



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, 20 May 2015

1 hour 20 minutes plus your additional time allowance

ADDITIONAL MATERIALS

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

INSTRUCTIONS TO CANDIDATES

Use black ink, black ball-point pen or your usual method.

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.

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 following sources and answer the questions that follow.

SOURCE A

Grant's steady hand at the helm after March 1864 gave the North bright prospects for victory. There would be no failure of nerve at the front nor any turning back because of temporary setbacks. If the northern public remained committed to victory, it had the commander in place to follow through in the field.

[Gary Gallagher, a leading US historian of the Civil War, writing in a collection of essays, WHY THE CONFEDERACY LOST (1992)]

SOURCE B

I therefore determined, first, to use the greatest number of troops practicable against the armed forces of the enemy and second, to hammer continuously against the armed forces of the enemy and his resources, until by mere attrition, if in no other way, there should be nothing left to him but submission.

[General U.S. Grant in his report to the Secretary of State for War, on the completion of his assignment as general-in-chief of the Northern armies (July 1865)]

SOURCE C

The slave economy of the Southern states was not only efficient, profitable and economic but also ensured that conditions for slaves were improving. Southern agriculture was about 35% more efficient than Northern agriculture in 1860.

[R.W. Fogel and S. Engerman, US economic historians, writing in their study of southern slavery, TIME ON THE CROSS (1974)]

SOURCE D

My own impression of the real condition of the people of our slave states was that the cotton monopoly does more harm than good. I travelled three thousand miles in these states and saw that the people living in those areas had not been made rich by cotton or anything else.

[Frederick Olmsted, a northern journalist, writing in his book about his travels in the USA, THE COTTON KINGDOM, published in 1861]

SOURCE E

Four score and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal. We are now met on a great battlefield of war. We here highly resolve that the dead shall not have died in vain and that this nation, under God, shall have a new birth of freedom.

[Extracted from Abraham Lincoln's Gettysburg Address (November 1863)]

SOURCE F

[From a cartoon by Thomas Nast, a northern sympathiser, published in a northern journal, HARPERS WEEKLY, in 1865. The cartoon portrays an African American family enjoying the benefits of freedom compared to the horrors of slavery]

- 1(a) What does the author of Source E mean by the phrase ‘this nation, under God, shall have a new birth of freedom’? [8]**

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

- (b) How significant was the role of General U.S. Grant in the Civil War? [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 southern economy was thriving and profitable by 1860? [24]**

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

1(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 following sources and answer the questions that follow.

SOURCE A

Does the election of Lincoln justify the Southern states in dissolving the Union? The constitutional rights claimed by the Southern states are:

First, recognition of the institution of slavery.

Second, the right to go with their slave property into the common territories of the Union.

Third, the right of a slave owner to reclaim his property in any state into which the slave may escape.

The antagonism between these rights and the principles of the Black Republican party is plain, direct and irreconcilable. On the 4th March 1861 the Federal Government will pass into the hands of the Abolitionists and I have no doubt of your right to secede from the Union.

[From an address to the people of Georgia by Howell Cobb, a US Democrat Party Congressman (6 December 1860)]

SOURCE B

Lincoln did not see what Southerners saw in 1860-1861. Lincoln might argue that as president he had no authority to lay hands on slavery but every Southerner knew he could do the next best thing which was to unsettle it, perhaps provoking a slave uprising or encouraging abolitionists in Federal positions.

[Allen Guelzo, a leading US historian of the Civil War writing in his textbook, LINCOLN: A VERY SHORT INTRODUCTION (2009)]

SOURCE C

How can the Union be saved? There is but one way and that is by adopting such measures as will satisfy the states belonging to the southern section that they can remain in the Union with honour and safety. The North has only to will it to accomplish it, to concede to the South an equal right in the newly acquired territories, to fulfil decisions relating to the treatment of fugitive slaves and to cease agitation on the slave question.

[Senator John Calhoun, a former Vice President, slave holder and champion of states' rights, in his last speech to the US Senate in the debate about the Compromise of 1850 (4 March 1850)]

SOURCE D

The Compromise of 1850 was a major legislative achievement which pulled the rug from beneath the feet of secessionists and anti-slavery radicals alike. A majority of Americans rejoiced wildly at the nation's salvation, only dimly aware that the seeds of destruction remained embedded in the legislation that Congress had agreed.

