

DBQ 13: THE TRAGIC PRELUDE TO WAR

Historical Background

Since the birth of the United States, the North and South divisions of the country have cultivated diverse cultures, economies, religious values, and traditions. Still, it was the reliance on slave labor that lodged the conflict between both of the regions. On one hand, the South needed the institution of slavery to keep up with the needs of its plantations. On the other hand, the North sustained itself with factories and had a minimal desire for slaves. This growth of industrialization spurred disagreement on behalf of the Northern states and the dispute intensified with the creation of the Compromise of 1850 and the Kansas-Nebraska Act. Both pieces of legislation added new states to the Union. Advocates of slavery believed these laws would provide a chance to establish more slave states. In contrast, adversaries of slavery deemed that the institution should not expand into other regions. Over the course of time, both sides retaliated—the North with the abolitionist movement and the South with its threats of secession. Eventually, the South would attempt to dissolve the Union and begin the American Civil War.

SECTION 1

QUESTION: Why was the Union not able to come up with a practical agreement to settle the moral dilemma of slavery?

The following documents will examine why the Union was not able to come up with a practical agreement to settle the moral dilemma of slavery. Analyze each document carefully, and answer the question or questions that follow.

Document A

...thence with said boundary line to the place of beginning-be, and the same is hereby, erected into a temporary government, by the name of the Territory of New Mexico; Provided, That nothing in this act contained shall be construed to inhibit the government of the United States from dividing said Territory into two or more Territories, in such manner and at such times as Congress shall deem convenient and proper, or from attaching any portion thereof to any other Territory or State: And provided, further, That, when admitted as a State, the said Territory, or any portion of the same, shall be received into the Union, with or without slavery, as their constitution may prescribe at the time of their admission.

Compromise of 1850

1. What state right has the national government essentially given to New Mexico (as well as to the states of Nevada, Arizona, and Utah)?

the gave them the ability to chose if they were free state or a slave state.

2. How would Northern and Southern states react to news of the Compromise of 1850?

the north would be ok but the south would say it unconstitutional.

Answers For Dbq 13

Rathi Rakesh



Answers For Dbq 13:

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[European History with CD-ROM](#) Michael J. Romano,2010-10-04 Reviews and hands on test practice with accompanying CD

Document-Based Assessment Activities Marc Pioch,Jodene Smith,2020-03-02 Today s students need to know how to evaluate sources and use evidence to support their conclusions This K 12 resource for teachers provides instructional support as well as a variety of learning opportunities for students Through the activities in this book students will ask and answer compelling questions analyze primary sources approach learning through an inquiry lens and hone their historical thinking skills The lessons teach skills and strategies for analyzing historical documents partnered with document based assessments Graphic organizer templates help students structure their analyses This resource written by Marc Pioch and Jodene Smith prepares students for standardized tests and engages students with inquiry The scaffolded approach to teaching analysis skills can be applied across grades K 12 [Deuteronomy](#) Daniel I. Block,2012-08-21 The NIV Application Commentary helps you communicate and apply biblical text effectively in today s context To bring the ancient messages of the Bible into today s world each passage is treated in three sections Original Meaning Concise exegesis to help readers understand the original meaning of the biblical text in its historical literary and cultural context Bridging Contexts A bridge between the world of the Bible and the world of today built by discerning what is timeless in the timely pages of the Bible Contemporary Significance This section identifies comparable situations to those faced in the Bible and explores relevant application of the biblical messages The author alerts the readers of problems they may encounter when seeking to apply the passage and helps them think through the issues involved This unique award winning commentary is the ideal resource for today s preachers teachers and serious students of the Bible giving them the tools ideas and insights they need to communicate God s Word with the same powerful impact it had when it was first written **Advances in Databases and**

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Volume - I Rathi Rakesh, Physics for IIT JEE **The Emancipation Proclamation** Simon P. Kase,1900 **Gender and Fair Assessment** Warren W. Willingham,Nancy S. Cole,2013-12-16 There have been many important changes in the participation of women and men in American society over the past quarter century Tests play a role in those changes by providing evidence of the diverse achievement and proficiency of women and men They aid the learning process and reflect

inequalities in opportunity to learn and participate In addition they provide useful information in considering what alternatives in education and work make most sense for individuals and influence views about groups of students educational programs and a wide range of issues For all of these reasons it is important that tests assess fairly and reflect accurately the ways young people are and are not achieving as well as desired The test performance of women and men is a research topic of historical interest and has received much attention in recent years Because of this increased interest there is a great deal of new research and data available The purpose of the study presented in this volume was to review this new information with two objectives in mind to clarify patterns of gender difference and similarity in test performance and related achievements and to see what implications those findings might have for fair assessment and as a corollary examine the assessment process as a possible source of gender differences This study is interested in tests used in education to assess developed knowledge and skill In order to gain a broader view of gender similarity and difference the contributors looked at other types of measures and other characteristics of young women and men Their hope is to contribute to a firmer basis for insuring fairness in tests an objective which is particularly important as the field moves increasingly to new forms of assessment in which there is less experience

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 Crum,1990 [AP U.S. History 2017-2018](#) Krista Dornbush,2017-02-07 4 realistic practice tests 1 full length diagnostic test

We Hold These Truths: The Meaning of the Declaration , CliffsNotes AP European History Cram Plan
 Malcolm Mafi,2017-11-14 This new edition of CliffsNotes AP European History Cram Plan calendarizes a study plan for AP
 European History test takers depending on how much time they have left before they take the May exam **Inquiry-Based**
Practice in Social Studies Education S.G. Grant,Kathy Swan,John Lee,2017-06-26 Written by the lead authors of the C3
 Framework Inquiry Based Practice in Social Studies Education Understanding the Inquiry Design Model presents a
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