

OCR – AS GCE
European and World
History Enquiries
F964: Option B

The Origins of the American
Civil War 1820–61

SOURCES
ACCOMPANYING
EXEMPLAR
QUESTION 1

SOURCE A

John C. Calhoun's last speech to the US Senate, 4 March 1850, where he suggests there is the possibility of compromise between North and South.

How can the Union be saved? There can be but one way and that is by a final settlement, on the principle of justice of all the questions at issue between the two sections. The South has asked for justice, simple justice, and less she ought not to take. She has no compromise to offer, but the constitution; and no concession or surrender. But can this be done? The North has only to will it to accomplish it – to do justice to the South by conceding to the South an equal right in the acquired territory and to ease the agitation of the slave question.

US Senate 31st Congress

SOURCE B

A Senator from New York explains his reasons for opposing the Compromise of 1850.

The question is this: shall we permit slavery to be established in the new territories? Our forefathers would not have hesitated. They found slavery existing here, and they left it only because they could not remove it. Our own experience has proved the dangerous influence of slavery. All our fears, present and future, begin and end with slavery. If slavery, limited as it yet is, now threatens to undermine the Constitution, how can we, as prudent statesmen, enlarge its boundaries, and thus increase already impending dangers? I cannot consent to introduce slavery into any part of this continent which is now exempt from so great an evil.

William H. Seward, speech in the Senate, 13 March 1850

SOURCE C

The Resolutions of the Nashville Convention, 10 June 1850. This Convention puts forward the view of radicals from the South.

Resolved: that Congress has no power to exclude from the territory of the USA any property lawfully held in the States.

Resolved: that the slaveholding States cannot and will not submit to an act of Congress that limits the rights of slave masters to remove their slaves from any territory of the USA or to make any law against the holding of slaves.

Mississippi Valley Historical Review, *Volume IV*

SOURCE D

A leading politician from Georgia praises the Compromise of 1850 but criticises its opponents on both sides of the sectional divide.

The dangers which a few months ago threatened the peace of the country, including the very existence of the Union, have been avoided. The series of measures passed by Congress on the slavery question is a fair and honourable settlement of this alarming question. But unfortunately this settlement is not regarded as final by a large proportion of the people. In the North a clamour has been raised for the repeal of the Fugitive Slave Act by the abolitionists. In the South the spirit of opposition is equally violent and determined. Those in South Carolina who openly support the ending of the Union, and the Southern Rights party of Georgia, consider the settlement violates their rights and honour.

Congressman Howell Cobb, letter to Georgia Unionists, 17 February 1851

SOURCE E

A modern historian analyses the Compromise of 1850.

The Compromise of 1850 resolved all the immediate issues that the late 1840s had thrown up. Stephen Douglas rejoiced its passing saying, 'each section has maintained its rights and both have met on the common ground of justice and compromise'. However, the Compromise of 1850 may have been effective in preventing violence in 1850 but it could only be a temporary solution. It was a ceasefire rather than a true settlement.

Derrick Murphy, (2002) United States 1776–1992

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The 1850 Compromise

QUESTION (a)

Examiner's Specific Advice

This answer specifically requires a direct and linked comparison of the two sources set out in the question. Similarities and differences need to be drawn out to achieve a top level answer. Sources will have been chosen to enable a good contrast to be made. The comparison should demonstrate evaluation of such matters as authorship, date, usefulness and reliability. However, whilst these points provide a 'toolkit', students should not use them just as a checklist to run through without careful thought. Introductions and attributions of the sources should be used to develop an effective answer.

[Click here For Sources relating to this question](#)

Exemplar Question

1 (a) Study Sources A and B.

Compare these Sources as evidence of the debate on the Compromise of 1850.

[30 marks]

[Click here for a Chronology relating to this topic](#)

Examiner's Exemplar Plan and Answer 1

Plan

- Introduction
- Analysis of Source A
- Analysis of Source B
- Conclusion

Both sources provide evidence of attitudes towards the Compromise of 1850. Source A represents the Southern view. Source B is from the North (1).

