The old South based everything on slavery and agriculture. The new South presents a perfect democracy.

The editor of a Southern newspaper, 'The Constitution', speaking to a group of business leaders in the North in 1886.

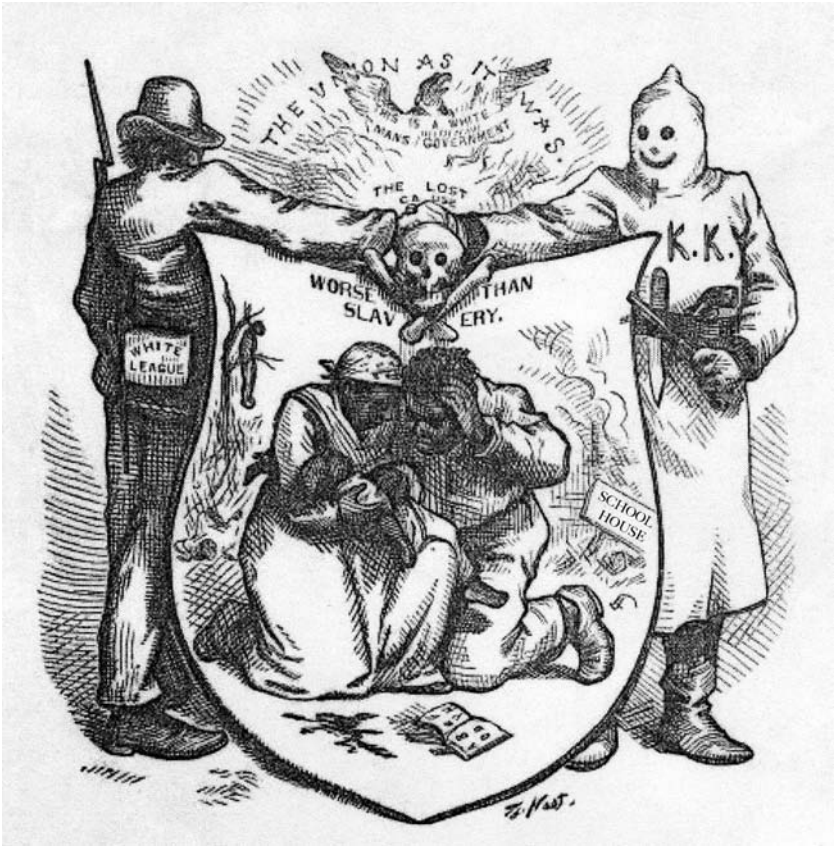
SOURCE G

Emancipation came and the vested interests of the white man in the Negro's body were lost. In slave times the Negro was kept subservient by the frequency and severity of the whipping, but with freedom, a new system of intimidation came into fashion; the Negro was not only to be whipped, he was killed.

The first excuse was the necessity of the white man to repress and stamp out alleged race riots. Then came the second excuse. The Negro was given the right to vote but the southern white man would not consider that the Negro had any right which a white man was bound to respect, and the idea of a republican form of government in the southern states grew into general contempt. 'No Negro domination,' became the new message on the banner of the sunny South, and under it rode the Ku Klux Klan, and the lawless mobs, which for any purpose chose to murder one man or a dozen as suited their purpose best.

From a book entitled 'A Red Record' by Ida B. Wells,
a militant campaigner for equal rights, published in 1895.

SOURCE H



INJURED INNOCENCE

A cartoon entitled 'Worse than Slavery', published in a magazine in 1874.

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Now answer **all** the following questions. You may use any of the sources to help you answer the questions, in addition to those sources which you are told to use. In answering the questions you should use your knowledge of the topic to help you interpret and evaluate the sources.

