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

Review Activity #1 Set \_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

College Board Concept Outline

Period 1: 1491 to 1607

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 providing specific examples of relevant historical evidence that illustrate the concepts in greater detail. Define or describe the example and explain its significance to the thesis statement directly above the box.

Overview: On a North American continent controlled by American Indians, contact among the peoples of Europe, the Americas, and West Africa created a new world.

Key Concept 1.1

Before the arrival of Europeans, native populations in North America developed a wide variety of social, political, and economic structures based in part on interactions with the environment and each other.

1. As settlers migrated and settled across the vast expanse of North America over time, they developed quite different and increasingly complex societies by adapting to and transforming their diverse environments.
2. The spread of maize cultivation from present-day Mexico northward into the American Southwest and beyond supported economic development and social diversification among societies in these areas; a mix of foraging and hunting did the same for societies in the Northwest and areas of California.

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| Example | Definition/Description | Significance to the Thesis |
| **Chinook** | **Native Americans who lived in the Pacific Northwest** | **This Indian group adapted to and transformed the environment as skilled elk hunters and fishermen. They lived in long houses with more than fifty people.** |
| **Pueblo** | The Pueblos were the 1st American corn growers in the Southwest. | They lived in adobe houses (dried mud) and pueblos (“villages” in Spanish). Pueblos are villages of cubicle shaped adobe houses, stacked one on top the other and often beneath cliffs. They had elaborate irrigation systems to draw water away from rivers to grown corn. |

 B. Societies responded to the lack of natural resources in the Great Basin and the western Great Plains by developing largely mobile lifestyles.

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|  Example | Definition/Description | Significance to the Thesis |
| **Sioux** | The Sioux lived in the northern Great Plains in lands that are today the states of North Dakota, South Dakota, Wisconsin, and Minnesota. Tribes travelled all over the plains, however, and sometimes ended up in other states for periods of time. | The Sioux lived in teepees made from long wooden poles and covered with bison hides. The poles would be tied together at the top and spread wide at the bottom to make the shape of an upside down cone. Teepees could be taken down and set up quickly. This enabled entire villages to move on a regular basis. Their primary food source was meat from bison, but they also hunted deer and elk. They would dry the bison meat into a tough jerky that could be stored and lasted for over a year. Prior to Europeans arriving and bringing horses with them, there weren't any horses in America. The Sioux Indians would walk everywhere and hunting would take a long time. When they moved their village they couldn't carry too much and the teepees needed to be small enough so that their dogs could drag them along. When horses arrived, everything changed. The Sioux could now make much larger teepees to live in and could move a lot more stuff with them when the village relocated. Horses also made it much easier to travel and hunt buffalo. Both food and buffalo skins became much more abundant. |
| **Apache** | The Apache Indians came from the Alaskan region, Canada, and portions of the American Southwest. Eventually the tribe migrated toward the United States further south, the several branches of Apache tribes occupied an area extending from the Arkansas River to Northern Mexico and from Central Texas to Central Arizona. Generally, the Apaches are divided into Eastern and Western, with the Rio Grande serving as the dividing line. The Apaches were typically nomadic, meaning they traveled around, never quite settling in one place. | The Apaches were nomadic and lived almost completely off the buffalo. They dressed in buffalo skins and lived in tents made of tanned and greased hides, which they loaded onto dogs when they moved with the herds. They were among the first Indians, after the Pueblos, to learn to ride horses. |

Key Concept 1.2

European overseas expansion resulted in the Columbian Exchange, a series of interactions and adaptations among societies across the Atlantic.

I. The arrival of Europeans in the Western Hemisphere in the 15th and 16th centuries triggered extensive demographic and social changes on both sides of the Atlantic.

1. In the economies of the Spanish colonies, Indian labor, used in the encomiendasystem to support plantation-based agriculture and extract precious metals and other resources, was gradually replaced by African slavery.

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|  Example | Definition/Description | Significance to the Thesis |
| **Encomienda System** | Plantation systems where Indians were essentially enslaved under the disguise of being converted to Christianity. | Spanish rules rewarded local officials by granting them villages and control over their native labor, this practice cruelly exploited Indians laborers. Indians were "commended" or given to Spanish landlords. The Indians would work and be converted to Christianity, but it was basically just slavery on a sugar plantation guised as missionary work. |
| **Sugar, gold/silver** | The Spanish discovered and mined deposits of gold and silver. For example, between 1500 and 1650 New World mines produced an estimated 16,000 tons of silver and 200 tons of gold.  | Native Americans were used as slave labor, which was gradually replaced by African slavery.  |
| **Tiano** | The Taíno were an Arawak people who were one of the major indigenous peoples of the Caribbean. At the time of European contact in the late 15th century, they were the principal inhabitants of most of Cuba, Jamaica, Hispaniola (presently Haiti and the Dominican Republic), and Puerto Rico in the Greater Antilles, the northern Lesser Antilles, and the Bahamas, where they were known as the Lucayans. They spoke the Taíno language, one of the Arawakan languages**.** | The Spaniards, who first arrived in the Bahamas, Cuba, and Hispaniola in 1492, and later in Puerto Rico, did not bring women in the first expeditions. They took Taíno women for their common-law wives, resulting in mestizo children. The Taíno became extinct as a culture following settlement by Spanish colonists, primarily due to infectious diseases to which they had no immunity. The first recorded smallpox outbreak in Hispaniola occurred in December 1518 or January 1519.[7] The 1518 smallpox epidemic killed 90% of the natives who had not already perished.[8] Warfare and harsh enslavement by the colonists had also caused many deaths.[9] By 1548, the native population had declined to fewer than 500 |
| **Repartimento System** | A colonial forced labor system imposed upon the indigenous population of Spanish America and the Philippines. | The natives were forced to do low-paid or unpaid labor for a certain number of weeks or months each year on Spanish-owned farms, mines, workshops (obrajes), and public projects. With the New Laws of 1542, the repartimiento was instated to substitute the encomienda system that had come to be seen as abusive and promoting unethical behavior. The repartimiento was not slavery, in that the worker is not owned outright—being free in various respects other than in the dispensation of his or her labor—and the work was intermittent. It however, created slavery-like conditions in certain areas, most notoriously in silver mines of 16th century Peru. The repartimiento, for the most part, replaced the encomienda of throughout the Viceroyalty of New Spain by the beginning of the 17th century |
| **Pueblo Revolt** | The Spanish used the encomienda system to exploit the Pueblos and other Native American peoples. The Franciscan friars and Spanish political officials forced the Pueblos to pa tribute, work on encomenidas, and convert to Christianity.  | In 1680, a charismatic Pueblo leader named Pope organized a widespread rebellion known as the Pueblo Revolt. The Pueblo rebels killed over 400 Spanish settlers and destroyed all the Catholic Churches. The Spanish regained control over New Mexico in 1692. They then worked to create a mixed Indian and Spanish culture that continued to be dominated by Spanish officials responsible to the king.  |

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

Review Activity #2 Set \_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

College Board Concept Outline

Period 2: 1607 to 1754

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 providing specific examples of relevant historical evidence that illustrate the concepts in greater detail. Define or describe the example and explain its significance to the thesis statement directly above the box.

Overview: Europeans and American Indians maneuvered and fought for dominance, control, and security in North America, and distinctive colonial and native societies emerged.

Key Concept 2.1:

Differences in imperial goals, cultures, and the North American environments that different empires confronted led Europeans to develop diverse patterns of colonization.

I. Seventeenth-century Spanish, French, Dutch, and British colonizers embraced different social and economic goals, cultural assumptions, and folkways, resulting in varied models of colonization.

 A. Spain sought to establish tight control over the process of colonization in the Western Hemisphere and to convert and/or exploit the native population.

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|  Example | Definition/Description | Significance to the Thesis |
| **Hernan** **Cortes** | Cortes was the Spanish conquistador who subdued Mexico and the Aztec empire.  | Advanced weapons, horses, ruthless tactics, and diseases enabled the conquistadores to topple the Aztec empire.  |
| **Christopher****Columbus** | Columbus was an Italian seafarer commissioned by the Spanishmonarchs to establish a western trade route to Asia. He discovered the New World in 1492 and opened the Western Hemisphere to exploration and settlement from Europe. | Set the pattern for future Spanish explorers and conquistadores. Columbus was very ethnocentric (believing in the superiority of one’s own ethic group) and saw no reason to respect or learn about the cultures of the Native Americans he encountered. Instead Columbus proposed to Christianize the indigenous (native) peoples, exploit their labor, and teach them to speak Spanish.  |

 B. French and Dutch colonial efforts involved relatively few Europeans and used trade alliances and intermarriage with American Indians to acquire furs and other products for export to Europe.