Source A was made by John Calhoun. He was a Southerner and he didn't like to give any concessions to the North. In his speech he states that a compromise is to be reached only when the North makes concessions (2). The North must treat the South as an equal. It must give the South equal access to the new territories. Also, the North will be expected to do

(1) A focused if brief start that should be expanded to identify why their views were different.

(2) The student identifies the substance of Calhoun's speech and also adds some contextual information that identifies Calhoun as a Southerner.

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something about anti-slave agitation in the North. This was done by the Abolitionist Society, which organised the underground railway. The information comes from a speech to Congress and, although it is reliable and useful because it is official, it is a biased view from a Southerner (3).

Source B takes a different view (4). Seward is opposed to slavery. He wants the new territories to be free and believes that the founding fathers only tolerated slavery because they could not remove it. He fears that violence will occur if the South does not compromise on the issue of spreading slavery to the new territories. Recent events in the 1840s would seem to support his warning.

Overall, both sources oppose the Compromise but the information provided is not totally reliable, even though it is official, because one man is from the South and the other is from the North (5).

Examiner's Assessment

A01a – Level II (5 marks): historical terms are used accurately. The response is clearly presented and well organised.

A01b – Level IV (4 marks): mostly satisfactory understanding of key concepts and issues; some descriptions without judgement. Uneven coverage of similarities and differences.

A02a – Level IV (7 marks): a comparison is attempted, but the response is mostly sequential. There is some comment about provenance, but it needs further development.

Total mark of 16 (Grade D/C).

Examiner's Exemplar Plan and Answer 2

Plan

- Introduction
- Linked comparison to show similarities
- Linked comparison to show differences
- Conclusion

Sources A and B provide both similar and contrasting views on the 1850 Compromise. Both authors were senators who debated the merits of the Compromise in the Senate at a critical moment. Each saw the need to find a solution to serious issues that not only endangered the state of the Union but threatened peaceful relations between the North and the South. Each senator also had his own agenda for opposing the terms of the Compromise as they stood in the spring of 1850

(3) A basic attempt to evaluate the usefulness and reliability of the source, with reference to provenance.

(4) The student engages in comparison by identifying the different views held by Seward.

(5) A sensible conclusion but, like the introduction, is quite thin and misses the main difference between the two authors.

(1) A very impressive start that clearly indicates key similarities and differences between the sources.

(2) The student makes a direct

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(1).

Source A is by John C. Calhoun, a Southern senator, opposed to the Compromise of 1850. In his speech to the Senate he attempted to make a last ditch attempt to get the compromise but on the South's terms. He takes the view that compromise must be made by the North. In his view the South does not have to compromise at all. He states 'she has no compromise to offer' (2). As this was Calhoun's final attempt to defend the Southern cause, his views could be regarded as somewhat biased. He is trying to make a strong case in favour of Southern rights and in defence of the continuation of slavery (3). Calhoun's state, South Carolina, had seriously considered secession from the Union in 1850 and Calhoun's views in this speech express South Carolina's concerns.

Source B takes a completely different view. Seward is a Northerner who was opposed to slavery and later became a leading member of the Republican Party from 1854 (4). To Seward, slavery is unacceptable and must not be allowed to spread to the new territories. Although Calhoun and the state of South Carolina considered secession in 1850, Calhoun's speech does not contain any threat. However, Seward's speech does contain a sharp warning. He suggests that the failure to compromise by the South will result in some form of bloodshed which would seriously threaten the wellbeing of the Constitution. This suggests that the only alternative to compromise is violence between North and South.

Both sources are speeches to the US Senate at a critical moment when the Compromise was still being considered. Both authors are trying to put forward a strong case, in public, to defend their views (5). However, though neither welcomes the Compromise as it stands, both acknowledge the need to find a resolution to the problems.

