



**GCE A LEVEL – NEW**

1100U70-1



**HISTORY – A2 unit 4  
DEPTH STUDY 7**

**The Crisis of the American Republic c.1840-1877**

**Part 2: Civil War and Reconstruction c.1861-1877**

FRIDAY, 16 JUNE 2017 – MORNING

1 hour 45 minutes

### **ADDITIONAL MATERIALS**

A WJEC pink 16-page answer booklet.

### **INSTRUCTIONS TO CANDIDATES**

Use black ink or black ball-point pen.

Answer **Question 1** and **either Question 2 or 3**.

### **INFORMATION FOR CANDIDATES**

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

You are advised to spend up to 60 minutes on Question 1 and up to 45 minutes on either Question 2 or 3.

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.

In your answers, you should use knowledge and understanding gained from your study of Unit 2 (AS) where appropriate.

**UNIT 4****DEPTH STUDY 7****The Crisis of the American Republic c.1840-1877****Part 2: Civil War and Reconstruction c.1861-1877****Answer question 1 and either question 2 or 3.****QUESTION 1 (COMPULSORY)**

Study the following sources and answer the question that follows.

**Source A**

On 31 August, General Fremont issued a Proclamation from St. Louis, declaring among other things, that the property of all persons in Missouri who shall take up arms against the United States shall be confiscated and their slaves are hereby declared free men. General Fremont, who it will be remembered was the Republican candidate for President in 1856, is rightly interpreting the sentiment of the nation and has given the law the only application which can be at all practical and useful in the present emergency. It has been intimated that President Lincoln's government will disapprove of General Fremont's Proclamation. Considerations of policy may have induced the government to treat the question of slavery with great caution and to keep it out of the contest but slavery is the beginning and the end, indeed it is the very essence and body of the present struggle on the part of the rebel states. We deserve the charge of weakness and even treachery to the cause of human freedom when we boldly confiscate the ships, houses and cattle of the rebels – yet deny freedom to their slaves.

[An extract from Frank Leslie's *Illustrated Newspaper*, a publication sympathetic to radical republicanism and emancipation (21 September 1861)]

**Source B**

You dislike the Emancipation Proclamation. You say it is unconstitutional but I think differently. I think the Constitution invests its Commander-in-chief with the law of war in time of war. The most that can be said is that slaves are property. Is there any question that by the law of war, property may be taken when needed? And is it not needed whenever taking it helps us or hurts the enemy? Some of our commanders who have given us our most important successes believe the emancipation policy and the use of coloured troops constitute the heaviest blow yet dealt to the rebellion. You say you will not fight to free the negroes. Some of them seem willing to fight for you. I issued the proclamation to aid you in saving the Union. I thought that whatever negroes can be got to do as soldiers, leaves just so much less for white soldiers to do in saving the Union. Does it appear otherwise to you? But negroes, like other people, act upon motives. Why should they do anything for us, if we will do nothing for them? If they stake their lives for us, they must be prompted by the strongest motive even the promise of freedom. And the promise being made, must be kept.

[President Lincoln, writing in a private letter to James Conkling, a personal friend in Illinois (August 26 1863)]

**Source C**

I learn direct from Mr Dean, the provost marshal of St. Louis, that the Emancipation Proclamation has done more to weaken the South rebellion than any other measure that could have been adopted. During his visit to my house he informed me that he had brought a large number of rebel officers and men to be exchanged at Fortress Monroe. During their passage he took the opportunity to ask the officers in a body what effect the President's Emancipation Proclamation had produced in the South. Their reply was that "it had played hell with them". Mr Dean then asked how that could be possible since the negroes cannot read. To which one of them replied that one of his negroes had told him of the proclamation five days before he heard it in any other way. Others said their negroes gave them their first information of the proclamation. This was possible by overheard discussions and glimpses of conversations about newspapers. Many were now taking the chances of escape in large numbers and encouraging others to do the same.

[Peter Cooper, a leading abolitionist, writing in a letter to Horatio Seymour, Governor of New York and a Democrat opponent of Lincoln (September 28 1863)]

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying emancipation in the Civil War 1861-1863. [30]

**Answer either question 2 or question 3****Either,**

2. How far do you agree that the North won the Civil War mainly because of superior military leadership? [30]

**Or,**

3. "The violent resistance of white southerners was mainly responsible for the failure of reconstruction." Discuss. [30]

**END OF PAPER**