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
|  **Samuel de Champlain** | Was a French explorer and navigator who mapped much of northeastern North America and started a settlement in Quebec. Champlain also discovered the lake named for him (Lake Champlain, on the border of northern New York state and Vermont, named in 1609) and was important in establishing and administering the French colonies in the New World. | In 1609, Champlain befriended the Huron Indians and helped them fight the Iroquois (this battle led to 150 years of bitterness and hostility between the Iroquois and the French). |

Key Concept 2.2:

European colonization efforts in North America stimulated intercultural contact and intensified conflict between the various groups of colonizers and native peoples.

1. Competition over resources between European rivals led to conflict within and between North American colonial possessions and American Indians.

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| Example | Definition/Description | Significance to the Thesis |
| **Pequot Wars** | The Pequot War was an armed conflict between the Pequot tribe and an alliance of the English colonists of the Massachusetts Bay, Plymouth, and Saybrook colonies and their Native American allies (the Narragansett and Mohegan tribes) which occurred between 1634 and 1638. Before the war's inception, efforts to control fur trade access resulted in a series of escalating incidents and attacks that increased tensions on both sides. Political divisions between the Pequot and Mohegan widened as they aligned with different trade sources—the Mohegan with the English, and the Pequot with the Dutch.  | The Pequots lost the war. At the end, about seven hundred Pequots had been killed or taken into captivity. Hundreds of prisoners were sold into slavery to the West Indies. Other survivors were dispersed. The Pequot War of 1636 and 1637 saw the virtual elimination of the Pequot Indians. The victors (English colonists and their Native American allies) met to decide on the division of the fruits of victory. The Pequot lands went to the Connecticut River towns. The other major feature of this treaty was to outlaw the Pequot language and name. Any survivors would be referred to in the future as Mohegans or Narragansett. No Pequot town or settlement would be allowed. This treaty was signed on September 21, 1638. The result was the elimination of the Pequot as a viable polity in what is present-day Southern New England. |

II. Clashes between European and American Indian social and economic values caused changes in both cultures.

A. Continuing contact with Europeans increased the flow of trade goods and diseases into and out of native communities, stimulating cultural and demographic changes.

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|  Example | Definition/Description | Significance to the Thesis |
| **King Philip’s War** | King Philip’s War (1675-1676) marked the last major effort by the Native Americans of southern New England to drive out the English settlers. With tensions spilling over following the collapse of trade partnerships and aggressive expansion of colonist territories, Pokunoket chief Metacom — a.k.a. King Philip — led a bloody uprising of Wampanoag, Nipmuck, Pocumtuck and Narragansett tribes. | Although the sequence of events leading to the outbreak of war is unclear, the Indians’ resentment of the English had been building since the 1660s. They had become increasingly dependent on English goods, food, and weapons, and their bargaining power diminished as the fur trade dried up, tribal lands were sold, and Metacom and other leaders were forced by the colonists to recognize English sovereignty. Rather than accommodate further, some of the Indians took up armsThe war ended in August 1676, shortly after Metacom was captured and beheaded. Some of his supporters escaped to Canada; those who surrendered were shipped off as slaves to the West Indies. The Puritans interpreted their victory as a sign of God’s favor, as well as a symbolic purge of their spiritual community. The Indians who remained faced servitude, disease, cultural disruption, and the expropriation of their lands. |

B. Spanish colonizing efforts in North America, particularly after the Pueblo Revolt, saw an accommodation with some aspects of American Indian culture; by contrast, conflict with American Indians tended to reinforce English colonists’ worldviews on land and gender roles.

C. By supplying American Indian allies with deadlier weapons and alcohol, and by rewarding Indian military actions, Europeans helped increase the intensity and destructiveness of American Indian warfare.

Key Concept 2.3:

The increasing political, economic, and cultural exchanges within the “Atlantic World” had a profound impact on the development of colonial societies in North America.

I. Britain’s desire to maintain a viable North American empire in the face of growing internal challenges and external competition inspired efforts to strengthen its imperial control, stimulating increasing resistance from colonists who had grown accustomed to a large measure of autonomy.

 A. As regional distinctiveness among the British colonies diminished over time, they developed largely similar patterns of culture, laws, institutions, and governance within the context of the British imperial system.

B. Late 17th-century efforts to integrate Britain’s colonies into a coherent, hierarchical imperial structure and pursue mercantilist economic aims met with scant success due largely to varied forms of colonial resistance and conflicts with American Indian groups, and were followed by nearly a half-century of the British government’s relative indifference to colonial governance.

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|  Example | Definition/Description | Significance to the Thesis |
| Albany Plan of Union | Benjamin Franklin recognized the need for greater colonial cooperation. His Albany Plan called for a united colonial defense against French and Native American threats to frontier settlements. It proposed the formation of a Grand Council of elected delegates to oversee common defense, western expansion, and Indian relations.  | Franklin’s famous “Join or Die” cartoon dramatically illustrated the need for greater colonial relations. The Albany Plan of Union failed because the colonial assemblies did not want to give up their autonomy. At the same time, the British government feared that colonial unity would undermine their authority.  |
| **Salutary Neglect** | Salutary neglect is the unofficial British policy of lenient or lax enforcement of parliamentary laws regarding the American colonies during the 1600s and 1700s. This policy was followed to keep colonial allegiance while allowing Britain to focus its attention on European policies. The phrase 'salutary neglect' was coined by Edmund Burke in an address to Parliament in 1775 when he tried to reconcile the divisions between Britain and the American colonies that occurred after salutary neglect ended in 1763. | Being a lenient parent can create very independent and sometimes rebellious children. In this particular case, as the mother country turned a blind eye to enforcing the law, the colonial children set their own course for independent development. While technically under the authority of the British crown and the crown-appointed governors, the American colonies developed very independent-minded legislatures that passed laws for their own governance. Many of these legislatures, especially in Massachusetts and Virginia, were accustomed to passing their own laws regarding taxation. Economically, the colonies prospered under salutary neglect, trading extensively with the French, the Dutch, and the Spanish in the Caribbean, New Orleans, and New France, which is present-day Canada.Despite British economic gains, salutary neglect came to an end in 1763 with the conclusion of the French and Indian War, also known as the Seven Years' War. During this world war, which pitted Britain against its French foe, Britain incurred millions in war debt to ensure its victory. While gaining territorial control in North America added to Britain's power, the cost to maintain this expanded empire, in addition to the debt acquired to fight the war, made Britain reevaluate its colonial policy of salutary neglect. |

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

Review Activity #3 Set \_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

College Board Concept Outline

Period 3: 1754 to 1800

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 providing specific examples of relevant historical evidence that illustrate the concepts in greater detail. Define or describe the example and explain its significance to the thesis statement directly above the box.

Overview: British imperial attempts to reassert control over its colonies and the colonial reaction to these attempts produced a new American republic, along with struggles over the new nation’s social, political, and economic identity.

Key Concept 3.1:

Britain’s victory over France in the imperial struggle for North America led to new conflicts among the British government, the North American colonists, and American Indians, culminating in the creation of a new nation, the United States.

I. Throughout the second half of the 18th century, various American Indian groups repeatedly evaluated and adjusted their alliances with Europeans, other tribes, and the new United States government.

 A. English population growth and expansion into the interior disrupted existing French–Indian fur trade networks and caused various Indian nations to shift alliances among competing European powers.

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|  Example | Definition/Description | Significance to the Thesis |
| **French/Huron** | . | French fur traders developed a cooperative relationship with the Native American tribes. Instead, they built widely dispersed trading posts on lands that were not claimed by Native American tribes. Algonquian supported the French during the French and Indian War. |
| **English/Iroquois**  | By 1677, the Iroquois formed an alliance with the English through an agreement known as the Covenant Chain. Together they battled to a standstill the French, who were allied with the Huron. These Iroquoian people had been a traditional and historic foe of the Confederacy | Iroquois supported the British during the French and Indian War.During the [American Revolution](http://en.wikipedia.org/wiki/American_Revolution), the Iroquois first tried to stay neutral. Pressed to join one side or the other, the Tuscarora and the Oneida sided with the colonists, while the Mohawk, Seneca, Onondaga, and Cayuga remained loyal to Great Britain, with whom they had stronger relationships. |

 B. After the British defeat of the French, white–Indian conflicts continued to erupt as native groups sought both to continue trading with Europeans and to resist the encroachment of British colonists on traditional tribal lands.