Examiner's Assessment

AO1a – Level IA (6 marks): a good range of historical terms are used and integrated into a clearly structured, well-communicated response.

AO1b – Level IA (8 marks): sustains relevance and an analytical approach. Key concepts and the importance of the main issues are well understood.

AO2a – Level IB (13 marks): an effective comparison is made with a sound evaluation of the qualities and limitations of the sources.

Total mark of 27 (Grade A).

reference to Source A to support the assessment.

(3) The argument is supported by reference to the possible motives of the author of Source A.

(4) The student offers a similar coverage of the authorship of Source B. Using contextual information, the position of Seward is identified.

(5) Finally, the student identifies similarities between the sources.

Click here for a Mark Scheme that accompanies the exemplar answer provided above

Mark Scheme, Question 1 (a). Views of two senators on the 1850 Compromise

Examiners use Mark Schemes to determine how best to categorise a candidate's response and to ensure that the performances of thousands of candidates are marked to a high degree of consistency. Few answers fall neatly into the mark levels indicated below: some answers will provide good comparisons but offer little internal provenance; others may rely heavily on own knowledge. Examiners therefore try to find the 'best fit' when applying the scheme. Each answer has a final mark based on three Assessment Objectives (AO1a, AO1b and AO2a) worth 6 + 8 + 16 = 30 marks. As the standard of the two answers lies between Level I and Level IV, only the descriptors and marks for these levels are tabulated below.

Answers need to directly compare the two sources and may evaluate matters such as authorship, dating, utility and reliability, so using the sources 'as evidence for ...'. The introductions and attributions for each source should be used to aid comparison. These two sources have a common theme in that they are both speeches and seek to influence the debate on the nature and terms of the Compromise in 1850. However, the motives behind their reasons for opposing the Compromise are different. There is much material to help candidates make an effective comparison between the two sources.

Marking Grid for Enquiries Question (a)

Assessment Objectives	AO1a Recall, select and deploy historical knowledge and communicate clearly and effectively	AO1b Demonstrate understanding of the past through explanation and analysis	AO2a Analyse and evaluate a range of appropriate source material with discrimination
LEVEL IA	Uses a range of appropriate historical terms; clearly and coherently structured and communicated answer. 6 marks	Consistently relevant and analytical answer; clear and accurate understanding of key concepts and significance of issues. 8 marks	Provides a focused comparison of both content and provenance; evaluates qualities and limitations of sources. 16 marks
LEVEL IB	Uses a range of appropriate historical terms; clearly and coherently structured and communicated answer. 6 marks	Judgements are supported by appropriate references to content and provenance; very good understanding of key concepts and significance of issues. 7 marks	Provides an effective comparison of both content and provenance; evaluates qualities and limitations of sources. 13–15 marks

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<p>LEVEL II</p>	<p>Uses historical terms accurately; clearly and mostly coherently structured and clearly communicated answer.</p> <p style="text-align: center;">5 marks</p>	<p>Good attempt at explanation/analysis but uneven overall judgements; mostly clear understanding of key concepts and significance of issues.</p> <p style="text-align: center;">6 marks</p>	<p>Provides a relevant comparison of both content and provenance; evaluation lacks completeness and may be confined to the conclusion or second half of the answer.</p> <p style="text-align: center;">11–12 marks</p>
<p>LEVEL III</p>	<p>Uses relevant historical terms but not always accurately or extensively; mostly structured and clearly communicated answer.</p> <p style="text-align: center;">4 marks</p>	<p>Mixture of internal analysis and discussion of similarities and/or differences; uneven understanding of key concepts and significance of issues.</p> <p style="text-align: center;">5 marks</p>	<p>Provides a comparison; makes limited links with the sources by focusing too much on content or provenance.</p> <p style="text-align: center;">9–10 marks</p>
<p>LEVEL IV</p>	<p>Some evidence that is tangential or irrelevant; some unclear, under-developed or disorganised sections but satisfactorily written.</p> <p style="text-align: center;">3 marks</p>	<p>Mostly satisfactory understanding of key concepts and significance of issues; some unlinked though relevant assertions, description/narrative but without a judgement.</p> <p style="text-align: center;">4 marks</p>	<p>Attempts a comparison but comments are largely sequential; makes few points of comparative provenance or similarity/difference of content.</p> <p style="text-align: center;">7–8 marks</p>

