

# Pearson Edexcel Level 3 GCE

## History

Advanced

Paper 2: Depth study

Option 2H.1: The USA, c1920-55: boom, bust and recovery

Option 2H.2: The USA, 1955-92: conformity and challenge

Sample assessment materials for first teaching

September 2015

**Sources Booklet**

Paper Reference

**9H10/2H**

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**Sources for use with Section A. Answer the questions in Section A on the option for which you have been prepared.**

**Option 2H.1: The USA, c1920–55: boom, bust and recovery**

**Sources for use with Question 1.**

**Extract 1:** From Lorena Hickok's report on the Tennessee Valley Authority (TVA) in Alabama, 6 June 1934, to Harry L Hopkins. Lorena Hickok was an American journalist and close confidant of Eleanor Roosevelt. In 1933, Hopkins, Roosevelt's close adviser and one of the architects of the New Deal, asked Hickok to travel through the United States and report on the state of the nation. Here she gives her impression of the local reaction to the TVA.

A Promised Land, bathed in golden sunlight, is rising out of the grey shadows of want and squalor and wretchedness down here in the Tennessee Valley these days. Ten thousand men are at work, building with timber and steel and concrete the New Deal's most magnificent project, creating an empire with potentialities so tremendous and so dazzling that they make one gasp. They don't all get so excited about it as I do. They criticize some features of the program. I have an impression that thousands of people right here in the Valley don't really know what it is all about. But the people – the people as a whole – are beginning to 'feel' already the presence of TVA, even though it hasn't made any dent on our relief rolls. Thousands of them are residents of the Valley, working five and a half hours a day, five days a week, for a really LIVING wage. Houses are going up for them to live in – better houses than they have ever had in their lives before. And in their leisure time they are studying – farming, trades, the art of living, preparing themselves for the fuller lives they are to lead in that Promised Land. You are probably saying, 'Oh, come down to earth!' But that's the way the Tennessee Valley affects one these days. Ten thousand men at work may not seem like so many when Tennessee still has a relief case load of 68,000 and Alabama around 80,000. But it's something.

**Extract 2:** From a letter to First Lady Eleanor Roosevelt from Minnie A Hardin of Indianapolis, Indiana, 14 December 1937. Minnie Hardin was a farmer. Here she is complaining about the New Deal.

We have always had a shiftless, never-do-well class of people whose one and only aim in life is to live without work. We cannot help those who will not try to help themselves. For those who do try, a square deal is all they need, and by the way that is all this country needs or ever has needed: a square deal for all and then, let each paddle their own canoe, or sink. There has never been any necessity for anyone who is able to work being on relief in this locality, but there have been many eating the bread of charity and they have lived better than ever before. During the worst of the depression many of the farmers had to deny their families butter, eggs, meat, etc. and sell it to pay their taxes and then had to stand by and see the dead-beats carry it home to their families by the arm load, and they knew their tax money was helping pay for it. The crookedness, selfishness, greed and graft of the crooked politicians is making one gigantic racket out of the new deal, and it is making this a nation of deadbeats and beggars.

## Option 2H.1: The USA, 1955–92: conformity and challenge

### Sources for use with Question 2.

**Extract 3:** From a speech by Malcolm X at a New York press conference on 12 March 1964. Here, he is explaining the 'black nationalist' philosophy.

Because 1964 threatens to be a very explosive year on the racial front, and because I myself intend to be very active in every phase of the American Negro struggle for human rights, I have called this press conference in order to clarify my own position in the struggle – especially in regard to non-violence.

Concerning non-violence: it is criminal not to teach a man to defend himself when he is the constant victim of brutal attacks. It is legal and lawful to own a shotgun or a rifle. We believe in obeying the law. 5

In areas where our people are the constant victims of brutality, and the government seems unwilling or unable to protect them, we should form rifle clubs that can be used to defend our lives and our property in times of emergency. When our people are bitten by dogs, they are within their rights to kill those dogs. 10

We should be peaceful, law-abiding – but the time has come for the American Negro to fight back in self-defence whenever and wherever he is being unjustly and unlawfully attacked. 15

If the government thinks I am wrong for saying this, then let the government start doing its job.

**Extract 4:** From Langston Hughes, writing in the *New York Post* newspaper, 23 July 1964. Hughes was a black American poet, playwright and author. Here, he is looking at the Harlem riot which began on 16 July 1964.

Opinion is divided in Harlem as to whether or not riots do any good. Some say yes, they achieve concrete results in community improvements. Others say no, they set the Negro race back 50 years. Those who disagree say, in effect, 'But Negroes are always being set back 50 years by something or another, so what difference does a riot make?' 20

Old-timers who remember former riots in Harlem say, 'White folk respect us more when they find out we mean business. When they only listen to our speeches or read our writing – if they ever do – they think we are just blowing off steam. But when rioters smash the plate glass windows of their stores, they know the steam has some force behind it.' Then the white folks say, 'The Negroes are mad! What do they want?' And for a little while they will try to give you a little of what you want. 25

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### **Acknowledgements**

Source 1 ©2003 New Deal Network. The New Deal Network was developed as a research and teaching resource for students and educators; Source 2 is taken from Andrew Carroll (ed.), *Letters of a Nation: A Collection of Extraordinary American Letters*, Broadway Books 1995; Source 3 taken from <http://malcolmxfiles.blogspot.com>; Source 4 quoted in Ron Field, *Civil Rights in America 1865–1980*, Cambridge University Press 2002.

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