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|  Example | Definition/Description | Significance to the Thesis |
| **Pontiac’s****Rebellion** | Was a war that was launched in 1763 by a loose confederation of elements of Native American tribes primarily from the Great Lakes region, the Illinois Country, and Ohio Country who were dissatisfied with British postwar policies in the Great Lakes region after the British victory in the French and Indian War (1754–1763). Warriors from numerous tribes joined the uprising in an effort to drive British soldiers and settlers out of the region. The war is named after the Ottawa leader Pontiac, the most prominent of many native leaders in the conflict. | Military stalemate; Native Americans concede British sovereignty but compel British policy changes.  |
| **Proclamation****of 1763** | Forbade settlers from crossing the crest of the Appalachian Mountains.  | The British wanted to prevent settlers from provoking hostilities with the Indians. Settlers defied the prohibition as they pushed over the Appalachian ridges into Kentucky and Tennessee. The resentment which this created undermined colonial attachment to the Empire, contributing to the coming of the [American Revolution](http://en.wikipedia.org/wiki/American_Revolution). |
| **End of Salutary Neglect** | Salutary neglect was Britain's unofficial policy, initiated by prime minister Robert Walpole, to relax the enforcement of strict regulations, particularly trade laws, imposed on the American colonies late in the seventeenth and early in the eighteenth centuries. | Salutary neglect was a large contributing factor that led to the American Revolutionary War. Since the imperial authority did not assert the power that it had, the colonists were left to govern themselves. These essentially sovereign colonies soon became accustomed to the idea of self-control. They also realized that they were powerful enough to defeat the British (with help from France), and decided to revolt. The effects of such prolonged isolation eventually resulted in the emergence of a collective identity that considered itself separate from Great Britain. |
| **Navigation Acts** | Navigation Acts were a series of laws that restricted the use of foreign ships for trade between Britain and its colonies. They began in 1651 and ended 200 years later. They reflected the policy of mercantilism, which sought to keep all the benefits of trade inside the Empire, and minimize the loss of gold and silver to foreigners. They prohibited the colonies from trading directly with the Netherlands, Spain, France, and their colonies. | The Navigation Acts, while enriching Britain, caused resentment in the colonies and contributed to the American Revolution. The Navigation Acts required all of a colony's imports to be either bought from England or resold by English merchants in England, no matter what price could be obtained elsewhere. |

II. During and after the imperial struggles of the mid-18th century, new pressures began to unite the British colonies against perceived and real constraints on their economic activities and political rights, sparking a colonial independence movement and war with Britain.

 A. Great Britain’s massive debt from the Seven Years’ War resulted in renewed efforts to consolidate imperial control over North American markets, taxes, and political institutions — actions that were supported by some colonists but resisted by others.

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| Example | Definition/Description | Significance to the Thesis |
| **Stamp Act** | Parliament required all legal documents, newspapers and pamphlets required to use watermarked or 'stamped' paper on which a levy was placed.Imposed a tax on the colonists for their own protection. | Britain had no right of taxation without representation, and no offenders should be tried in admiralty courts without juries. |
| **Sugar Act** | Taxes on molasses were dropped; a levy was placed on foreign Madeira wine and colonial exports of iron, lumber and other goods had to pass first through Britain and British customs.Provided that colonists should be taxed for cost of the empire at a rate comparable to levels of taxation for those at home. | Colonists believed Britain had no right to tax for revenue without the colonists having representation in Parliament. |
| Townshend Act | Duties on tea, glass, lead, paper and paint to help pay for the administration of the colonies, named after Charles Townshend, the Chancellor of the Exchequer.  | Reiterated the British belief that they had a legitimate right to collect taxes from the colonies for protection they received. They gave in to the colonists to the extent they used the kind of indirect taxes about which the colonists had not complained before 1763.Colonists now believed the indirect taxes they had accepted earlier as a legitimate control trade in mercantilism were now being used to collect revenue; they considered this, then, another example of taxation without representation. |
| Tea Act | In an effort to support the ailing East India Company, Parliament exempted its tea from import duties and allowed the Company to sell its tea directly to the colonies. Americans resented what they saw as an indirect tax subsidizing a British company.Represented an attempt to save the British East India Company, which had been floundering since the repeal of all Townshend duties except the tax on tea. The act was an attempt to conceal a tax by lowering prices for British tea with reduced transportation costs. | Even though British tea became cheaper, colonists were still being taxed without representation. The colonies protested, Boston Tea Party, and boycotted tea.  |

Key Concept 3.2:

In the late 18th century, new experiments with democratic ideas and republican forms of government, as well as other new religious, economic, and cultural ideas, challenged traditional imperial systems across the Atlantic World.

I. During the 18th century, new ideas about politics and society led to debates about religion and governance, and ultimately inspired experiments with new governmental structures.

 A. Protestant evangelical religious fervor strengthened many British colonists’ understandings of themselves as a chosen people blessed with liberty, while Enlightenment philosophers and ideas inspired many American political thinkers to emphasize individual talent over hereditary privilege.

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| Example | Definition/Description | Significance to the Thesis |
| **Great Awakening** | A wave of religious revivals began in New England in the mid-1730s. Jonathan Edwards provided the initial spark for the Great Awakening by delivering emotional sermons warning sinners to repent. His most famous sermon, “Sinners in the Hands of an Angry God,” painted a vivid picture of the torments of hell and the certainty of God’s justice. | The Great Awakening undermined the authority of established churches and led to a decline in the power of traditional “Old Light” Puritan ministers. The Great Awakening encouraged missionary work among Native Americans and African slaves.The Great Awakening promoted the growing popularity of itinerant ministers.The Great Awakening led to an increase in the number of woman in church congregations**.**  |
| **New Light** | New Light ministers stressed that individuals could attain salvation only by first experiencing a “new birth”-a sudden, emotional moment of conversion and salvation.  | The Great Awakening split the Presbyterian and Congregational churches into “New Light” factions that supported the Great Awakening and “Old Light” factions that opposed it. The Great Awakening fragmented American Protestants thus promoting religious pluralism and toleration since no single denomination could impose its dogma on the other sects. The Great Awakening led to the founding of “New Light” colleges such as Princeton, Rutgers, Dartmouth, Brown, and Columbia.  |

B. The colonists’ belief in the superiority of republican self-government based on the natural rights of the people found its clearest American expression in Thomas Paine’s *Common Sense* and in the Declaration of Independence.

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| Example | Definition/Description | Significance to the Thesis |
| **Common Sense** | Thomas Paine published Common Sense in January 1776, within 3 months more than 150,000 copies of the pamphlet circulated throughout the colonies. Paine rejected monarchy as a form of government. He attacked George III as a “royal brute” and a “hardened Pharaoh” who callously permitted his troops to “slaughter” innocent colonists.  | Pain urged Americans to reject British sovereignty and create an independent nation based upon the republican principle that government should be responsible to the will of the people.  |
| **Declaration of Independence**  | Inspired by John Locke’s philosophy of natural rights. Jefferson asserted that government derive “their just powers from the consent of the governed.” The governed are entitled to “alter or abolish” their ties to a government that denies them their “unalienable rights” to life, liberty, and the pursuit of happiness.  | The Declaration also contained a list of specific grievances against King George III. The King’s lengthy record of “repeated injuries and usurpations” forced the “good people of these colonies” to declare their independence from Great Britain. The Declaration of Independence did not call for the abolition of the slave trade. The reality of slavery thus belied Jefferson’s eloquent statement of republican ideals.  |

Key Concept 3.3:

Migration within North America, cooperative interaction, and competition for resources raised questions about boundaries and policies, intensified conflicts among peoples and nations, and led to contests over the creation of a multiethnic, multiracial national identity.

I. As migrants streamed westward from the British colonies along the Atlantic seaboard, interactions among different groups that would continue under an independent United States resulted in competition for resources, shifting alliances, and cultural blending.

A. Migrants from within North America and around the world continued to launch new settlements in the West, creating new distinctive backcountry cultures and fueling social and ethnic tensions.

