

Exercise walk-through

5.4

The Compromise of 1850

AP United States History

Could the 1850 settlement satisfy both sections?

Teaching summary of selected measures

The **Compromise of 1850** 1850 admitted California as a free state, left slavery possible in Utah and New Mexico, ended the slave trade in Washington, D.C., and strengthened the **Fugitive Slave Act** .

Try it: Identify one measure welcomed by opponents of slavery's expansion and one welcomed by slaveholders.

Explain: Why could stronger enforcement of escaped enslaved people's return create opposition in free states?

Distinguish the status of a new state, slavery in territories and enforcement across state boundaries.

Why could a territorial vote intensify conflict?

Teaching summary: Kansas–Nebraska Act, 1854

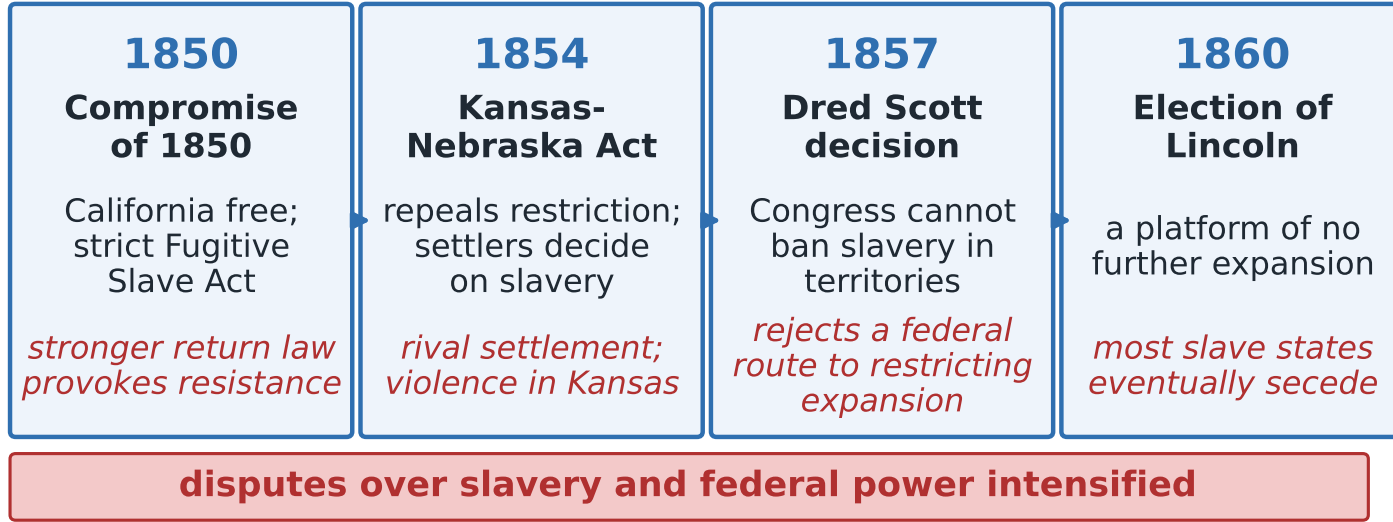
Congress repealed the Missouri Compromise restriction for the new territories. **Popular sovereignty** allowed settlers to decide whether to permit slavery.

Proslavery and antislavery activists moved into Kansas to influence the outcome. Their competing efforts were accompanied by violence known as Bleeding Kansas.

Try it: Explain why changing the rule and moving the decision to settlers could raise the stakes of settlement. Use both the policy and the response.

The phrase “people voted” alone does not explain why the dispute became violent.

Decisions that intensified the sectional crisis



selected decisions and responses; sequence does not measure inevitability

Expansion sharpened disputes over slavery and federal power. Explain decisions and responses rather than treating war as inevitable.

Exercises 2.1-2.2

2.1 State what the Mexican Cession led to.

[2]

2.2 State who attempted to resolve the issue.

[2]

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2.1 State what the Mexican Cession led to.

[2]

2.1

- heated controversies over whether to allow slavery in the newly acquired territories

2.2 State who attempted to resolve the issue.

[2]

2.2

- the courts and national leaders

Exercise 2.3 (a)

2.3 The courts appear beside national leaders.

(a) State what this records.

[2]

Exercise 2.3 (a)

2.3 The courts appear beside national leaders.

(a) State what this records.

[2]

(a)

- that the dispute was also about what the Constitution already permitted

Exercise 2.3 (b)

2.3 The courts appear beside national leaders.

(b) State the CED's later examples of such attempts.

[1]

Exercise 2.3 (b)

2.3 The courts appear beside national leaders.

(b) State the CED's later examples of such attempts.

[1]

(b)

- the Kansas-Nebraska Act and the Dred Scott decision

Exercises 3.1-3.2

3.1 The CED names as attempting resolution the courts and

[1]

☐

A national leaders

B state governors only

C foreign powers

D the army

3.2 The Compromise of 1850 is given as

[1]

☐

A one of a variety of attempts

B the only attempt

C a court decision

D a constitutional amendment

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- A one of a variety of attempts
- B the only attempt
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3.2 A

- one of a variety

Exercise 3.3 (a)

3.3 A dispute is taken to the courts as well as to the legislature.

(a) State what this indicates about the dispute.

[1]

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(a) State what this indicates about the dispute.

[1]

(a)

- that it was partly a question of constitutional interpretation

Exercise 3.3 (b)

3.3 A dispute is taken to the courts as well as to the legislature.

(b) Explain why a judicial answer was attempted.

[2]

Exercise 3.3 (b)

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(b) Explain why a judicial answer was attempted.

[2]

(b)

- if the Constitution already settled the matter, a court could declare what it required rather than a legislature negotiating a new rule