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The Compromise as a factor in causing civil war

QUESTION (b)

Examiner's Specific Advice

This question requires you to put together an answer which includes some of the analysis you have had to do for part (a) and then go further by considering all the sources. Make sure you allow two-thirds of the time allocated for the whole paper (that makes 60 minutes for this question). Do a brief plan to remind yourself of agreement/disagreement with the proposition in the question. Identify themes which the sources pick up on; these should emerge in questions set by the examiners.

Make sure you have covered all the sources by the end of your answer, but avoid the temptation to cover each in turn. This 'sequential' approach would seriously limit your chances of achieving a top level. Your own knowledge is essential to a good answer. Use it to interrogate the sources and to question critically any assertion they make.

Develop analysis of a source by examining a range of examples from your more comprehensive knowledge. Do not just describe what's in a source. However, avoid a common mistake of deploying so much of your own knowledge that the sources aren't properly considered. This is after all a source-based paper. Avoid the temptation to quote chunks from each source; the examiner should know what is there! Rather, confine yourself to significant words or short phrases. A conclusion is necessary to tie your discussion up. It doesn't need to be long, but should be clear for greatest impact.

[Click Here For Sources Relating to this Question](#)

Exemplar Question

1 (b) Study all the Sources.

Use your own knowledge to assess how far the Sources support the interpretation that the Compromise of 1850 was unlikely to prevent further conflict between North and South.

[70 marks]

[Click here for a Chronology relating to this topic](#)

Examiner's Exemplar Plan and Answer 1

Plan

- Problems with the Compromise:
 - Source A – North v South
 - Source B – dangers
 - Source C – against Compromise
 - Source D – sees problems
 - Source E - unlikely to succeed
- Violence in Kansas

The Compromise of 1850 could have prevented further conflict between North and South. Although there were some people in both the North and the South who were against agreement, it did pass through the Congress. It was only later in the 1850s that events made compromise virtually impossible (1). However, even in 1850 there were problems (2). In Source A John Calhoun only wants the North to compromise, believing that they have it in their will to do so. He is against the South compromising, claiming that they have nothing left to concede. Source B warns of the dangers should the Compromise fail but argues that slavery was an 'evil' and must not be extended to the new territories. In Source C radicals in the South do not want compromise. They want slave owning to be allowed across the western USA and see Congress as a biased group that has no authority to deny them this right. Source D is a letter written after the Compromise was concluded and which argues that dangers present in 1850 have passed. However, the writer warns that extremists in both the North and the South are not willing to let matters rest, and therefore threaten the future of the Compromise. Though the author is from the South, he seems to be taking a fair view of the situation less than a year after the Compromise had been drawn up. The modern historian in Source E also states that the Compromise was unlikely to succeed but does not give any reasons. He regards the Compromise of 1850 merely as a ceasefire and not a true settlement.

Therefore, all five sources seem to agree that the Compromise of 1850 was unlikely to prevent future conflict between North and South (3). Violence did occur from the mid-1850s in Kansas where supporters and opponents of slavery fought a civil war in that territory until the outbreak of the American Civil War in 1861.

(1) The response begins well. The question is addressed correctly and reference is made to subsequent events during the 1850s.

(2) The student identifies reasons in the sources to suggest that the Compromise of 1850 was unlikely to last very long. However, few are evaluated and some are simply descriptions of the content.

(3) The student uses all five sources. However, although some references are made to subsequent events these are not mentioned specifically.

Examiner's Assessment

AO1a – Level III (6 marks): evidence and historical terms are used in a fairly accurate and relevant manner. There is some lack of contextual material in places. Clearly written and quite well structured.