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|  Example | Definition/Description | Significance to the Thesis |
| **Shays’ Rebellion** | Frustrated Massachusetts farmers were losing their farms because they could not repay their debts to eastern creditors in hard currency. The desperate farmers demined the state legislature halt farm foreclosures, lower property taxes, issue paper money, and end imprisonment for debt. Led by Captain Daniel Shays, armed farmers closed a courthouse where creditors were suing to foreclose farm mortgages. Wealthy Bostonians raised an army that quickly crushed the “rebellion.”  | Shay’s Rebellion reflected the tensions between impoverished farmers and the wealthy merchants who dominated Massachusetts legislature. Shay’s Rebellion frightened many conservatives who feared a breakdown of law and order. The “great commotion” in MA convinced leaders that the US needed a stronger national government.  |
| **Whiskey Rebellion** | Hamilton’s excise tax on liquor provoked resistance and evasion among frontier farmers. Outraged farmers in western PA tar and feathered federal tax collectors, stopped court proceedings and blew up the stills of those who paid the tax. Encouraged by Hamilton, Washington called out 12,900 militia-men to suppress the Whiskey Rebellion.  | The suppression of the Whiskey Rebellion demonstrated the strength of the new federal government. Washington’s prompt use of force showed that it was no longer acceptable to challenge unpopular laws with the type of revolutionary tactics used during the Stamp Act crisis.  |
| **Regulator Movement** | The Regulators were a group of western farmers in North Carolina who joined together to fight against local colonial officials who were overtaxing them. It was between the years of 1764-1771 that these farmers organized and through petitions and some random violence got their voice heard by the Governor of North Carolina, William Tryon | Though the rebellion did not change the power structure, some historians consider it a catalyst to the American Revolutionary War. |

 B. The Spanish, supported by the bonded labor of the local Indians, expanded their mission settlements into California, providing opportunities for social mobility among enterprising soldiers and settlers that led to new cultural blending.

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|  Example | Definition/Description | Significance to the Thesis |
| **Mestizos**  | Any person of mixed blood. In Spanish America the term denotes a person of combined Indian and European extraction. | The Catholic Church sent missionaries to convert the native populations. Both the Spanish church and royal government approved intermarriage between the colonists and native peoples. Because of the frequent intermarriage, the peoples of New Spain demonstrated greater tolerance of racial differences than the English settlers of North American.  |

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

Review Activity #4 Set \_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

College Board Concept Outline

Period 4: 1800 to 1848

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 providing specific examples of relevant historical evidence that illustrate the concepts in greater detail. Define or describe the example and explain its significance to the thesis statement directly above the box.

Overview: The new republic struggled to define and extend democratic ideals in the face of rapid economic, territorial, and demographic changes.

Key Concept 4.1: The United States developed the world’s first modern mass democracy and celebrated a new national culture, while Americans sought to define the nation’s democratic ideals and to reform its institutions to match them.

1. The nation’s transformation to a more participatory democracy was accompanied by continued debates over federal power, the relationship between the federal government and the states, the authority of different branches of the federal government, and the rights and responsibilities of individual citizens.

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|  Example | Definition/Description | Significance to the Thesis |
| **Universal Manhood Suffrage** | The Jacksonians dramatically expanded suffrage to include virtually all white men.  | Jackson’s image as the champion of the common man was at odds with his status as a wealthy planter. Jackson resolved this contradiction by embodying the frontier values of rugged individualism and hostility toward privileged elites. As property requirements for voting were abolished, economic status disappeared as a foundation for citizenship. By 1840 more than 90 percent of adult white men possessed the right to vote. |
| **Rise of the Convention System** | Jackson created a more open political system by replacing legislative caucuses with a party nominating convention. Baltimore was also chosen to be the site of the first Democratic Convention, which began on May 21, 1832. A total of 334 delegates assembled from every state except Missouri, whose delegation never arrived in Baltimore. | The Democratic Party at the time was headed by Andrew Jackson, and it was obvious that Jackson would be running for a second term. So there was no need to nominate a candidate for president.The ostensible purpose of the first Democratic National Convention was to nominate someone to run for vice president. Martin Van Buren of New York was nominated, and received the sufficient number of votes on the first ballot.The first Democratic National Convention instituted a number of rules which essentially created the framework for political conventions down to the present day. So in that sense the convention was the prototype for modern political conventions. |
| **Rotation in Office** | Beginning in 1829, Jackson invoked wholesale rotation in federal office as his guiding principle, saying plainly that "no one man has any more intrinsic right to office than another." So, with that in mind, and in the name of (Jacksonian) Democracy, he cleansed the federal civil service of his predecessor John Quincy Adams's appointees, replacing them not with the new democratic working class men who adored him, but with elite politicians who supported him, and who were indistinguishable, in class terms, from the men they succeeded.  | This occurred not only with cabinet and sub-cabinet level administrative positions in Washington, D.C., but with civil servants in the states and communities in America who staffed the customhouses, the Internal Revenue Service, the post offices, and the land offices. |
|  Example | Definition/Description | Significance to the Thesis |
| **Spoils System** | During the campaign, Jackson had charged the Adams bureaucracy with fraud and with working against his election. As President, he initiated sweeping removals among high-ranking government officials—Washington bureau chiefs, land and customs officers, and federal marshals and attorneys. Jackson claimed to be purging the corruption, laxity, and arrogance that came with long tenure, and restoring the opportunity for government service to the citizenry at large through "rotation in office." But haste and gullibility did much to confuse his purpose. Under the guise of reform, many offices were doled out as rewards for political services. | Jackson denied that political criteria motivated his appointments, claiming honesty and efficiency as his only goals. Yet he accepted an officeholder's support for Adams as evidence of unfitness, and in choosing replacements he relied exclusively on recommendations from his own partisans. A Jackson senator from New York, William L. Marcy, defended Jackson's removals by proclaiming frankly in 1832 that in politics as in war, "to the victor belong the spoils of the enemy." Jackson was never so candid—or so cynical. Creating the "spoils system" of partisan manipulation of the patronage was not his conscious intention. Still, it was his doing. |
| **King Andrew** | Jackson vetoed more bills than all previous Presidents combined. His denial of a bill to re-charter a Second Bank of the United States was an important issue in the 1832 election, in which he defeated Henry Clay. States Rights was a volatile issue until Jackson threatened to send federal troops into states that would not collect tariffs. Jackson used these monies to close the Second Bank and pay off the National Debt. Speculation in western lands caused Jackson to issue the Specie Circular, which required all public lands to be paid for with legal tender, which at the time was either gold or silver. This accelerated the Panic of 1837. | Andrew Jackson was loved by the common people and, at the same time, hated by his political enemies, who sometimes referred to him as "King Andrew I." He was a great war hero who became associated with increasing participation of the common man in government; yet his enemies in the Senate accused him of being dictatorial and acting in ways that were unconstitutional. They even voted to censure him, and he was the first President to receive such a rebuke. Jackson and his friends fought for three years before finally having all evidence of the censure removed from the Senatorial Record. |
| **The politics of BUS/Clay/the veto/Biddle** | The recharter bill duly passed Congress and on July 10, Jackson vetoed it.The veto message was one of the defining documents of Jackson's presidency. Clearly intended for the public eye, parts of it read more like a political manifesto than a communication to Congress. Jackson recited his constitutional objections and introduced some dubious economic arguments, chiefly aimed at foreign ownership of Bank stock. But the crux of the message was its attack on the special privilege enjoyed by private stockholders in a government-chartered corporation. Jackson withdraw the federal government's own deposits from the Bank and place them in selected state-chartered banks. | He renounced all banknote currency and demanded a return to the "hard money" of gold and silver. To that end, and to curb rampant speculation, he ordered the issuance of a "Specie Circular" in 1836 requiring payment in coin for western public lands. By the end of his presidency he was attacking all chartered corporations, including manufacturing concerns, turnpike and canal companies, and especially banks, as instruments of aristocratic privilege and engines of oppression. |
| **Politics of Indian Removal in the 1830s/Marshall Court/Cherokee Nation v. Georgia (1831)** | He maintained that the federal government had no right to defend the Cherokees against Georgia's encroachments. If the Indians wished to maintain their tribal government and landownership, they must remove beyond the existing states. To facilitate the removal, Jackson induced Congress in 1830 to pass a bill empowering him to lay off new Indian homelands west of the Mississippi, exchange them for current tribal holdings, purchase the Indians' capital improvements, and pay the costs of their westward transportation. This Indian Removal Act was the only major piece of legislation passed at Jackson's behest in his eight years as President. | Tentatively in Cherokee Nation v. Georgia in 1831 and more forcefully in Worcester v. Georgia the next year, the Supreme Court upheld the tribes' independence from state authority. But these legal victories pointed out no practical course of resistance for the tribe to take. Tacitly encouraged by Jackson, Georgia ignored the rulings. Jackson cultivated a minority faction within the tribe, and signed a removal treaty with them in 1835. Though the vast majority of Cherokees rejected the treaty, those who refused to remove under its terms were finally rounded up and transplanted westward by military force in 1838, under Jackson's successor Martin Van Buren. The Cherokees' sufferings in this forced exodus became notorious as the "Trail of Tears." |
|  Example | Definition/Description | Significance to the Thesis |
| **Second Great Awakening** | The Second Great Awakening was a wave of religious enthusiasm that swept across America during the early eighteenth century. It inspired reform movements to abolish slavery promote women’s rights, and restrict the sale of alcoholic beverages.  | The Burned-Over District was an area in western New York where preachers such as Charles Grandison Finney delivered “hellfire and damnation” sermons calling upon their listeners to repent and perform good works.  |
| **Abolitionism** | The goal of the abolitionist movement was the immediate emancipation of all slaves and the end of racial discrimination and segregation. Advocating for immediate emancipation distinguished abolitionists from more moderate anti-slavery advocates who argued for gradual emancipation, and from free-soil activists who sought to restrict slavery to existing areas and prevent its spread further west. Radical abolitionism was partly fueled by the religious fervor of the Second Great Awakening, which prompted many people to advocate for emancipation on religious grounds.  | Abolitionist ideas became increasingly prominent in Northern churches and politics beginning in the 1830s, which contributed to the regional animosity between North and South leading up to the Civil War.From the 1830s until 1870, the abolitionist movement attempted to achieve immediate emancipation of all slaves and the ending of racial segregation and discrimination. Their propounding of these goals distinguished abolitionists from the broad-based political opposition to slavery’s westward expansion that took form in the North after 1840 and raised issues leading to the Civil War. Yet these two expressions of hostility to slavery–abolitionism and Free-Soilism–were often closely related not only in their beliefs and their interaction but also in the minds of southern slaveholders who finally came to regard the North as united against them in favor of black emancipation. |
| **Women’s rights, Seneca Falls (1848)** | The Seneca Falls Convention was organized by Elizabeth Cady Stanton and Lucretia Mott. The Declaration of Sentiments bean by declaring that “We hold these truths to be self-evident: that all men and women are created equal.” The Seneca Falls Convention marked the beginning of the women’s rights movement in the United States.  | The document called for greater divorce and child custody rights, equal opportunities in education, the right to retain property after marriage, and the extension of suffrage to women.  |
| **Temperance** | In the early 1800s America had over 14,000 distilleries producing 25 million gallons of alcoholic drink each year. By 1830, Americans drank 5 gallons of alcohol per capita.  | The Temperance Movement was a widespread campaign to convince Americans to drink less alcohol or to drink none at all. Founded in 1826, the American Society for the Promotion of Temperance soon boasted 5,000 state and local temperance groups. Their campaign against “Demon Rum” worked. By the mdi-1840s Americans drank just 2 gallons of alcohol per capita.  |

