**APUSH Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Review Activity #5 Hour \_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**College Board Concept Outline**

**Period 5: 1844 to 1877**

**Directions:** The Concept Outline below presents the required concepts and topics that students need to understand for the APUSH test. The statements in the outline focus on large-scale historical processes and major developments. Our course has focused on specific and significant historical evidence from the past that illustrate each of these developments and processes. Complete each table on the outline below by choosing two specific examples of relevant historical evidence that illustrate the concepts in greater detail. You may choose from among the ones provided OR provide one of your own. Define or describe the example and explain its significance to the thesis statement directly above the box.

**Key Concept 5.1:**

The United States became more connected with the world, pursued an expansionist foreign policy in the Western Hemisphere, and emerged as the destination for many migrants from other countries.

I. Popular enthusiasm for U.S. expansion, bolstered by economic and security interests, resulted in the acquisition of new territories, substantial migration westward, and new overseas initiatives.

A. The desire for access to natural and mineral resources and the hope of many settlers for economic opportunities or religious refuge led to an increased migration to and settlement in the West.

**Examples:** Mormon settlements in Utah (1847), California gold rush (1848), Chinese immigration, Comstock Lode - silver mining in Nevada (1859), Pike’s Peak gold rush (1858-1861), decline of the buffalo

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
|  |  |  |
|  |  |  |

B. Advocates of annexing western lands argued that **Manifest Destiny** and the superiority of American institutions compelled the United States to expand its borders westward to the Pacific Ocean.

**Examples:** Manifest Destiny, Election of 1844, Slidell Mission (1845), US annexation of Texas (1845), Bear Flag Revolt (1846), Oregon Boundary Treaty (1846), Treaty of Guadalupe Hidalgo (1848), Gadsden Purchase (1853), Pony Express (1860-1861)

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
|  |  |  |
|  |  |  |

C. The U.S. added large territories in the West through victory in the **Mexican–American War** and diplomatic negotiations, raising questions about the status of slavery, American Indians, and Mexicans in the newly acquired lands.

**Examples:** Wilmot Proviso (1846), Lincoln’s spot resolutions (1846), Free Soil Party (1848), *Civil Disobedience* by Henry David Thoreau (1849), popular sovereignty, Ostend Manifesto (1854)

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
|  |  |  |
|  |  |  |

D. Westward migration was boosted during and after the Civil War by the passage of new legislation promoting Western transportation and economic

development.

**Examples:**  Gadsden Purchase (1853), Pacific Railway Act (1862), Homestead Act (1862), Homestead Act (1862), Morrill Land Grant Act (1862), completion of the Union Pacific Railroad (1869)

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
|  |  |  |
|  |  |  |

E. U.S. interest in expanding trade led to economic, diplomatic, and cultural initiatives to create more ties with Asia.

 **Examples:** Clipper ships, Treaty of Wanghia (1846), Commodore Perry’s expedition to Japan (1852-1854), missionaries

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
|  |  |  |
|  |  |  |

II. In the 1840s and 1850s, Americans continued to debate questions about rights and citizenship for various groups of U.S. inhabitants.

1. Substantial numbers of international migrants continued to arrive in the United States from Europe and Asia, mainly from Ireland and Germany, often settling in **ethnic communities** where they could preserve elements of their languages and customs.

**Examples:** Old Immigration from North and Western Europe, Irish potato famine (1845-1851), parochial schools

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
|  |  |  |
|  |  |  |

B. A strongly anti-Catholic **nativist movement** arose that was aimed at limiting new immigrants’ political power and cultural influence.

**Examples:** Know-Nothing movement (1840s and 1850s), American Party (1854)

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
|  |  |  |
|  |  |  |

C. U.S. government interaction and conflict with Mexican Americans and American Indians increased in regions newly taken from American Indians and Mexico, altering these groups’ economic self-sufficiency and cultures.

**Examples:** Sand Creek Massacre (1864), Battle of Little Big Horn (Custer’s Last Stand - 1876), reservation system, Mariano Vallejo

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
|  |  |  |
|  |  |  |

**Key Concept 5.2:**

Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war.