AO1b – Level IV (5 marks): some unlinked though relevant assertions and descriptions without judgement.

AO2a – Level IV (14 marks): makes few points of comparative provenance and the sources are analysed sequentially.

AO2b – Level IV (9 marks): some analysis and evaluation with description but limited use of own knowledge.

Total mark of 34 (Grade D).

Examiner's Exemplar Plan and Answer 2

Plan

- Source A – Fugitive Law
- Sources B, D and E – concern over the Compromise
- Link Source C to the Kansas–Nebraska Act and cause of civil war
- Conclusion

The Compromise of 1850, in many ways, did have the ability to prevent future conflict between North and South. The decision to allow California into the Union as a Free State pleased the North and the opening up of the Utah and New Mexico territories to popular sovereignty satisfied the Southern slaveholder position. This was also helped by the Fugitive Slave Law of 1850. This law satisfied Source A's concern about the slave question (line 9) (1).

However, the Compromise of 1850 faced a severe test during the 1850s (2). As Source E states, the Compromise was more a ceasefire than a settlement. This fear is also put forward in Sources B and D (3). William Seward in Source B warns of the 'impending dangers' and sees slavery as an 'evil'. He fears the consequences of allowing slavery to be extended into the new territories. Seward went on to form the Republican Party in 1854, following the Kansas–Nebraska Act. The Kansas–Nebraska Act of 1854 did considerable damage to the Compromise of 1850 (4). Opening up the Kansas-Nebraska territory to popular sovereignty reopened the conflict between North and South, which the Compromise of 1850 had tried to settle. As Source C states, radicals in the South were against the exclusion of slavery from any US territory. After 1854 they

(1) The start of the response is clearly focused on the question. The student uses contextual information linked with direct reference to Source A.

(2) The argument is effectively developed.

(3) In linking points raised in Sources B, D and E, the student shows good powers of analysis.

(4) The argument is sustained by linking the Compromise with subsequent events in the 1850s.

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now had the opportunity of spreading slavery to Kansas-Nebraska as well as the Utah and New Mexico territories. This effectively destroyed the Missouri Compromise of 1820, which attempted to restrict slavery below the 36 degrees 30 minutes line.

From 1854 to the outbreak of Civil War in 1861, Kansas, in particular, became the centre of violence between free soiler and slave holder. It was a major contributory factor in causing the Civil War.

Source D, unlike the other sources, offers a perspective after the passing of the Compromise and before later events tore the Union apart. Cobb is from the South yet recognises the dangers that persisted emanating from extremists both sides of the divide. He has little sympathy for Northern critics of slavery who want to abolish the Fugitive Slave law but he also warns against Southern extremists, like those views expressed in Source C, that are prepared to move to secession (5). He offers an explanation why conflict is more than likely in the future – something that is missing from Source E.

(5) There are some perceptive evaluations here.

(6) This is a very sound and balanced conclusion.

Overall, the sources give a warning that the Compromise contained as many problems as solutions. Though conflict was not inevitable, later events demonstrated that the Compromise was just that – a temporary fix to long-term issues (6).

Examiner's Assessment

AO1a – Level IA (10 marks): uses accurate, detailed and relevant evidence; clearly structured and coherently written.

AO1b – Level IB (10 marks): clear and accurate understanding of key concepts and issues; judgements are supported by appropriate references to content and provenance.

AO2a – Level IB (25 marks): the value and limitations of the sources are evaluated and, generally, they are effectively linked and compared.

AO2b – Level IB (17 marks): good analysis and evaluation of the interpretation using all sources and own knowledge to reach a clear conclusion.

Total mark of 62 (Grade A).

Click here for a Mark Scheme that accompanies the exemplar answer provided above

Mark Scheme, Question 1 (b).