 B. Supreme Court decisions sought to assert federal power over state laws and the primacy of the judiciary in determining the meaning of the Constitution.

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|  Example | Definition/Description | Significance to the Thesis |
| ***McCullough v. Maryland*** | In 1816, Congress chartered The Second Bank of the United States. In 1818, the state of Maryland passed legislation to impose taxes on the bank. James W. McCulloch, the cashier of the Baltimore branch of the bank, refused to pay the tax. | Declared the national bank constitutional. Confirmed the right of Congress to utilize its implied power. Denied the right of a state to tax the legitimate activities of the federal government. |
| ***Dartmouth College v. Woodward*** | In 1816, the New Hampshire legislature attempted to change Dartmouth College-- a privately funded institution--into a state university. The legislature changed the school's corporate charter by transferring the control of trustee appointments to the governor. In an attempt to regain authority over the resources of Dartmouth College, the old trustees filed suit against William H. Woodward, who sided with the new appointees. | Ruled that a state cannot pass laws to impair a legal private contract. Upheld the sanctity of private contracts against state encroachments.  |
| ***Gibbons v. Ogden*** | A New York state law gave to individuals the exclusive right to operate steamboats on waters within state jurisdiction. Laws like this one were duplicated elsewhere which led to friction as some states would require foreign (out-of-state) boats to pay substantial fees for navigation privileges. In this case Thomas Gibbons -- a steamboat owner who did business between New York and New Jersey under a federal coastal license -- challenged the monopoly license granted by New York to Aaron Ogden. New York courts consistently upheld the state monopoly. | Declared that only Congress had the constitutional power to regulate interstate commerce. Established the commerce clause as a key mechanism for the expansion of federal power.  |
| ***Charles River Bridge v. Warren Bridge*** | In 1785, the Massachusetts legislature incorporated the Charles River Bridge Company to construct a bridge and collect tolls. In 1828, the legislature established the Warren Bridge Company to build a free bridge nearby. Unsurprisingly, the new bridge deprived the old one of traffic and tolls. The Charles River Bridge Company filed suit, claiming the legislature had defaulted on its initial contract. | In a 5-to-2 decision, the Court held that the state had not entered a contract that prohibited the construction of another bridge on the river at a later date. The Court held that the legislature neither gave exclusive control over the waters of the river nor invaded corporate privilege by interfering with the company's profit-making ability. In balancing the rights of private property against the need for economic development, the Court found that the community interest in creating new channels of travel and trade had priority. |

C. With the acceleration of a national and international market economy, Americans debated the scope of government’s role in the economy, while diverging economic systems meant that regional political and economic loyalties often continued to overshadow national concerns.

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|  Example | Definition/Description | Significance to the Thesis |
| **Embargo Act of 1807** | Stopped all exports of American goods to Europe. Jefferson drew upon Hamilton’s doctrine of implied powers by calming that the government’s power to regulate commerce could be used to justify imposing an embargo.  | Although the embargo failed to force the British to abandon their practice of impressing Americans into the royal navy, it did inflict economic hardship on American farmers and merchants.  |
| **Tariff and Internal Improvement Debates** | In antebellum America, the term internal improvements referred to transportation projects. Henry Clay’s American System was a program of protective tariffs and internal improvements designed to promote economic growth and national unity.  | A tariff would protect American industries and raise revenue to fund internal improvements.A national bank that would promote financial stability.A network of federally funded roads and canals.A vibrant economy with increased trade among the nation’s different regions.Clay’s American System is similar to Alexander Hamilton’s economic vision. Both programs favored a strong federal government that promoted commercial and economic growth.  |

II. Concurrent with an increasing international exchange of goods and ideas, larger numbers of Americans began struggling with how to match democratic political ideals to political institutions and social realities.

 A. The Second Great Awakening, liberal social ideas from abroad, and Romantic beliefs in human perfectibility fostered the rise of voluntary organizations to promote religious and secular reforms, including abolition and women’s rights.

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|  Example | Definition/Description | Significance to the Thesis |
| **Dorothea Dix** | Dorothea Dix launched a crusade to create special hospitals for the mentally ill. A tireless champion of reform, Dix travelled more than 10,000 miles and visited almost every state. | Dix and other reformers created the first generation of American mental asylums. By the 1850s there were special hospitals in 28 states.  |

 B. Resistance to initiatives for democracy and inclusion included proslavery arguments, rising xenophobia, anti-black sentiments in political and popular culture, and restrictive anti-Indian policies.

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|  Example | Definition/Description | Significance to the Thesis |
| **Indian Removal Act 1830** | Approximately 125,000 Native Americans who lived east of the Mississippi were surrounded by white settlers who wanted the tribes resettled across the Mississippi. Congress responded by passing the Indian Removal Act providing for the exchange of Indian lands in the East for government lands in the newly established Indian Territory.  | The Cherokees legally challenged President Jackson’s removal order. In *Worechester v Georgia* Chief Justice John Marshall upheld the Cherokee Nation’s legal right on their land. The Supreme Court is dependent upon the President to enforce its decisions. As a famous Indian fighter, Jackson harbored a well-known animosity toward Native Americans. Jackson responded to the *Worecester v. Georgia* decision by defiantly declaring, “John Marshall has made his decision, now let him enforce it.” |
|  Example | Definition/Description | Significance to the Thesis |
| **Trial of Tears** | Jackson defied the Court’s decision and pushed forward with his policy of removing the remaining Eastern tribes west of the Mississippi. | In 1838, the US Army forcibly removed about 17,000 Cherokees from their ancestral lands and marched them on an 800-mile journey to the Indian territory. About one-fourth of the Cherokees died from disease and exhaustion own what poignantly came to be known as the Trail of Tears.  |

 C. Enslaved and free African Americans, isolated at the bottom of the social hierarchy, created communities and strategies to protect their dignity and their family structures, even as some launched abolitionist and reform movements aimed at changing their status.

