



**GCE AS/A Level**

2100U70-1 – **NEW AS**



S16-2100U70-1

**HISTORY – 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**

P.M. WEDNESDAY, 25 May 2016

1 hour 45 minutes

### **ADDITIONAL MATERIALS**

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

### **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

The slaves are required to be in the cotton field as soon as it is light and with the exception of ten minutes to eat cold bacon at noon, they are not permitted to be idle until it is too dark to see. The day's work over, the baskets are carried to the engine house and weighed. If they fall short of weight the slaves know they will suffer and after the weighing follow the whippings. Then the baskets are carried to the cotton house. This done, the labour of the day is not finished; mules have to be fed, wood has to be cut and cotton, if dry, has to be packed. Sleepy and overcome with the toil, the slaves go to the cabins for a meal of corn and bacon. My bed was a plank twelve inches wide by ten feet long with a stick of wood for a pillow. An hour before daylight the horn is blown and a quick breakfast follows before hurrying to the fields. It is an offence, invariably followed by a flogging, to be found at the cabins after daybreak.

[Solomon Northup, a freed slave, describing life on a Louisiana plantation in his autobiography, *Twelve Years a Slave* (1853)]

## Source B

There is no denying that the anti-slavery question is the great moral and social question now before the American people. Slave owners have gained some victories but every measure yet devised and executed to suppress anti-slavery has been as idle and fruitless as pouring oil to extinguish fire. A general rejoicing took place on the passing of the Compromise of 1850. This was described as a final settlement of the whole question of slavery. The Fugitive Slave Bill has especially been of positive service to the anti-slavery movement. It has illustrated the horrible nature of slavery, in hunting down the slave in a free state and tearing him away from wife and children. The conviction is growing every day that slavery must be abolished in the South or it will demoralise and destroy liberty in the North.

[Frederick Douglass, a prominent black American abolitionist, in a speech in New York to an anti-slavery society in 1855]

**Source C**

We are now far into the fifth year since the Kansas-Nebraska Act was initiated with the avowed object and confident promise of putting an end to the agitation against slavery. That agitation has not ended but instead has increased. In my opinion it will not cease until a crisis shall have been reached and passed. A house divided against itself cannot stand. I believe the government cannot endure, permanently half slave and half free. I do not expect the union to be dissolved but I do expect it will cease to be divided. It will become all one thing or all the other. Either the opponents of slavery will stop the further spread of it or its advocates will push it forward till it becomes lawful in all the states, North as well as South.

[Abraham Lincoln, in a speech following his nomination as the Republican candidate for the Senatorial election in Illinois (July 1858)]

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying the impact of slavery on the USA before the Civil War.  
[30]

**QUESTION 2**

Study the extracts below and answer the question that follows.

**Interpretation 1**

Southerners were convinced that slavery could not survive Lincoln's election victory. Lincoln's victory was a modest one in that he polled only a minority of the votes cast and it was also a lopsided one in that he obtained not a single electoral vote from the fifteen slave states. Abolition was portrayed in apocalyptic terms by southerners in 1860-1861. They claimed that white men's livelihoods would be threatened, the virtue of their wives and daughters assaulted, the social system uprooted, all for the benefit of a hopelessly inferior race. Most secessionists were convinced that the North was gripped by fanaticism. Some moderates wanted to wait until Lincoln committed an overt act against the South. But others insisted this was folly and they wielded great influence in the deep South. It was logical for them to recommend immediate secession as soon as Lincoln's election victory was announced.

[John Ashworth, an academic historian specialising in nineteenth century American history, writing in his textbook, *The Republic in Crisis, 1848-1861* (2012)]

**Interpretation 2**

Of course Lincoln's election did not make conflict inevitable. In fact it was Lincoln's firm and consistent refusal to extend slavery to the territories that caused the Civil War. Thus far a compromise had been found to reconcile the distinct economic interests of North and South. In his first inaugural address Lincoln undertook to protect and respect the rights of slave owners in the slave states. In the north, abolitionism was a minority interest and in 1860 the Republican party sought to divert attention from abolition by including other policies in its platform. Why anyway, should the South secede when its peculiar institution of slavery was protected both by the Dred Scott judgment and the Fugitive Slave Law?

[Esmond Wright, a British Conservative MP and academic historian specialising in American history, writing in his textbook, *An Empire For Liberty: from Washington to Lincoln* (1995)]

Historians have made different interpretations about 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 election of Abraham Lincoln as President was mainly responsible for the outbreak of the American Civil War? [30]

**END OF PAPER**