Examiners are told *not* to look for a set answer. The interpretation in the question may be agreed with or rejected – but it must be considered seriously, even if the claim is then rejected. Answers need to use *all five sources*, evaluating them as to their strengths and limitations as evidence and testing them against contextual knowledge. Three of the sources indicate that the Compromise has intrinsic weaknesses that presaged future trouble. Source B, for example, stresses the danger if the proposals did not seek to contain slavery whereas Source C forewarns what some Southern states would do if there was an attempt to restrict its practice and expansion. Source D is very helpful as it represents a balanced view of how a moderate from the South feared that extremists from both the North and the South might hijack the Compromise and render it null and void. Overall, the best answers to this type of question are likely to be in the form of a balanced argument that is supported by ‘own knowledge’ and the sources in an integrated fashion. Evaluation of the evidence should also be blended in and not simply bolted on at the end.

Each answer has a final mark based on four Assessment Objectives (AO1a, AO1b AO2a and AO2b) worth 10 + 12 + 28 + 20 marks = 70 marks. As the standard of the two answers lies between Level I and Level IV, only the descriptors and marks for these levels are tabulated below.

Marking Grid for Enquiries Question (b)

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Assessment Objectives	AO1a Recall, select and deploy historical knowledge and communicate clearly and effectively	AO1b Demonstrate understanding of the past through explanation and analysis	AO2a Analyse and evaluate a range of appropriate source material with discrimination	AO2b Analyse and evaluate how aspects of the past have been interpreted and represented
Level IA	Uses a range of appropriate historical terms; clearly and coherently structured and communicated answer. 9–10 marks	Consistently relevant and analytical answer; clear and accurate understanding of key concepts and significance of issues. 11–12 marks	Provides a focused comparison of both content and provenance; evaluates qualities and limitations of sources. 26–28 marks	Excellent analysis and evaluation of the interpretation, using all sources and own knowledge to reach a conclusion. 20 marks
Level IB	Uses a range of appropriate historical terms; clearly and coherently structured and communicated answer. 8 marks	Judgements supported by appropriate references to content and provenance; very good understanding of key concepts and significance of issues. 9–10 marks	Provides an effective comparison of both content and provenance; evaluates qualities and limitations of sources. 23–25 marks	Focused analysis and evaluation of interpretation, using all sources and own knowledge to reach a clear conclusion. 17–19 marks
Level II	Uses historical terms accurately; clearly and mostly coherently structured and clearly communicated answer. 7 marks	Good attempt at explanation/analysis but uneven overall judgements; mostly clear understanding of key concepts and significance of issues. 8 marks	Provides a relevant comparison of both content and provenance; evaluation lacks completeness and may be confined to the conclusion or second half of the answer. 20–22 marks	Focused analysis and evaluation of interpretation, using all sources and own knowledge to reach a clear conclusion; some imbalance between use of own knowledge and sources. 14–16 marks
Level III	Uses relevant historical terms but not always accurately or extensively; mostly structured and clearly communicated answer. 6 marks	Mixture of internal analysis and discussion of similarities and differences; uneven understanding of key concepts and significance of issues. 6–7 marks	Provides a comparison; makes limited links with the sources by focusing too much on content or provenance. 17–19 marks	Sound analysis and evaluation; there may be some description and unevenness between use of own knowledge and sources. 11–13 marks

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Level IV	Some evidence that is tangential or irrelevant; some unclear, under-developed or disorganised sections but satisfactorily written. 4–5 marks	Mostly satisfactory understanding of key concepts; some unlinked though relevant assertions, description/ narrative but without a judgement. 4–5 marks	Attempts a comparison but comments are largely sequential; makes few points of comparative provenance or similarity/ difference of content. 14–16 marks	Some analysis and evaluation with increasing amounts of description; imbalanced use of own knowledge and sources. 8–10 marks
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Chronology: Key Events in *The Origins of the American Civil War, 1820–61*