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|  Example | Definition/Description | Significance to the Thesis |
| **David Walker** | David Walker was an outspoken African-American abolitionist and anti-slavery activist. In 1829, while living in Boston, Massachusetts, he published *An Appeal to the Coloured Citizens of the World*, a call for black unity and self-help in the fight against oppression and injustice. | The work brought attention to the abuses and inequities of slavery and the role of individuals to act responsibly for racial equality, according to religious and political tenets. At the time, some people were outraged and fearful of the reaction that the pamphlet would have. Many abolitionists thought the views were extreme. |

Key Concept 4.2: Developments in technology, agriculture, and commerce precipitated profound changes in U.S. settlement patterns, regional identities, gender and family relations, political power, and distribution of consumer goods.

I. A global market and communications revolution, influencing and influenced by technological innovations, led to dramatic shifts in the nature of agriculture and manufacturing.

 A. Innovations including textile machinery, steam engines, interchangeable parts, canals, railroads, and the telegraph, as well as agricultural inventions, both extended markets and brought efficiency to production for those markets.

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|  Example | Definition/Description | Significance to the Thesis |
| **Transportation Revolution** | Turnpikes, canals, steamboats, and railroads sparked a market revolution that created a national economy.  | The Eric Canal strengthen commercial ties between eastern manufacturing centers and western agricultural regions. It ignited the rapid growth of Buffalo, NY while helping transform NYC into America’s greatest commercial center. The transportation and market revolutions created commercial ties between the Northeast and the Midwest. However, the South failed to keep up with the pace of industrialization and urbanization in these two regions.  |
| **Telegraph** | The telegraph revolutionized long-distance communication. It worked by transmitting electrical signals over a wire laid between stations | In addition to helping invent the telegraph, Samuel Morse developed a code (bearing his name) that assigned a set of dots and dashes to each letter of the English alphabet and allowed for the simple transmission of complex messages across telegraph lines. In 1844, Morse sent his first telegraph message, from Washington, D.C., to Baltimore, Maryland; by 1866, a telegraph line had been laid across the Atlantic Ocean from the U.S. to Europe. |

II. Regional economic specialization, especially the demands of cultivating southern cotton, shaped settlement patterns and the national and international economy.

1. Despite some governmental and private efforts to create a unified national economy, most notably the American System, the shift to market production linked the North and the Midwest more closely than either was linked to the South.

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|  Example | Definition/Description | Significance to the Thesis |
| **Henry Clay’s American System** | Henry Clay’s American System was a program of protective tariffs and internal improvements designed to promote economic growth and national unity. | A tariff would protect American industries and raise revenue to fund internal improvements.A national bank that would promote financial stability.A network of federally funded roads and canals.A vibrant economy with increased trade among the nation’s different regions.Clay’s American System is similar to Alexander Hamilton’s economic vision. Both programs favored a strong federal government that promoted commercial and economic growth.  |
| **Patent Protection** | A set of exclusive rights granted by a sovereign state to an inventor or assignee for a limited period of time in exchange for detailed public disclosure of an invention. An invention is a solution to a specific technological problem and is a product or a process. Patents are a form of intellectual property**.** | Primary incentives embodied in the patent system include incentives to invent in the first place; to disclose the invention once made; to invest the sums necessary to experiment, produce and market the invention; and to design around and improve upon earlier patents. |
| **Bank of the United States** | Early in the 1820s, Henry Clay, a representative from Kentucky and political rival of Jackson, advocated and helped implement what became known as the American System for developing a strong national economy. This system had three parts: tariffs to generate income and protect U.S. businesses, a transportation system of roads and canals, and a strong banking system that could make loans for large projects. Clay felt that the Second Bank of the United States was an indispensable part of this plan, and he approved the Bank’s now-cautious approach to credit and banking. | Following the Panic of 1819, the Second Bank of the United States functioned to stabilize the economy. It prevented the worst of the cycles of boom and bust that characterized this volatile period, by restraining unsound lending practices of smaller banks, especially the frontier wildcat banks. Since the Federal government deposited its substantial revenues of gold and silver in the Bank of the United States, the notes that the Bank issued were more uniform and stable in value than the notes of other banks. |

 B. Efforts to exploit the nation’s natural resources led to government efforts to promote free and forced migration of various American peoples across the continent, as well as to competing ideas about defining and managing labor systems, geographical boundaries, and natural resources.

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|  Example | Definition/Description | Significance to the Thesis |
| **Transcontinental Railroad** | Railroad workers and company officials celebrated the completion of the first transcontinental railroad on May 10, 1869 at Promontory Point, UT. By 1900, four additional transcontinental railroads crisscrossed the West. Irish and Chinese workers played an important role in these vast construction projects.  | The transcontinental railroads enabled diverse groups of miners, cattlemen, and farmers to settle in the West. The transcontinental railroads also enabled hunters to nearly exterminate the herds of buffalo that roamed the Great Plains. This indiscriminate slaughter dealt a catastrophic blow to the culture of the Plains Indians.  |
| **Homestead Act** | The Homestead Act of 1862 provided that any adult citizen (or person intending to become a citizen) who headed a family could qualify for a grant of 160 acres of public land by paying a small registration fee and living on the land continuously for five years. If the settler was willing to pay $1.25 an acre, he could obtain the land after only six months’ residence. | But the law did not provide the new beginning for urban slum dwellers that some had hoped; few such families had the resources to start farming, even on free land. The grants did give new opportunities to many impoverished farmers from the East and Midwest, but much of the land granted under the Homestead Act fell quickly into the hands of speculators. Also, over time, the growing mechanization of American agriculture led to the replacement of individual homesteads with a smaller number of much larger farms. |

Key Concept 4.3: U.S. interest in increasing foreign trade, expanding its national borders, and isolating itself from European conflicts shaped the nation’s foreign policy and spurred government and private initiatives.

1. Struggling to create an independent global presence, U.S. policymakers sought to dominate the North American continent and to promote its foreign trade.

 A. The U.S. sought dominance over the North American continent through a variety of means, including military actions, judicial decisions, and diplomatic efforts.

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|  Example | Definition/Description | Significance to the Thesis |
| **Annexation of Texas** | Many Americans opposed admitting Texas into the Union. The Texas constitution allowed slavery. Northern antislavery Whigs opposed admitting another slave state into the Union. Other opponents of annexation warned that this action might provoke a war with Mexico.  | President Jackson resisted admitting Texas into the Union. He feared a prolonged debate over the admission of a slave state would ignite a divisive campaign issue that could cost the Democrats the presidential election. James K. Polk ran on an expansionist campaign in 1844. Polk won a narrow electoral victory over Henry Clay who refused to support the annexation of Texas. Following the election, Congress approved a resolution annexing Texas as the nation’s 18th state. President Tyler signed the resolution three days before Polk took office.  |

II. Various American groups and individuals initiated, championed, and/or resisted the expansion of territory and/or government powers.

 A. With expanding borders came public debates about whether to expand and how to define and use the new territories.

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|  Example | Definition/Description | Significance to the Thesis |
| **Slave vs. non-slave areas** | Debates raised over expansion and incorporation of new territories | Slave vs. non-slave areas (Missouri Compromise – desire to balance the number of slave and free states) |

 B. Federal government attempts to assert authority over the states brought resistance from state governments in the North and the South at different times.

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|  Example | Definition/Description | Significance to the Thesis |
| **Hartford Convention of 1814** | New England merchants strongly opposed the War of 1812. Leading Federalists met at the Hartford Convention and proposed a number of constitutional amendments designed to limit the power of the federal government..  | However, the Hartford Convention contributed to the demise of the Federalist party by making its leaders appear to be disloyal |
| **Tariff of 1828** | In 1828, Congress passed a protective tariff that set rates at record levels. Led by South Carolina, the Southern states branded the hated law the “tariff of Abominations.”  | Planters argued that while the industrial Northeast flourish, the South was forced to sell its cotton in a world market unprotected by tariffs and buy manufactured goods at exorbitant prices.  |
| **South Carolina****nullification****crisis** | In 1828 VP John C. Calhoun anonymously wrote the “South Carolina Exposition and Protest” to denounce the Tariff of Abominations. Calhoun argued that the Union was a compact formed by sovereign states. If a state believed that a federal law exceeded the delegated powers of Congress the state could declare the law “null and void” within its own boundaries.  | Calhoun’s Doctrine of Nullification used states rights’ arguments first formulated by Jefferson and Madison in the Kentucky and Virginia Resolution. Calhoun did not advocate secession. Instead, he saw nullification as a viable option that would prevent disunion.  |

c. Whites living on the frontier tended to champion expansion efforts, while resistance by American Indians led to a sequence of wars and federal efforts to control American Indian populations.

