

Section A: The Revolutionary War, 1775–1783

SOURCE A



A painting showing the reactions of people in New York after the Declaration of Independence had been read out publicly, July 1776. The statue is of King George III.

SOURCE B

At the beginning of the war Americans regarded the French as enemies of liberty, enslaved to a despotic king. Americans resented the high rank and money given to French men who came to America and served in the Continental Army. When General Rochambeau arrived in 1778, he established strict discipline and, thereafter, officers and men behaved with politeness and moderation. Not a single complaint was brought against them. Even those loyal to Britain could not help loving the French.

*From the diary of a chaplain within the French army, 1778.
He marched with a regiment that was part of the contingent of 6000 French troops who arrived in America in July 1778.*

SOURCE C

General Arnold, who recently switched to our side, would do more to suppress the rebellion than all the other British generals put together. He is still greatly loved by the rebel troops. If he were given command of a body of men this would result in the desertion of a great number of rebels to the British side. If the rebels were certain that we would pay them the wages they are owed, and promised some land after the war, Washington would soon have no army.

From a letter by Sir George Rodney, Commander of the British Navy in the West Indies, to Lord George Germain, the British Secretary for the American Colonies, December 1780.

SOURCE D

The Cherokees have already started fighting against the rebels in Carolina and Virginia. The rebel government in Carolina has offered considerable rewards for the scalps of those Indians, and declared their children may be taken as slaves. This must anger the Cherokees and stir the resentment of all other Indians in the region. So, now, I am sure you will be able to make an alliance between us and the Indians and use them in various ways against the rebels who threaten their liberties.

From a letter by Lord George Germain, the British Secretary for the American Colonies, November 6, 1776. He was writing to John Stuart, the Indian agent.

SOURCE E

I am empowered by Congress to employ a body of 400 Indians. However, they must agree to certain conditions, including a commitment to give up their savage customs such as scalping, which they do when fighting each other. I think we can make excellent use of them as scouts and light troops, mixed with our own forces. I propose to raise about half the total number among the Southern Indians and the remainder from the Northern Indians.

From a letter by George Washington, Commander of the Continental Army, March 13, 1778. He was writing to the Commissioner of Indian Affairs from his headquarters in Valley Forge.

SOURCE F

My duty as a subject obliged me to serve the king. The motives that inclined me to join the British Army were the happiness which America enjoyed under the British government, and the miseries to which she would be reduced by independence. Nor are there any dangers or difficulties that I would not cheerfully undergo to restore things to what they were before war began. But I am an American. So, if independence is granted, I will support my country.

*From a letter by Major Walter Dulany of the Maryland Loyalists, March 29, 1783.
He was explaining his position to Sir Guy Carleton, the British commander-in-chief in North America.*

SOURCE G

We had lived together as a family of brothers for several years, sharing with each other the hardships, dangers, and sufferings of a soldier's life. We were as faithful to each other as it was possible to be. We did not want to be parted. This was the case with most men; I will not say with all. There were many amongst us who were not fully committed to the cause. Yet, I doubt there was a corps in the army that parted with more regret than ours did.

*From the diary of Sergeant Joseph Martin, June 11, 1783.
He recorded his reaction and that of other soldiers to their formal discharge from the
Continental Army, following the end of the War.*

Section B: The New Deal, 1933–1939**SOURCE H**

In the Civilian Conservation Corps, men learn the value of regular habits, orderliness, sanitation and personal hygiene. They are also taught something of good citizenship. The work in the forests, parks and fields provides training in practical skills such as truck driving, carpentry and stone masonry. General academic instruction is also available in the camps. Leisure activities, including publication of camp newspapers, plays and orchestras, also have educational possibilities.

*From Education in Civilian Conservation Corps Camps by Howard W. Oxley
(Director of CCC Camp Education), May 1936.*

74% of those in the CCC volunteered to participate in some form of educational activity.

SOURCE I

For Roosevelt, the New Deal meant that the little man was going to be given a better chance. He knew that the rich had been hit hard but at least they had something left. But the little merchant, the small householder, the farmer, the man who worked for himself—these people were desperate. And Roosevelt saw them as the most important citizens of the United States, numerically and for maintaining the ideals of American democracy.

*From The Roosevelt I Knew by Frances Perkins, published in 1946.
She was Secretary of Labor, 1933–45.*

SOURCE J



A cartoon published in an American newspaper, March 1936. Harry Hopkins is driving, and President Roosevelt is sitting next to him. Hopkins was one of Roosevelt's closest advisors.

SOURCE K

I do not believe that the Negroes have had, or are likely to receive, their proper share of the funds to relieve unemployment. White people are given jobs in greater proportion than their numbers would lead one to expect. Officials in relief offices favor whites rather than Negroes. The need of the Negroes is as great as among the whites, but they fail frequently to be given opportunity to receive what they deserve.

*From a letter by W. H. Mills to President Roosevelt, October 2, 1935.
He was a Presbyterian minister and member of the Clemson Agricultural College, South Carolina.*

SOURCE L

We blacks were taken to a camp in the Upper South. There was plenty to eat, and we slept in barracks. In the recreation hall we had a radio, a piano and a canteen. We had a baseball team and classes in arts and crafts. At first we only hiked, did drills and exercised. Thereafter, we worked five days a week, eight hours a day. Our bosses were white Southerners but I found nothing to complain about. The work varied, but it was always healthy outdoor labor.

*From Eyewitness: The Negro in American History by W. L. Katz, published in 1967.
The author is recalling his experience in the Civilian Conservation Corps.*

SOURCE M

The Tennessee Valley is part of a plan to produce a new social order. The Tennessee Valley Authority is Roosevelt's great gamble to prove that economic planning and capitalism are not incompatible. To those Americans who instinctively dislike experimentation, may I suggest that before condemning what is going on as socialism, you give a little time to see what will happen? It is just possible that the result may turn out to be a richer American life.

*From an article, Revolution by Electricity, by Paul Hutchinson, October 1934.
The Tennessee Valley Authority had been set up in May 1933.*

SOURCE N

The alphabetical agencies all involve the carefree scattering of public money. Vast projects are perhaps useful to our grandchildren but we have to pay the cost in the taxes of today. And, earlier this year, the Supreme Court declared the NRA was unconstitutional. "Economic planning" limits competition and restricts production. Also, the administration of relief has shifted from local authorities to a bureaucracy in Washington. Our country shows hopeful signs of recovery despite great obstacles. We should no longer tolerate gambling on the future of the nation.

*From a speech by former President Hoover made in New York City, November 16, 1935.
The next presidential election was less than a year away.*

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