



GCE AS/A LEVEL – NEW

2100U70-1



HISTORY – AS unit 2

DEPTH STUDY 7

The Crisis of the American Republic c. 1840-1877

**Part 1: Sectional differences and the road to Civil War
c. 1840-1861**

TUESDAY, 23 MAY 2017 – AFTERNOON

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 **both** questions.

INFORMATION FOR CANDIDATES

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

You are advised to spend around 50 minutes on answering each question.

The sources and extracts used in this unit may have been amended or adapted from the stated published work in order to make the wording more accessible.

UNIT 2

DEPTH STUDY 7

The Crisis of the American Republic c. 1840-1877

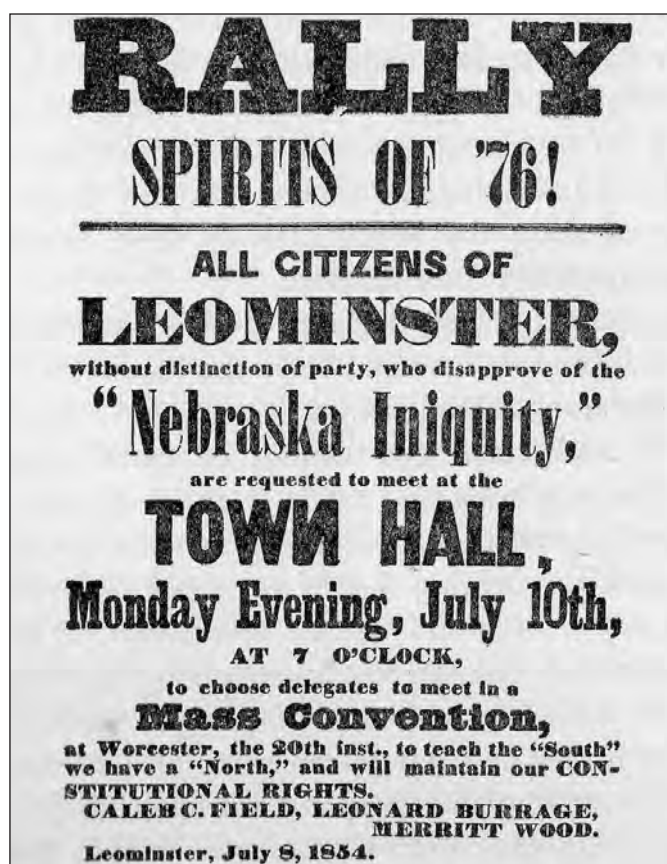
Part 1: Sectional differences and the road to Civil War c. 1840-1861

Answer both questions.

QUESTION 1

Study the sources below and answer the question that follows.

Source A



[A poster from a Northern state, published by opponents of the extension of slavery, calling for a meeting on the Kansas-Nebraska Bill (July 1854)]

Source B

The question then arises whether the provisions of the Constitution in relation to the personal rights and privileges of a citizen embraced the negro African race at the time it was written. This race had for more than a century been regarded as beings of an inferior order, so far inferior that they had no rights which the white man was bound to respect. The opinion was, at that time, fixed and universal in the civilised world. There are two clauses in the Constitution which point specifically to the negro race as a separate class of persons. One of these clauses permitted the import of slaves until 1808. The other maintains the right of property of the master by delivering up to him any slave who may have escaped service. Upon full and careful consideration, the Court is therefore of the opinion that Dred Scott was not a citizen of Missouri within the meaning of the Constitution and is not entitled to sue in the courts.

[Chief Justice Taney, delivering his Supreme Court judgement on the Dred Scott case, (6 March 1857)]

Source C

The Black Republican party that Mr Lincoln represents lays it down expressly that under no circumstances shall we acquire any more territory, unless slavery is first prohibited in the country. I believe that whenever it becomes necessary in our growth and progress to acquire more territory, then I am in favour of it without reference to the question of slavery; and when we have acquired it I will leave the people free to do as they please, either to make it slave or free territory, as they prefer. Just as much as our interests and our destiny require additional territory in the North, in the South, or on the islands of the ocean, I am for it; and when we acquire it, it will leave the people, according to the Kansas-Nebraska Bill, free to do as they please on the subject of slavery and every other question.

[Senator Stephen Douglas, replying to Abraham Lincoln, in the Lincoln-Douglas debates at Freeport, Illinois, (27 August 1858)]

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying increasing tensions in the USA 1854-1858. [30]

QUESTION 2

Study the extracts below and answer the question that follows.

Interpretation 1

In the North, the abolitionist movement launched into its great crusade which was sustained through the 1840s and 1850s and led to the outbreak of the Civil War. For all the bitter opposition it aroused, and for all its faults and muddles, it was heard throughout the North and even in the South too. The movement disturbed the consciences of increasing numbers of people in Northern society and affected the image which each section had of the other. The abolitionists made the moral issue of slavery harder and harder to escape. For all the backlash effects, for all their rejection as fanatics, extremists, eccentrics, troublemakers, agitators or whatever, abolitionists took up a basic moral issue forcing slavery into the forefront of public attention and at the very least ensured things would never be quite the same again.

[Peter Parish, a specialist historian of the Civil War period, writing in his general textbook, *The American Civil War* (1975)]

Interpretation 2

Although abolitionism increased Northerners' moral distaste for slavery, the reasons for the outbreak of the Civil War were to be found elsewhere. Economic issues were dealt with on an enlarged scale by the federal government in the 1830s and 1840s and this sharpened the edge of sectional competition between north and south. Federal policies on tariffs, banks and the building of canals, roads and railways encouraged co-operation between politicians from certain regions and sections to obtain local economic benefits. Western expansion also turned sectional rivalries into a dangerous contest over fundamental political issues. Abolitionism played a part but, without these other factors, it was not inevitable that national ties would be snapped by secession.

[Bruce Collins, an academic historian and specialist in nineteenth century American history, writing in his specialist textbook, *The Origins of the American Civil War* (1981)]

Historians have made different interpretations about the reasons for the outbreak of the American Civil War. Analyse, evaluate and use the two extracts above and your understanding of the historical debate to answer the following question:

How valid is the view that the abolitionist movement was mainly responsible for the outbreak of the Civil War? [30]

END OF PAPER