1 Study Sources A and B.

How far do these two sources agree? Explain your answer using details of the sources. [7]

2 Study Source C.

How far are you surprised by this source? Explain your answer using details of the source and your knowledge. [8]

3 Study Sources D and E.

Would the cartoonists of these two cartoons have agreed about events in the South? Explain your answer using details of the sources and your knowledge. [8]

4 Study Sources F and G.

Is one of these two sources more reliable than the other? Explain your answer using details of the sources and your knowledge. [8]

5 Study Source H.

Was this cartoon published by the North or by the South? Explain your answer using details of the source and your knowledge. [7]

6 Study **all** the sources.

How far do these sources provide convincing evidence that Black Americans benefited from Reconstruction? Use the sources to explain your answer. [12]

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Option B: 20th Century topic

DID THE GERMAN AIR FORCE USE TERROR BOMBING ON THE CITY OF GUERNICA?

Study the Background Information and the sources carefully, and then answer **all** the questions.

Background Information

One of the most famous events in the Spanish Civil War occurred in Guernica on 26 April 1937. There is much disagreement about what really happened. What is beyond dispute is that the town was largely destroyed and hundreds of civilians were killed. The Republicans claimed that the town was destroyed by heavy bombing by the German air force which was practising the tactic of terror bombing which would later be used in the Second World War. The Nationalists claimed that Guernica had been deliberately burned and dynamited by fleeing Republican forces who had been using the city to store ammunition and explosives. There were also claims that the Republicans exaggerated the extent of the bombing for propaganda reasons.

Guernica was of great importance for both sides. It stood between the Nationalists and the capture of Bilbao which was seen as key to the Nationalists winning the war. The whole matter is further complicated by the fact that Guernica is in the Basque country of Northern Spain and was the centre of demands for an independent Basque state. The Basques knew that the Nationalists would not allow them to have their own independent nation and in exchange for such recognition they agreed to co-operate with the Republicans. The relationship was an uneasy one as the Basques did not completely trust the Republicans.

What is the truth about Guernica?

SOURCE A

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SOURCE B

With the total agreement which might appear to suggest obedience to orders, many English and French newspapers are using a minor event such as the supposed bombardment of a small town as the basis of a campaign designed to present 'Nationalist' Spain as anti-humanitarian, thus serving the ends of the Soviet faction which dominates the Spanish 'Red' zone. This campaign against the bombardment of towns is attempting to lay the blame for such outrages upon the 'Nationalists'. 'National' Spain energetically rejects such a campaign.

Guernica, less than four miles from the fighting line, was an important crossroads filled with retreating troops. At Guernica an important factory has been manufacturing arms and munitions for nine months. It would not have been surprising if the 'National' planes had marked Guernica as an objective. The laws of war allowed it. It was a classical military objective with an importance thoroughly justifying a bombardment. Yet it was not bombarded.

It is possible that a few bombs fell upon Guernica during days when our aeroplanes were operating against objectives of military importance. But the destruction of Guernica, the great fire at Guernica, the explosions which during the whole day occurred at Guernica – these were the work of the Reds. Let the world know that Guernica was the work of those who, at Russia's orders, pursue the systematic destruction of the national wealth of Spain.

From a statement issued by the Nationalist government on 3 May 1937.

SOURCE C

Yesterday at about 1.30 pm I arrived in Guernica, the ancient capital of the Basque country. It was a peaceful town, with no factories, no munition works and no troops stationed there. Peasant women and children were going quietly about the streets.

Then at four o'clock the rebels began a brutal bombardment which continued without stopping until seven in the evening. More than fifty German planes rained bombs on the town and machine-gunned the streets incessantly. The surrounding villages were similarly bombarded. The planes even machine-gunned the flocks in the fields. At eleven o'clock at night the whole town was in flames, not a single house standing. The streets and the square were crammed with goods snatched from the inferno. The people are still searching for missing relatives, for wives, daughters, husbands, sweethearts and children.

During the first few minutes of the bombardment the Catholic priest blessed the people, Socialists and Communists included. The roads out of Guernica are now thronged with refugees, driving their sheep and cattle and carrying their rescued goods with them.

