



GCE AS/A level

1232/08

HISTORY – HY2

UNIT 2

IN-DEPTH STUDY 8

THE CRISIS OF THE AMERICAN REPUBLIC, c. 1848-1877

A.M. THURSDAY, 19 May 2011

1½ hours

ADDITIONAL MATERIALS

In addition to this examination paper, you will need a 12 page answer book.

INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen.

Answer **one** question.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets at the end of each question or part-question.

The time you spend on a question should be in proportion to the marks available.

The sources and quotations used in this unit may have been amended or adapted from the stated published work in order to make the wording more accessible.

You are reminded that assessment will take into account the quality of written communication used in your answers.

UNIT 2

IN-DEPTH STUDY 8

THE CRISIS OF THE AMERICAN REPUBLIC, c.1848-1877

Answer one question.

1. *Study the sources below and answer the questions that follow.*

Source A

'I lay the following resolutions:

1. The entry of California into the Union as a free state at the earliest date.
2. The organisation of New Mexico and Utah for statehood, leaving their legislatures free to decide on the future of slavery.
3. Texas to give up any parts of New Mexico unlawfully seized; the Federal Government to assume responsibility for the debts incurred by the Texan government before independence.
4. The slave-trade in the District of Columbia to be abolished.
5. A new, stricter fugitive slave law to be introduced, allowing the more rapid recovery of escaped slaves.'

[Henry Clay, a leading Senator who helped to draw up the Compromise of 1850, outlining its main resolutions before the United States Senate (January 1850)]

Source B

'The dangers which a few months ago so universally threatened the peace and quiet of the country, including the very existence of the Union, have been avoided and turned aside. A Northern majority threatened to execute the passage of that odious measure, the Wilmot Proviso. In the series of adjustment measures passed at the last session of Congress on the various branches of the slavery question, is found a fair, just and honourable settlement of this alarming question.'

[Howell Cobb, a US Congressman from Georgia, writing about the Compromise of 1850 in a private letter to Unionists from Georgia (7 February 1851)]

Source C

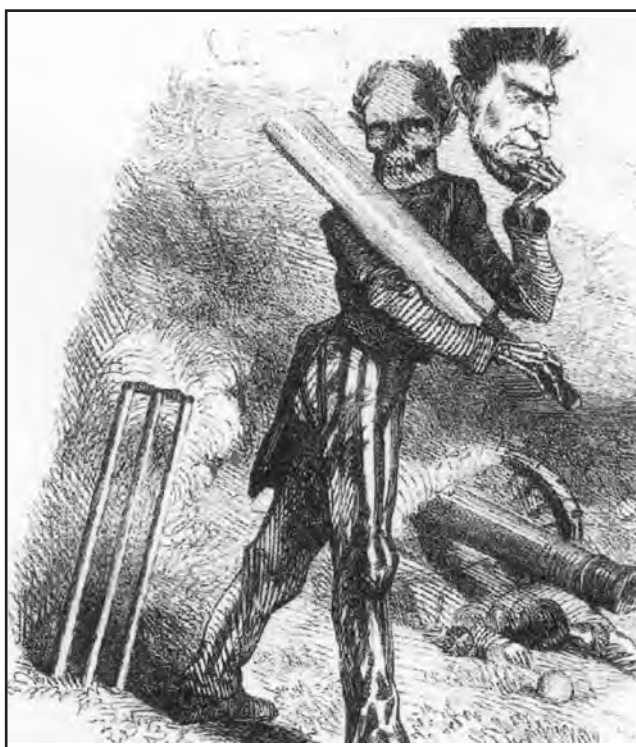
'From now until God's judgement day, the minds of men will always remember the killing of Abraham Lincoln. Some will regard it as a wicked assassination, but most will feel it be righteous retribution upon the destroyer of liberty and the oppressor of a free people. His one great object was the complete re-establishment of the power of the government of the United States by force of arms, even by the arms of our domestic slaves over the people of the South. No constitution, no law, no humanity stood in his way. Expense was nothing, human life was nothing.'

