

Class	Register Number	Name
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南洋女子中学校
NANYANG GIRLS' HIGH SCHOOL

**BLOCK TEST 1 2013
SECONDARY THREE**

ADVANCED HISTORY (HP)

Modern World History

60 minutes

MONDAY

29th April 2013

0845-0945

READ THESE INSTRUCTIONS FIRST

Write your name, register number and class in the spaces provided on the answer paper.

INFORMATION FOR CANDIDATES

Answer **ALL** the questions.

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

For markers only	
Total	25

Setter: Ong L.H.

This document consists of **4** printed pages.

NANYANG GIRLS' HIGH SCHOOL

[Turn over

Source-Based Question (25m)

Did life improve for the Blacks during the Period of Reconstruction?

In answering the questions, you should use your knowledge and understanding of the period to help you interpret and evaluate the sources. You must use the sources to which you are specifically directed, but you may use any of the other sources where they are helpful.

Source A: A view by political scientist, John W. Burgess towards the issue of black suffrage during the Reconstruction period

It was the most soul-sickening spectacle that America had ever been called upon to behold. Every principle of the old American polity was here reversed. In place of government by the most intelligent and virtuous part of the people for the benefit of the governed, here was government by the most ignorant and vicious part of the population for the benefit, the vulgar, materialistic, brutal benefit of the governing set.

Source B: Excerpt from a former slave, Henry Adams, who was freed under the Emancipation Proclamation in 1865. This is his testimony before the U.S. Senate fifteen years later about the early days of his freedom

The white man said, "You had all better stay with the white people who raised you and make contracts with them to work by the year for one-fifth of all you make. And next year you can get one-third, and the next you maybe work for one-half you make. We have contracts for you all to sign." All our colored people signed it but myself and a boy named Samuel Jefferson. All who lived on the place was about sixty, young and old.

On the day after all had signed the contracts, we went to cutting oats. I asked the boss, "Could we get any of the oats?" He said, "No; the oats were made before you were free." After that, he told us to get timber to build a sugar-mill to make molasses. We did so. We made five bales of cotton but we did not get a pound of that. We made two or three hundred gallons of molasses and only got what we could eat. We made about eight-hundred bushel of potatoes; we got a few to eat. We split rails three or four weeks and got not a cent for that.

Source C: View of a Southern Plantation Mistress, Frances Butler Leigh. She wrote a book entitled *Ten Years on a Georgia Plantation Since the War*, justifying how she ran her plantation and the benefits of the antebellum slave system

But with us, while of course everyone did the best he could for his party, there was not the least ill-feeling between the blacks and the whites, and the election of [1872] passed off without trouble of any sort, which is a noteworthy fact in itself, as our county is one of the two in Georgia where the negroes outnumber the whites ten to one, and in more than one instance a negro was elected to office by the white democratic votes.

Source D: Engraving made from 1870 photograph by US Marshal J.G. Hester about the Ku Klux Klan in North Carolina



Source E: A speech by House Speaker S.J. Lee to the South Carolina House of Representatives in 1874

It is very pleasing gentlemen, to witness how rapidly the schools are springing up in very portion of our state, and how the number of competent, well trained teachers are increasing... Our state university has been renovated...New professors, men of unquestionable ability, now fill the chairs once filled by men who were too aristocratic to instruct coloured youths.

Source F: From traveler Edward King reporting in 1875

I visited the University of South Carolina after the revolution caused there by the entrance of the first coloured student, the Secretary of State himself. In the library...I saw the book from whose lists the white students had angrily erased their names when they saw the Secretary's round, fair script beneath their own.

Answer the following questions.

a) Study Source A.

What is the author saying about Black Suffrage?
Explain your answer.

[5]

b) Study Source B.

What is the purpose of the source?
Explain your answer.

[6]

c) Study Source C.

How useful is this source in helping one understand political rights of the blacks during Reconstruction?
Explain your answer.

[7]

d) Study Source E.

Does this source prove that black education in the South had improved during Reconstruction?
Explain your answer.

[7]

NYGH gratefully acknowledges the following for the use of the sources:

Source

A: http://c250.columbia.edu/c250_celebrates/remarkable_columbians/john_burgess.html

Source B: http://www.pbs.org/wgbh/amex/reconstruction/sharecrop/ps_adams.html

Source C: <http://docsouth.unc.edu/fpn/leigh/menu.html>

Source D: <http://www.learnnc.org/lp/editions/nchist-civilwar/4814>

Source E: Schneider, D & Schneider, C. Slavery in America: An Eyewitness History, New York, 2000.

Source F: Schneider, D & Schneider, C. Slavery in America: An Eyewitness History, New York, 2000.

THE END