From an article by Elizabeth Wilkinson, published in the British Communist newspaper, 'The Daily Worker', 27 April 1937. Elizabeth Wilkinson was a communist and was sent by 'The Daily Worker' to Spain to report on events.

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SOURCE D

There was an arms factory in Guernica which produced weapons. Our planes bombed this factory and they also bombed the railway to prevent the arms from being exported. But in Guernica I saw two completely different kinds of ruins. On one side, the bombed arms factory, the railway station and their surroundings. On the other, ruins of a more recent character, the result of arson and dynamite. Because the Reds did not expect us to occupy Guernica as soon as we did, when we entered the town smoke was still pouring out of buildings which had evidently been set on fire.

We started to roam about and one of our men informed us that he had come upon two suspicious characters. Near the entrance to a church we found two well dressed men who identified themselves as a leader of the Basque Separatist Party and a French journalist. They had come to report on the destruction of Guernica with the idea of laying the blame on Nationalist planes, and their report was intended for publication abroad. We requested them to sign a statement admitting that they had witnessed the occupation of the town, that the inhabitants had been well treated by our men, who had posted a guard around many buildings, and that Guernica had been destroyed before our soldiers reached it. When they had done this they were handed over to Army Intelligence Officers.

From an article entitled 'Recollections of the Capture of Guernica' by General Martinez Esparza of the Nationalist forces, published in 1949. It describes events in Guernica on 29 April 1937.

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SOURCE E



A poster published by the Republican government shortly after the events at Guernica. The poster was published in Spanish, English and French.

SOURCE F

I urged Hitler to give support under all circumstances, firstly, to prevent the further spread of communism; secondly, to test my young Luftwaffe in this or that technical respect. With the permission of the Fuhrer, I sent a large part of my transport fleet and a number of experimental fighter units, bombers and anti-aircraft guns to Spain, and in that way I had an opportunity to find out, under combat conditions, whether the material was equal to the task.

Goering speaking at the Nuremberg trials in 1946. He had been in charge of the German airforce.

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[Turn over

SOURCE G



The cover of a book published in England during the Spanish Civil War.

SOURCE H

After the capture of Bilbao in June 1937 there was little more fighting on that Northern Front, and I saw no more of it. I did, however, learn something about the famous Guernica controversy through my friendship with a British and a French journalist who entered the town with the first Nationalist troops to occupy it, and who closely examined the damage and questioned many of the inhabitants. This was the Communists' most successful single propaganda coup of the war, and it created a myth which has passed into history. According to this myth Guernica was destroyed by German Stukas on an experiment in dive bombing. The truth is that the town, an important communications centre and divisional headquarters, was bombed by the Nationalist Air Force – not the German – who hit the railway station and an arms factory. Later Guernica was dynamited and set on fire by retreating Republican soldiers.

Peter Kemp writing in 1976. Kemp was a British volunteer who joined the Spanish Foreign Legion at the beginning of the war and fought on the Nationalist side.

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Now answer **all** the following questions. You may use any of the sources to help you answer the questions, in addition to those sources which you are told to use. In answering the questions you should use your knowledge of the topic to help you interpret and evaluate the sources.

1 Study Sources A and B.

How far do these two sources agree? Explain your answer using details of the sources. [7]

2 Study Sources C and D.

Is either of these sources the more reliable? Explain your answer using details of the sources and your knowledge. [8]

3 Study Source E.

Why was this source published? Explain your answer using details of the source and your knowledge. [8]

4 Study Sources F and G.

Is either of these two sources useful for studying the events in Guernica? Explain your answer using details of the sources and your knowledge. [8]

5 Study Source H.

Are you surprised by what Kemp has to say? Explain your answer using details of the source and your knowledge. [7]

6 Study **all** the sources.

How far do these sources provide convincing evidence that the Germans used terror bombing on Guernica? Use the sources to explain your answer. [12]

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