[From an article in a southern newspaper, *The Telegraph of Houston*, written after Lincoln's assassination in April 1865]

Source D

‘It was under Lincoln that for the first time American government attained full perfection in its two twin ideals of union and liberty. He had ruled with an intelligent purpose, a consistent determination, an abiding faith. He had administered uniform justice, balanced with mercy. He made liberal offers and grants of amnesty. Striking slavery its deathblow with the hand of war, he gave the South compensation with the hand of friendship and peace.’

[John G Nicolay, an academic historian who had been Lincoln’s personal secretary in the 1850s, writing in an article in the *Cambridge Modern History Series* (1903)]

Source E

[A cartoon in the British satirical magazine *Comic News* entitled ‘*His Second Innings*’. It was published after Abraham Lincoln’s re-election in 1864, showing him unmasked as death]

- (a) Study Source B. Use the source and your own knowledge to explain the meaning of the phrase “the Wilmot Proviso”. [4]
- (b) Study Sources A and B. Use these sources and **your own knowledge** to explain the importance of the Compromise of 1850. [8]
- (c) Study Sources C and E. How reliable are these sources in explaining the role of Abraham Lincoln in the Civil War? [16]
- (d) Study Sources C and D. How far does Source C support or contradict the interpretation of Abraham Lincoln given in Source D? [20]
- (e) How useful are these sources to an understanding of the American Civil War to 1865? [32]

(In your answer you are advised to use relevant background knowledge from the depth study, as well as information derived from the sources and the attributions).

2. Study the sources below and answer the questions that follow.

Source A

‘A recent addition to the anti-slavery movement is the Free Soil party, also known as the Republican party. There is another element of power added to the anti-slavery movement of great importance. It is the conviction that slavery must be abolished in the South or it will destroy liberty in the North. It is the nature of slavery to create a state of things around it favourable to its continuance. This fact connected with the system of bondage is beginning to be more fully realised.’

[Frederick Douglas, a leading abolitionist and reformer, in a public speech given in New York in 1855]

Source B

‘Calico is not now to be had. Such material as we used to give nine cents for is a bargain now at 40 cents. Coffee is not to be bought. Many persons have nothing but wheat and rye. These are some of the effects of this horrid and senseless war. My husband may again be forced to enter military service; his overseer and workers have been conscripted by the militia.’

[Margaret Preston, wife of a southern cotton farmer, writing in her diary about the effects of inflation and conscription (3rd April 1862)]

Source C

‘Mr Seward’s speech was a brutal and bloody manifesto and he means to plunge the country into civil war. He has thrown off his mask to reveal himself a repulsive and dangerous abolitionist.’

[An editorial in the Democrat newspaper, *The New York Herald*, denouncing the prominent Republican Senator William Seward who had made a speech forecasting war between the north and south (28 October 1858)]

Source D

‘Senator Seward was by temperament conciliatory, eager to use his charisma and good-natured manner to unify the nation and find a peaceful solution to the sectional crisis. From his earliest days in politics, Seward had trusted the warmth and power of his personality to bridge any divide. Seward was never an abolitionist.’

[Doris Kearns Goodwin, a professional biographer writing in the history book, *Team of Rivals*, a study of Abraham Lincoln’s cabinet (2006)]

Source E



[From a contemporary print of riots in New York against conscription in July 1863, published in the popular British newspaper, *The Illustrated London News*. The publication was generally against the war in America]

- (a) Study Source A. Use the source and **your own knowledge** to explain the meaning of the phrase, 'Republican Party'. [4]
- (b) Study Sources A and C. Use these sources and **your own knowledge** to explain the importance of the Anti-Slavery Movement. [8]
- (c) Study Sources B and E. How reliable are Sources B and E in explaining reaction to conscription during the Civil War? [16]
- (d) Study Sources C and D. How far does Source C support or contradict the interpretation of William Seward given in Source D? [20]
- (e) How useful are these sources to an understanding of the American Civil War to 1865? [32]
(In your answer you are advised to use relevant background knowledge from the depth study, as well as information derived from the sources and the attributions).