1. Ideological and economic differences over slavery produced an array of diverging responses from Americans in the North and the South.
2. The North’s expanding manufacturing economy relied on free labor in contrast to the Southern economy’s dependence on slave labor. Some Northerners did not object to slavery on principle but claimed that slavery would undermine the free labor market. As a result, a **free-soil movement** arose that portrayed the expansion of slavery as incompatible with free labor.

**Examples:** Bessemer process (1855), Oil drilling in Titusville, Pennsylvania (1859), Free Soil Party (1848-1852), Hinton Helper’s *Impending Crisis of the South* (1857)

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
|  |  |  |
|  |  |  |

B. African American and white abolitionists, although a minority in the North, mounted a highly visible campaign against slavery, presenting moral arguments against the institution, assisting slaves’ escapes, and sometimes expressing a willingness to use violence to achieve their goals.

**Examples:** William Lloyd Garrison’s *Liberator* and the American Antislavery Society, Liberty Party (1840-1844), Underground Railroad, Harriet Tubman (1849), Harriet Beecher Stowe’s *Uncle Tom’s Cabin* (1852), John Brown’s Raid on Harper’s Ferry (1859)

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
|  |  |  |
|  |  |  |

C. Defenders of slavery based their arguments on racial doctrines, the view that slavery was a **positive social good**, and the belief that slavery and states’ rights were protected by the Constitution.

**Examples:** “positive good” thesis, John C. Calhoun, states’ rights, nullification, George Fitzhugh’s *Cannibals All!* (1857), minstrel shows

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
|  |  |  |
|  |  |  |

1. Debates over slavery came to dominate political discussion in the 1850s, culminating in the bitter election of 1860 and the secession of Southern states.
2. The **Mexican Cession** led to heated controversies over whether to allow slavery in the newly acquired territories.

**Examples:** end of gag rule (1844), Wilmot Proviso (1846), Mexican Cession (1848), popular sovereignty

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
|  |  |  |
|  |  |  |

B. The courts and national leaders made a variety of attempts to resolve the issue of slavery in the territories, including the **Compromise of 1850**, the **Kansas–Nebraska Act**, and **the Dred Scott decision**, but these ultimately failed to reduce conflict.

**Examples:** Compromise of 1850, Fugitive Slave Act (1850), personal liberty laws, Kansas Nebraska Act (1854), “Crime against Kansas Speech” by Charles Sumner and attack by Preston Brooks (1856), Pottawatomie Creek, Dispute over Lecompton Constitution (1857), Bleeding Kansas (1856-1861), Dred Scott Supreme Court decision (1857)

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
|  |  |  |
|  |  |  |

1. The Second Party System ended when the issues of slavery and anti-immigrant nativism weakened loyalties to the two major parties and fostered the emergence of sectional parties, most notably the **Republican Party** in the North.

.

**Examples:** Formation of the Republican Party (1854), Lincoln’s support of free soil doctrine, Lincoln’s “House Divided Speech” (1858), Lincoln-Douglas debates (1858), Freeport Doctrine (1858)

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
|  |  |  |
|  |  |  |

1. Abraham Lincoln’s victory on the Republicans’ free-soil platform in the **election of 1860** was accomplished without any Southern electoral votes. After a series of contested debates about secession, most slave states voted to secede from the Union, precipitating the Civil War.

.

**Examples:** Secession of seven southern states (1860-1861), Crittenden Compromise rejected (1860-1861), Fort Sumter and secession of four additional southern states (1861), Lincoln’s call for troops

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
|  |  |  |
|  |  |  |

**Key Concept 5.3:**

The Union victory in the Civil War and the contested Reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights.

1. The North’s greater manpower and industrial resources, the leadership of Abraham Lincoln and others, and the decision to emancipate slaves eventually led to the Union military victory over the Confederacy in the devastating Civil War.

.

1. Both the Union and the Confederacy mobilized their economies and societies to wage the war even while facing considerable home front opposition.

