



**GCE AS/A level**

1232/08

**HISTORY – HY2**

**UNIT 2**

**IN-DEPTH STUDY 8**

**The Crisis of the American Republic, c. 1848-1877**

P.M. WEDNESDAY, 22 May 2013

1 hour 20 minutes

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080001

### **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 **either** question 1 **or** question 2.

### **INFORMATION FOR CANDIDATES**

The number of marks is given in square 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 marking will take into account the quality of written communication used in your answers.**

2  
UNIT 2

IN-DEPTH STUDY 8

The Crisis of the American Republic, c. 1848-1877

*Answer either question 1 or question 2.*

QUESTION 1

Study the sources below and answer the questions that follow.

Source A

In the momentous step which our State has taken of dissolving its connection with the government of which we so long formed a part, it is just that we should declare the reasons: Our position is thoroughly identified with the institution of slavery. There was no choice left us but submission to abolition or a dissolution of the Union. The hostility to our institution of slavery has been shown by:

- refusing the admission of new slave states into the union
- nullifying the Fugitive Slave Law in almost every free state
- invading a state and investing with the honours of martyrdom the wretch John Brown whose purpose was to apply flames to our dwellings, and the weapons of destruction to our lives.

[The justification for secession issued by the State of Mississippi (9 January 1861)]

Source B

**CAUTION!!**

**COLORED PEOPLE**  
**OF BOSTON, ONE & ALL,**

You are hereby respectfully **CAUTIONED** and advised, to avoid conversing with the **Watchmen and Police Officers of Boston,**

For since the recent **ORDER OF THE MAYOR & ALDERMEN,** they are empowered to act as **KIDNAPPERS** **AND** **Slave Catchers,**

And they have already been actually employed in **KIDNAPPING, CATCHING, AND KEEPING SLAVES.** Therefore, if you value your **LIBERTY,** and the *Welfare of the Fugitives* among you, *Shun* them in every possible manner, as so many **HOUNDS** on the track of the most unfortunate of your race.

**Keep a Sharp Look Out for KIDNAPPERS, and have TOP EYE open.**

**APRIL 24, 1851.**

[An anti-slavery broadsheet which appeared in Boston after the capture and return south of an escaped slave in April 1851]

### Source C

The finances of the Confederacy are one of the great might-have-beens of American history. In the final analysis it was as much a lack of hard cash as a lack of industrial capacity or manpower that undercut what was, in military terms, an impressive effort by the Southern states. Investors rapidly lost faith in the South's cotton backed bonds. The Confederate government was forced to print money to pay for the war and inflation exploded in the south. Prices in the South rose by 4000 per cent during the Civil War. Even before 1865 the economy of the South was collapsing.

[Niall Ferguson, a leading academic historian, specialising in economic history, writing in *The Ascent of Money: A Financial History of the World* (2008)]

### Source D



[A cartoon published in *Harper's Weekly*, an influential northern periodical, depicting Jefferson Davis grappling with the South's economic problems (September 1864)]

### Source E

I have, Senators, believed from the first that the subject of slavery would, if not prevented by some timely and effective measure, end in disunion. I have, on many occasions, endeavoured to call the attention of the two great parties which divide the country to adopt some measure to prevent so great a disaster, but without success. The agitation over slavery has been permitted to proceed, with almost no attempt to resist it, until it has reached a point when it can no longer be disguised or denied that the Union is in danger. You have thus had forced upon you the greatest and the gravest question that can ever come under your consideration – how can the Union be preserved?

[Senator John Calhoun of South Carolina, a strong supporter of southern rights, making his last speech in the Senate (4<sup>th</sup> March, 1850)]

**Source F**

It has pleased God to visit our beautiful city with the most cruel fate which can ever befall States or cities. He has permitted an invading army to penetrate our country almost without impediment; to rob and ravage our dwellings, and to commit three-fifths of our city to the flames. The schools of learning, the shops of art and trade, of invention and manufacture, shrines equally of religion, benevolence and industry, are all buried together, in one congregated ruin. Humiliation spreads her ashes over our homes and garments, and the universal wreck exhibits only despair.

