



GCE AS/A LEVEL

2100U70-1



S18-2100U70-R1

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, 22 MAY 2018 – 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

I make no war upon the South nor upon slavery in the South. I have no squeamish sensitiveness upon the subject of slavery, nor morbid sympathy for the slave. I plead the cause of the rights of white freemen. I would preserve for free white labour a fair country where the sons of toil, of my own race and own colour, can live without the disgrace which association with negro slavery brings upon free labour. The free territory acquired following the war with Mexico should remain free. The future greatness and glory of this Republic demands that the progress of domestic slavery should be arrested now and forever. Sirs, upon this subject, the North has yielded until there is no more to give up. The white labourer of the North claims your service; he demands that you stand firm to his interests and his rights; that you preserve the future homes of his children, on the distant shores of the Pacific, from the degradation and dishonour of negro servitude. Where the negro slave labours, the free white man cannot labour by his side without sharing in his degradation and disgrace.

[David Wilmot, a Democrat congressman and opponent of the expansion of slavery to new territories, in a speech to Congress (1847)]

Source B

The leading politicians of the state of Georgia have met in a convention and have maturely considered the actions of Congress in embracing a series of measures for the admission of California into the Union, the organization of territorial governments for Utah and New Mexico, the establishment of a boundary between the latter and the State of Texas, the suppression of the slave trade in the District of Columbia, and the extradition of fugitive slaves. Whilst they do not wholly approve, they will abide by it as a permanent adjustment of this sectional controversy. The State of Georgia, in the judgment of this Convention, will resist (as a last resort even to the extent of severing every tie which binds her to the Union), any action of Congress incompatible with the rights and honour of the slave-holding States, or any refusal to admit as a State any territory because of the existence of slavery therein, or any act repealing or materially modifying the laws now in force for the recovery of fugitive slaves. It is the deliberate opinion of this Convention that upon the faithful execution of the Fugitive Slave Bill by the proper authorities depends the preservation of our much loved Union.

[A report about the Georgia Convention which had been called to discuss the Compromise of 1850, published in a southern newspaper, *The Georgia Telegraph* (17 December 1850)]

Source C



[A northern abolitionist poster depicting the newly admitted slave state of Texas as a monstrous cowboy sitting on his slave victim, published in 1852]

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying the tensions caused by the acquisition of new territories by the USA in the period 1847-1852. [30]

QUESTION 2

Study the extracts below and answer the question that follows.

Interpretation 1

By 1860 the institution of slavery had virtually reached its natural frontiers in the West. The slave economy had reached its high point by 1860 and thereafter would decline. Overproduction of cotton and low prices would have been inevitable in the 1860s. Slavery was a cumbersome and expensive system which had reached its limits in both profits and lands. The North had nothing to fear – even those who wished it destroyed had only to wait a little while, perhaps a generation, probably less. With prosperity gone and slaves an unprofitable burden, thousands of slave owners would have sought a solution and changed their attitudes towards the institution of slavery. Bearing in mind the likely decline of the system of slavery, it was blundering selfish politicians and a minority of misguided agitators that plunged the country into an unnecessary war with frightful cost and the impoverishment of a third of the nation.

[Charles W. Ramsdell, a revisionist historian specialising in regional American history, writing in an academic article *“The Natural Limits of Slavery Expansion”*, published in the *Mississippi Valley Historical Review* (1929)]

Interpretation 2

The idea that slavery was unimportant in causing the Civil War is surely mistaken. The evidence that slavery would have died peacefully had not fanatics forced the issue to armed conflict is weak. Slaves were the principal form of wealth in the South, indeed in the nation as a whole. The market value of the four million slaves in 1860 was close to \$3 billion - more than the amount of capital invested in manufacturing and railroads combined for the whole United States. Slavery was much more than an economic system – it was a means of maintaining racial control and white supremacy. Until 1861 Southern politicians had been able to defend slavery from all kinds of threats: most previous Presidents were Southerners and slaveholders, a majority of Supreme Court Justices were Southerners. The South had disproportionate political power in the Senate and the House. The presidential election in 1860 changed the equation – the South’s national power to protect slavery was gone. It was time for the Southern states to leave the Union to protect the institution of slavery.

[James Macpherson, a post-revisionist historian specialising in the Civil War, writing in his collection of articles, *The Mighty Scourge - Perspectives on the Civil War* (2007)]

Historians have made different interpretations about the causes 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 slavery was mainly responsible for causing the American Civil War? [30]

END OF PAPER