III. The American acquisition of lands in the West gave rise to a contest over the extension of slavery into the western territories as well as a series of attempts at national compromise.

1. The 1820 Missouri Compromise created a truce over the issue of slavery that gradually broke down as confrontations over slavery became increasingly bitter.

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|  Example | Definition/Description | Significance to the Thesis |
| **Missouri Compromise 1820** | In 1819, the territory of Missouri applied for statehood as a salve state. This threatened to disrupt the balance of free and slave states in the Senate.* Missouri would be admitted into the Union as a slave state.
* Maine would be admitted into the Union as a free state.
* Slavery would be prohibited in the remaining portions of the Louisiana Purchase north of 36’30’.
 | The Missouri Compromise temporarily defused the political crisis over slavery. However, the Missouri Compromise debate foreshadowed the divisive intersectional debates over the expansion of slavery that resurfaced during the 1840s and 1850s.  |

 B. As over-cultivation depleted arable land in the Southeast, slaveholders relocated their agricultural enterprises to the new Southwest, increasing sectional tensions over the institution of slavery and sparking a broad-scale debate about how to set national goals, priorities, and strategies.

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|  Example | Definition/Description | Significance to the Thesis |
| **Cotton Production** | Cotton became America’s most valuable cash crop. In 1840, cotton production accounted for more than half of the value of all American exports. By 1860, the cotton belt stretched from eastern North Carolina to the Mississippi River Valley.  | Prior to the invention of the cotton gin Southerners regarded slavery as a necessary evil that would gradually be phased out. However, as the South became committed to a one crop cotton economy it also became committed to slavery. Of the 2.5 million slaves engaged in agriculture in 1850, 75% worked at cotton production. The presence of slavery discouraged immigrations for moving to the South. The region lagged behind in trade and manufacturing as they devoted more resources to cotton production. Southern cotton was primarily exported in northern vessels. While northern factories produced manufactured goods at an ever increasing rate, southern farmers purchased finished goods under a credit system that kept them in debt. The South’s commitment to growing cotton slowed urbanization. With the exception of New Orleans and Charlestown, the South had few urban centers. Instead, most southerners lived on widely dispersed farms and plantations.  |

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Review Activity #5 Set \_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

College Board Concept Outline

Period 5: 1844 to 1877

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 providing specific examples of relevant historical evidence that illustrate the concepts in greater detail. Define or describe the example and explain its significance to the thesis statement directly above the box.

Overview: As the nation expanded and its population grew, regional tensions, especially over slavery, led to a civil war — the course and aftermath of which transformed American society.

Key Concept 5.1: The United States became more connected with the world as it pursued an expansionist foreign policy in the Western Hemisphere and emerged as the destination for many migrants from other countries.

I. Enthusiasm for U.S. territorial expansion, fueled by economic and national security interests and supported by claims of U.S. racial and cultural superiority, resulted in war, the opening of new markets, acquisition of new territory, and increased ideological conflicts.

1. The acquisition of new territory in the West and the U.S. victory in the Mexican-American War were accompanied by a heated controversy over allowing or forbidding slavery in newly acquired territories.

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|  Example | Definition/Description | Significance to the Thesis |
| **Gadsden Purchase** | The Gadsden Purchase, or Treaty, was an agreement between the United States and Mexico, finalized in 1854, in which the United States agreed to pay Mexico $10 million for a 29,670 square mile portion of Mexico that later became part of Arizona and New Mexico. | Gadsden’s Purchase provided the land necessary for a southern transcontinental railroad and attempted to resolve conflicts that lingered after the [Mexican-American War](https://history.state.gov/milestones/1830-1860/texas-annexation). |
| **Free Soil Party** | Free-Soil party, in U.S. history, political party that came into existence in 1847–48 chiefly because of rising opposition to the extension of slavery into any of the territories newly acquired from Mexico. The struggle in Congress over the Wilmot Proviso helped to consolidate the Free-Soil forces, which comprised those New York Democrats known as Barnburners, the antislavery Whigs, and members of the former Liberty party. These forces met in mass convention at Buffalo in Aug., 1848, where the party was formally organized and Martin Van Buren and Charles F. Adams (1807–86) were chosen as its candidates for president and vice president. The platform also declared for a homestead law, internal improvements, and a tariff for revenue only. | The party polled nearly 300,000 votes and, by giving New York state to the Whigs, was a decisive factor in making Zachary Taylor president. The party elected one senator, Salmon P. Chase of Ohio, and 13 congressmen. The Compromise of 1850 supposedly settled the slavery issue, and the Barnburner element went back to its old allegiance. A few radical antislavery men kept the organization in existence and nominated John P. Hale for president in 1852; he received more than 150,000 votes. **In 1854 the party was absorbed into the new Republican party.** |
|  Example | Definition/Description | Significance to the Thesis |
| **Popular Sovereignty** | Stephen Douglas bill proposed that the people of Kansas and Nebraska be allowed to decide for themselves whether their states would be free or slave. Letting the settlers of a given territory have the sole right to decide whether or not slaver would be permitted within their borders was known as popular sovereignty.  | Congress passed Douglas’s Kansas-Nebraska Act after a diverse debate that sharpened antagonism between the North and the South.  |

 C. The desire for access to western resources led to the environmental transformation of the region, new economic activities, and increased settlement in areas forcibly taken from American Indians.

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|  Example | Definition/Description | Significance to the Thesis |
| **Gold Rush** | On January 24, 1848, James Wilson Marshall, a carpenter originally from New Jersey, found flakes of gold in the American River at the base of the Sierra Nevada Mountains near Coloma, California. At the time, Marshall was working to build a water-powered sawmill owned by John Sutter, a German-born Swiss citizen and founder of a colony of Nueva Helvetia (New Switzerland). (The colony would later become the city of Sacramento.As news spread of the discovery, thousands of prospective gold miners traveled by sea or over land to San Francisco and the surrounding area; by the end of 1849, the non-native population of the California territory was some 100,000 (compared with the pre-1848 figure of less than 1,000). A total of $2 billion worth of precious metal was extracted from the area during the Gold Rush, which peaked in 1852. | By the end of the year, the non-native population of California was estimated at 100,000, (as compared with 20,000 at the end of 1848 and around 800 in March 1848). To accommodate the needs of the ’49ers, gold mining towns had sprung up all over the region, complete with shops, saloons, brothels and other businesses seeking to make their own Gold Rush fortune. The overcrowded chaos of the mining camps and towns grew ever more lawless, including rampant banditry, gambling, prostitution and violence. San Francisco, for its part, developed a bustling economy and became the central metropolis of the new frontier.The Gold Rush undoubtedly sped up California’s admission to the Union as the 31st state. In late 1849, California applied to enter the Union with a constitution preventing slavery, provoking a crisis in Congress between proponents of slavery and abolitionists. According to the Compromise of 1850, proposed by Kentucky’s Senator Henry Clay, California was allowed to enter as a free state, while the territories of Utah and New Mexico were left open to decide the question for themselves. |
| **Mining Frontier** | Colorado yielded gold and silver at PIKES PEAK in 1859 and LEADVILLE IN 1873. NEVADA claimed COMSTOCK LODE, the largest of American silver strikes.From COEUR D'ALENE in Idaho to TOMBSTONE in Arizona, BOOM TOWNS flowered across the American West. They produced not only gold and silver, but zinc, copper, and lead, all essential for the eastern Industrial Revolution | WESTERN MINING wrought havoc on the local environment. Rock dust from drilling was often dumped into river beds, forming silt deposits downstream that flooded towns and farmlands. Miners and farmers were often at loggerheads over the effects of one enterprise on the other. Poisonous underground gases, mostly containing sulfur, were released into the atmosphere. Removing gold from quartz required mercury, the excess of which polluted local streams and rivers. Strip mining caused erosion and further desertification. Little was done to regulate the mining industry until the turn of the 20th century. Each mining bonanza required a town. Many towns had as high as a 9-to-1 male-to-female ratio. The ethnic diversity was great. Mexican immigrants were common. Native Americans avoided the mining industry, but mestizos, the offspring of Mexican and Native American parents, often participated. Many African Americans aspired to the same get-rich-quick idea as whites. Until excluded by federal law in 1882, Chinese Americans were numerous in mining towns. |

II. Westward expansion, migration to and within the United States, and the end of slavery reshaped North American boundaries and caused conflicts over American cultural identities, citizenship, and the question of extending and protecting rights for various groups of U.S. inhabitants.