[William Simms, a Confederate supporter and historian, writing in his book, *The Sack and Destruction of the City of Columbia* (1865)]

- (a) What does the author of Source A suggest by the phrase ‘investing with the honours of martyrdom the wretch John Brown’? [8]

*In your answer you are advised to discuss the content and authorship of the source and to use your own knowledge.*

- (b) How important was the Fugitive Slave Law? [16]

*Explain your answer analysing and evaluating the content and authorship of Sources A and B and using your own knowledge.*

- (c) Do you agree with the interpretation that the confederacy lost the war because of the Home Front? [24]

*Explain your answer analysing and evaluating the content and authorship of Sources C and D and using your own knowledge.*

- (d) How useful are Sources D, E and F in understanding the American Civil War to 1865? [32]

*In your answer you are advised to analyse and evaluate the content and authorship of these sources and to use your own knowledge.*



## QUESTION 2

Study the sources below and answer the questions that follow.

## Source A

The bill provides, in words as specific as our language affords, that the act is NOT to legislate slavery into any Territory or State. It does not introduce slavery, does not revive it, does not establish it. The great principle of self-government is declared in this bill to be the rule of action as a final settlement of the slavery agitation.

[Senator Stephen Douglas, explaining the aim of his Kansas-Nebraska bill, in a letter to the editor of a newspaper, *The Concord Register* (16 February 1854)]

## Source B

**FREE STATE  
CONVENTION!**

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All persons who are favorable to a union of effort, and a permanent organization of all the Free State elements of Kansas Territory, and who wish to secure upon the broadest platform the co-operation of all who agree upon this point, are requested to meet at their several places of holding elections, in their respective districts on the 25th of August, instant, at one o'clock, P. M., and appoint five delegates to each representative to which they were entitled in the Legislative Assembly, who shall meet in general Convention at

**Big Springs, Wednesday, Sept. 5th '55,**

[An anti-slavery broadsheet advertising a free state convention in Kansas (September 1855)]

## Source C

In my first interview with Mr. Lincoln alone, he stated to me that he had never professed to be a military man or to know how campaigns should be conducted, and never wanted to interfere in them.

[Ulysses Grant, writing in his memoirs, published in 1885. He is referring to a meeting with President Abraham Lincoln after Grant's appointment as Commander of the Union armies in January 1864]

**Source D**

Military matters required more of Lincoln's attention than did anything else during his presidency. He spent more time in the War Department telegraph office than anywhere else in the White House; sometimes staying all night during crucial operations, reading and sending dispatches. His experience as a self-taught lawyer and his analytical mind stood him in good stead. He quickly demonstrated a sound grasp of strategy especially the need for concentration. As the Union had greater numbers, Lincoln believed it should concentrate superior forces at different points at the same time to disperse and weaken the enemy.

[James Macpherson, an American historian specialising in the Civil War, writing in an article entitled 'Lincoln as self-taught strategist', published in the book, *Civil War Times Illustrated* (1992)]

**Source E**

Judge Pierrepont, the recruitment officer, gave us a most discouraging account of the conduct of our men in the field, 200 only being the average of those who fight in a regiment. It is incredible, he says, how many slink to the rear pretending to lack ammunition. Some pretend to fall and are carried off by half a dozen other friends and all kinds of excuses are found. So our material is not quite as good as the papers make out!

[Maria Daly, a northern activist, writing in her diary after attending a recruitment meeting (4<sup>th</sup> October 1862)]

**Source F**

We must free the slaves or be ourselves subdued. The slaves were undeniably an element of strength to those that had their service and we must decide whether that element should be with us or against us. Decisive and extensive measures must be adopted. This administration must set an example and strike at the heart of the rebellion.

[From a record of President Abraham Lincoln's statement to his cabinet, discussing the issue of emancipation (July 1862)]

- (a) What does the author of Source E suggest by the phrase ‘So our material is not quite as good as the papers make out’? [8]

*In your answer you are advised to discuss the content and authorship of the source and to use your own knowledge.*

- (b) Why was the Kansas-Nebraska bill significant? [16]

*Explain your answer analysing and evaluating the content and authorship of Sources A and B and using your own knowledge.*

- (c) Do you agree with the interpretation that Abraham Lincoln’s military leadership was a major reason for northern victory in the Civil War? [24]

*Explain your answer analysing and evaluating the content and authorship of Sources C and D and using your own knowledge.*

- (d) How useful are Sources B, E and F in understanding the American Civil War to 1865? [32]

*In your answer you are advised to analyse and evaluate the content and authorship of these sources and to use your own knowledge.*