**Examples:** Lincoln’s suspension of habeas corpus (1861), Morrill Tariff (1861), Southern Conscription Act (1862), National Bank Act (1863), Northern Conscription Act of 1863, “rich man’s war but a poor man’s fight”, NYC draft riots (1863), Radical Republicans, War Democrats, Peace Democrats, Copperheads, Order of the Sons of Liberty (1864)

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
|  |  |  |
|  |  |  |

B. Lincoln and most Union supporters began the Civil War to preserve the Union, but Lincoln’s decision to issue the **Emancipation Proclamation** reframed the purpose of the war and helped prevent the Confederacy from gaining full diplomatic support from European powers. Many African Americans fled southern plantations and enlisted in the Union Army, helping to undermine the Confederacy.

**Examples:** *Trent* Affair (1861), *Alabama* commerce raider (1862), Emancipation Proclamation (1863), enlistment of African Americans, Massachusetts 54th Regiment (1863),

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
|  |  |  |
|  |  |  |

1. Lincoln sought to reunify the country and used speeches such as the **Gettysburg Address** to portray the struggle against slavery as the fulfillment of America’s founding democratic ideals.

**Examples:** Battle of Gettysburg, Gettysburg Address (1863), “Four score and seven years…”

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
|  |  |  |
|  |  |  |

1. Although the Confederacy showed military initiative and daring early in the war, the Union ultimately succeeded due to improvements in leadership and strategy, key victories, greater resources, and the wartime destruction of the South’s infrastructure..

**Examples:** Anaconda Plan (1861), Antietam (1862), Gettysburg (1863), Vicksburg (1863), Union’s “total war” strategy, Sherman’s March to the Sea (1864), Lee’s surrender at Appomattox Courthouse (1865)

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
|  |  |  |
|  |  |  |

1. Reconstruction and the Civil War ended slavery, altered relationships between the states and the federal government, and led to debates over new definitions of citizenship, particularly regarding the rights of African Americans, women, and other minorities.

A. The **13th Amendment** abolished slavery, while the **14th and15th Amendments** granted African Americans citizenship, equal protection under the laws, and voting rights.

 **Examples:** 13th Amendment (1865), 14th Amendment (1848), 15th Amendment (1870)

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
|  |  |  |
|  |  |  |

 B. The women’s rights movement was both emboldened and divided over the 14th and 15th amendments to the Constitution.

**Examples:** Opposition of Elizabeth Cady Stanton and Susan B. Anthony, National Women’s Suffrage Association (1869), American Women’s Suffrage

 Association (1869)

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
|  |  |  |
|  |  |  |

C. Efforts by radical and moderate Republicans to change the balance of power between Congress and the presidency and to reorder race relations in the defeated South yielded some short-term successes. **Reconstruction** opened up political opportunities and other leadership roles to former slaves, but it ultimately failed, due both to determined Southern resistance and the North’s waning resolve.

**Examples:** Black codes, Ku Klux Klan (1866), Presidential vs. Radical Reconstruction (1865-1867), Military Reconstruction (1867-1877), carpetbaggers, scalawags, Senator Hiram Revels, Senator Blache K Bruce, Representative Robert Smalls, Johnson’s veto of Freedman’s Bureau and Civil Rights Act of 1866, Tenure of Office Act (1867), impeachment of President Johnson (1868),Redeemer governments (Solid South), Enforcement Acts (1870-1871)

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
|  |  |  |
|  |  |  |

D. Southern plantation owners continued to own the majority of the region’s land even after Reconstruction. Former slaves sought land ownership but generally fell short of self-sufficiency, as an exploitative and soil-intensive **sharecropping system** limited blacks’ and poor whites’ access to land in the South.

**Examples:** black codes, sharecropping, tenant farming, crop-lien system, peonage system, Freedmen’s Bureau (1865)

|  |  |  |
| --- | --- | --- |
|  **Example** | **Definition/Description** | **Significance to the Thesis** |
|  |  |  |
|  |  |  |

1. Segregation, violence, Supreme Court decisions, and local political tactics progressively stripped away African American rights, but the 14th and 15th Amendments eventually became the basis for court decisions upholding civil rights in the 20th century.

**Examples:** Compromise of 1877, poll taxes, literacy tests to vote, Jim Crow laws, grandfather clauses. Civil Rights Cases (1883), Plessy v. Ferguson (1896)

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
|  |  |  |
|  |  |  |