- 1820: Missouri Compromise. (1)
- 1846: Start of Mexican War; Wilmot Proviso.
- 1847: Calhoun Doctrine. (2)
- 1850: Great Compromise (3); Fugitive Slave Law.
- 1851: Uncle Tom’s Cabin is published.
- 1852: Pierce elected president.
- 1854: Kansas-Nebraska Act. (4)
- 1854-56: ‘Bleeding Kansas’. (5)
- 1856: Buchanan elected president.
- 1857: Dred Scott Case (6); financial panic.
- 1858: Lincoln-Douglas debates. (7)
- 1859: John Brown’s raid. (8)
- 1860: Lincoln elected president (9); South Carolina secedes from the Union.
- 1861: February: ‘Deep South’ secedes; establishment of the Confederacy
April: Fort Sumter attacked; ‘Upper South’ secedes.

(1) The Compromise was the last major attempt to deal peacefully with problems between North and South.

(2) Slavery was the great national issue by the late 1840s and it split the Democrats and Whigs. Senator Calhoun of South Carolina supported a Platform of the South to allow slavery in the new territories of California, Texas, Utah and New Mexico.

(3) Drafted by Henry Clay, the Compromise was a genuine attempt to end the quarrels over slavery. It dealt with factors such as the new territories, fugitive slaves and popular sovereignty over the issue of slavery, and it was accepted, with reservations, by both North and South. It enabled California to join the Union as a free state, and created the New Mexico Territory and the Utah Territory. It also brought an end to the sectional conflict that had surrounded the incorporation of Texas and the Mexican War. However, its success was short-lived and postponed rather than prevented future conflict.

(4) The Act opened up Kansas to white settlement and ended the 1850 Compromise because it allowed popular sovereignty and possibly slavery above the 36° 30’ line of the Missouri Compromise. The bill’s proponent, Senator Douglas, had hoped to win Southern support while benefiting the rail interests of the North. However, too many

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in the North were morally opposed to slavery and when the bill was passed, it split both the Democrats and Whigs.

(5) Kansas became the pivotal state in the issue over slavery. By 1856 there was virtual civil war as both slavers and anti-slavers fought each other and more than 200 died.

(6) Scott was a slave who was assumed to be free as he had lived with his master in free territories. The Supreme Court, however, declared that slavery was legal in all territories and Scott had no rights but existed as property.

(7) Lincoln and Douglas contested Illinois in 1858 and took part in seven debates where Lincoln argued against slavery and Douglas in favour. Douglas became the new senator but Lincoln emerged as a national figure.

(8) John Brown organised an armed raid from Kansas (non-slave) into Virginia (a slave state) hoping for a slave uprising. He failed to capture a US army depot at Harper's Ferry, was arrested and executed. However, the moral support he gained from the North convinced the South that slavery was not safe within the Union, and so hastened the secession process.

(9) Lincoln's election was the immediate cause for the secession of the Southern states. The Confederacy was created following his inauguration in March 1861.

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Teaching activity

Give every student in the class the grid below. Column 1 contains causes of the American Civil War. In column 2, students should explain why each cause was important in causing civil war. In the final column, they should write down a number which places the causes in order of importance: 1 designates most important etc.

Causes of the American Civil War	Explain why this event was important in causing the Civil War	How important? Write down a number against each cause. 1 would signify the most important cause and so on.
Election of Abraham Lincoln as President in 1860		
John Brown's raid, 1859		
The Dred Scott case, 1857		
The foundation of the Republican Party, 1854		
The Kansas–Nebraska Act, 1854		

Resources

- G.S. Boritt (ed.), *Why the Civil War Came* (Oxford University Press, 1996)
- Boyd and Hilton, *The Origins of the American Civil War* (Longman, 1998)
- A. Farmer, *The American Civil War and its Origins 1848–1865* (Hodder Murray, 2006)
- D. Murphy, *United States 1776–1992* (Collins, 2002)
- D.M. Potter, *The Impending Crisis 1846–61* (Harper and Row, 1976)
- B. Reid, *The Origins of the American Civil War* (Longman, 1996)

Weblinks

- www.civilwar.com/
- www.cwc.lsu.edu/