

**GCE AS/A LEVEL**

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**

MONDAY, 20 MAY 2019 – 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

What class of men have an immense power over the rest of the community, in their role of representing public opinion in Congress? The slave owners. They send from their States one hundred members to the House of Representatives, while the free States, with a free population nearly double that, send but a hundred and forty-two. Before whom do the presidential candidates bow down the most humbly, on whom do they fawn the most fondly, and for whose tastes do they cater the most attentively in their grovelling protestations? The slave owners, always. Hear the public opinion of the 'free South', as expressed by its own members in the House of Representatives at Washington. 'Let an abolitionist come within the borders of South Carolina and if we can catch him, we will try him, and notwithstanding the interference of all the governments on earth, including the Federal government, we will HANG him.' cries a representative from South Carolina.

[Charles Dickens, a British novelist, writing in an account of his travels in the USA, *American Notes* (1842)]

Source B

CAUTION!!

COLORED PEOPLE
OF BOSTON, ONE & ALL,

You are hereby respectfully CAUTIONED and advised, to avoid conversing with the
Watchmen and Police Officers
of Boston,

For since the recent **ORDER OF THE MAYOR & ALDERMEN**, they are empowered to act as

KIDNAPPERS
AND
Slave Catchers,

And they have already been actually employed in **KIDNAPPING, CATCHING, AND KEEPING SLAVES**. Therefore, if you value your **LIBERTY**, and the *Welfare of the Fugitives* among you, *Shun* them in every possible manner, as so many **HOUNDS** on the track of the most unfortunate of your race.

Keep a Sharp Look Out for
KIDNAPPERS, and have
TOP EYE open.

APRIL 24, 1851.

[An abolitionist poster displayed in Boston in 1851 in response to the passing of the Fugitive Slave Law]

Source C

I now do no more than oppose the *extension* of slavery as we are seeing in Kansas-Nebraska. I am not a Know-Nothing. That is certain. How could I be? How can anyone who abhors the oppression of negroes be in favour of degrading classes of white people? Our progress in degeneracy appears to me to be pretty rapid. As a nation, we began by declaring that 'all men are created equal.' We now practically read it 'all men are created equal, *except negroes*.' When the Know-Nothings get control, it will read 'all men are created equal, except negroes, and foreigners and Catholics.' When it comes to this I should prefer emigrating to some country where they make no pretence of loving liberty – to Russia, for instance, where despotism can be taken pure, and without the base alloy of hypocrisy.

[Abraham Lincoln, a lawyer and candidate for a senate election, commenting, in a letter on American political parties, to his friend Joshua Speed (August 1855)]

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying divisions in the American Republic in the period from 1842 to 1855. [30]

QUESTION 2

Study the extracts below and answer the question that follows.

Interpretation 1

From the 1840s the leaders of the North aggressively took up the language of abuse and vilification, a so-called anti-slavery crusade which was, in fact, a crusade against the southern people. For thirty years this attack upon slavery and the entire structure of southern society plumbed the depths of vulgarity and obscurity not even reached by Dr Goebbels. This crusade against the South has often been brushed aside as the work of a few unbalanced fanatics. Such was not the case at all. In time the average Northerner accepted the abolitionist picture of the Southern people as monsters. Such a state of mind is fertile soil for war. The effect upon the minds of the Southern people was also profound – a slow and consuming fury took hold of the Southern people, a fury combined with a deadly fear which John Brown's raid in 1859 confirmed: a fear that most of the Northern people hated the Southern people.

[Frank Owsley, a pro-Southern historian specialising in the history of the American South, in his article 'The Fundamental Cause of the Civil War'.
Published in the *Journal of Southern History* (1941)]

Interpretation 2

There can be no doubt that the South was the aggressor. The whole policy of the Confederate government and the individual states that jostled in anarchic disorder in the process of secession, depended on force or the threat of force. The decision to fire on Fort Sumter in 1861 was taken so lightly because of an overconfident belief in the value of force. Southern leaders believed they could intimidate the North. Bluster and belligerence, it was unthinkingly assumed, would secure their independence because northerners lacked the resolve, which southerners enjoyed in abundance, to hold on to what they wanted. Northerners, in other words, could be cowed into submission. On such fragile and flimsy bases are founded the decisions which often launch great wars.

[Brian Holden Reid, an academic historian specialising in military history, in his book, *The Origins of the American Civil War* (1996)]

Historians have made different interpretations about responsibility for causing 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 northern aggression was mainly responsible for causing the American Civil War? [30]

END OF PAPER