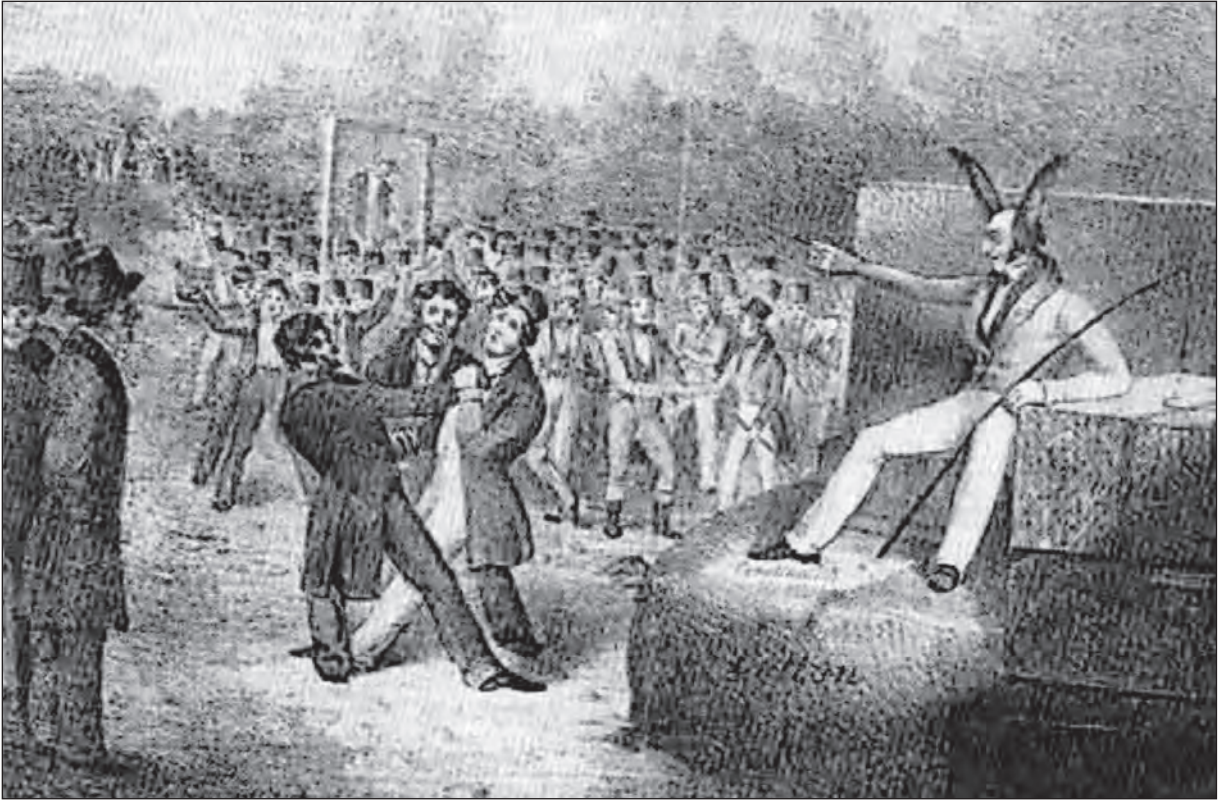
[Robert Cook, an academic historian, writing in his specialist textbook, CIVIL WAR AMERICA – MAKING A NATION 1848-1877 (2003)]

SOURCE E

Not until 1854 did Lincoln publicly denounce slavery on moral grounds. For him, the slavery question was closely tied to the questions of union and democracy. In every recorded speech from 1854 to 1861 he repeated the warning that slavery might become national and, if it did, free America was doomed.

[R. B. Nye and J. E. Morpurgo, academic historians, writing in their general history book, THE GROWTH OF THE USA (1965)]

SOURCE F



[From an abolitionist cartoon entitled Southern Ideas of Liberty published in Boston in the 1840s. The cartoon portrays a judge with ass's ears, seated on bales of cotton and tobacco, sentencing an abolitionist to hang]

- 2(a) What does the author of Source C mean by the phrase ‘to concede to the South an equal right in the newly acquired territories’? [8]**

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

- (b) How significant was Lincoln’s election in 1860 in causing the Civil War? [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 Compromise of 1850 was deeply flawed? [24]**

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

2(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.

END OF PAPER