 A. Substantial numbers of new international migrants — who often lived in ethnic communities and retained their religion, language, and customs — entered the country prior to the Civil War, giving rise to a major, often violent nativist movement that was strongly anti-Catholic and aimed at limiting immigrants’ cultural influence and political and economic power.

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|  Example | Definition/Description | Significance to the Thesis |
| **Nativism**  | The great wave of Irish and German immigrants sparked a nativist or anti-foreign reaction among native-born Americans. Desperate living conditions in Ireland made mass immigration inevitable. Beginning in 1845 a blight destroyed three successive potato crops. A million died from starvation and disease while another 1.7 million immigrated to the United States. Between 1840 and 1860 almost 1.7 million men, women, and children left Ireland for America. By 1860, Irish-born immigrants comprised over 4% of the US population. Most Irish immigrants settled in the fast-growing port cities along the Northeast coast. By 1860, Irish made up over 1/3 of the population of Boston and New York City.Just over 1.5 million Germans immigrated to America between 1830 and 1860. German typically settled in rural areas of the Midwest rather than in East coast cities like the Irish. German immigrants included political refugees and displaced farmers.  | The Know Nothings were America’s first nativist political party. They directed their hostility toward Catholic immigrants from Ireland and Germany. Know Nothing candidates enjoyed initial success. The party captured over 40 congressional seats in the 1854 election. Its 1856 presidential candidate Millard Fillmore won 21% of the popular vote and 8 electoral votes. The Know-Nothing’s success proved to be fleeting. The anti-Catholic fervor subsided as immigration declined and the country shifted its focus to the great national debate over the future of slavery. The wave of Irish immigration aroused intense anti-Catholic prejudice. Many native-born Protestants stereotyped the Irish as an ignorant and clannish people two would never assimilate into American life. Prejudiced employers posted “No Irish Need Apply” signs, while Protestant leaders complained that Irish-sponsored parochial schools would undermine support for public education. Irish voters supported the Democrats as the party of the “common man.” Irish bosses soon played a key role in the formation of big city political machines. Although the majority of Germans were Protestants, about 1/3 were Catholics, and a significant number were Jewish. Because the German were such a heterogeneous group, they were difficult to stereotype. As a result, the Germans experienced less prejudice than did the Irish.  |

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.

I. The institution of slavery and its attendant ideological debates, along with regional economic and demographic changes, territorial expansion in the 1840s and 1850s, and cultural differences between the North and the South, all intensified sectionalism.

 A. The North’s expanding economy and its increasing reliance on a free labor manufacturing economy contrasted with the South’s dependence on an economic system characterized by slave-based agriculture and slow population growth.

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|  Example | Definition/Description | Significance to the Thesis |
| **Hinton R. Helper*****The Impending Crisis of the South*** | In 1857, Hinton Rowan Helper (1829-1909), the son of a western North Carolina farmer, published one of the most politically influential books ever written by an American. The Impending Crisis of the South, the book argued that slavery was incompatible with economic progress. Using statistics drawn from the 1850 census, Helper maintained that by every measure the North was growing far faster than the South and that slavery was the cause of the South's economic backwardness. | Helper's thesis was that slavery was inefficient and wasteful, that it impoverished the South, degraded labor, inhibited urbanization, thwarted industrialization, and stifled progress. A rabid racist, Helper accompanied his call for abolition with a demand for colonization. He concluded with a call for nonslaveholders to overthrow the South's planter elite. During the 1860 presidential campaign, the New York Tribune distributed 500 copies of the book a day, considering it the most effective propaganda against slavery ever written. Many Southerners burned it, fearful that it would divide the white population. |

1. States’ rights, nullification, and racist stereotyping provided the foundation for the Southern defense of slavery as a positive good.

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|  Example | Definition/Description | Significance to the Thesis |
| **Nullification** | Nullification, in United States constitutional history, is a legal theory that a state has the right to nullify, or invalidate, any federal law which that state has deemed unconstitutional**.** Thomas Jefferson and James Madison set forth the theories of nullification and interposition in the Kentucky and Virginia Resolutions in 1798. | Courts at the state and federal level, including the U.S. Supreme Court, repeatedly have rejected the theory of nullification. The courts have decided that under the Supremacy Clause of the Constitution, federal law is superior to state law, and that under Article III of the Constitution, the federal judiciary has the final power to interpret the Constitution. Therefore, the power to make final decisions about the constitutionality of federal laws lies with the federal courts, not the states, and the states do not have the power to nullify federal laws.Between 1798 and the beginning of the Civil War in 1861, several states threatened or attempted nullification of various federal laws. None of these efforts were legally upheld. The Kentucky and Virginia Resolutions were rejected by the other states. The Supreme Court rejected nullification attempts in a series of decisions in the 19th century, including Ableman v. Booth, which rejected Wisconsin's attempt to nullify the Fugitive Slave Act. The Civil War ended most nullification efforts. |
| **South Carolina Declaration of Succession 1860** | On 20 December 1860, the state of South Carolina sounded the clarion call of secession that rapidly reverberated through the South. The plantation aristocrats, who dominated the state legislature, fearing for the livelihood of their cherished "peculiar institution," voted unanimously to repeal South Carolina's ratification of the U.S. Constitution and thus leave the Union. | While citing what they deemed breaches of the Constitution and states' rights, the legislature denounced newly elected Abraham Lincoln as a representative of a "sectional party" determined to undermine the state's autonomy and tear the very social fabric of the South. Slavery lay at the heart of South Carolina's grievances with the federal government, as Lincoln's election signified the final maneuver of a steadily encroaching Northern hegemony over Southern politics and life. Employing a logic akin to that found in the "social contract" philosophy of John Locke and Jean Jacques Rousseau, the "Declaration of Causes of Secession" argues that the "constitutional compact" between state and nation had "been deliberately broken and disregarded" and thus ceased to be binding.By 1 February 1861, six more Southern states had followed the lead of the "fire-eating" South Carolinians. |

1. Repeated attempts at political compromise failed to calm tensions over slavery and often made sectional tensions worse, breaking down the trust between sectional leaders and culminating in the bitter election of 1860, followed by the secession of southern states. (POL-2) (POL-6) (PEO-5) (ID-5)

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|  Example | Definition/Description | Significance to the Thesis |
| **Sumner-Brooks Affair** | The 1856 conflict over slavery called "Bleeding Kansas," managed to draw blood in Washington too. As a debate raged in Congress over the Kansas-Nebraska Act, which would grant popular sovereignty to the two newly-formed states, Massachusetts Senator Charles Sumner blasted the bill's author Senator Andrew Butler of South Carolina, whom he accused of embracing slavery as "a mistress." South Carolina Rep. Preston Brooks, who was engrained with a strong sense of state-pride, stomped into Sumner's senate chamber on May 22, 1856 to give him a piece of his mind. He gave him a lot more than that. Brooks beat Sumner with a wooden cane, stopping only when the cane shattered. Sumner, who took many blows to the head, took two years to recover before he could return to Congress. The violent attack was surely a sign of things to come as Civil War broke out over the same issues just five years later. | Surviving a House censure resolution, Brooks resigned, was immediately reelected, and soon thereafter died at age 37. Sumner recovered slowly and returned to the Senate, where he remained for another 18 years. The nation, suffering from the breakdown of reasoned discourse that this event symbolized, tumbled onward toward the catastrophe of civil war. |

 A. National leaders made a variety of proposals 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 sectional conflict.

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|  Example | Definition/Description | Significance to the Thesis |
| **Compromise of 1850** | In 1850, the territory of California applied for statehood as a free state. The issue of extending slavery into the western territories ignited a dramatic Senate debate. Senators Henry Clay and Stephen Douglas promoted a compromise that finally settled the dispute by admitting California as a free state, allowing for popular sovereignty in Utah and New Mexico, abolishing the domestic slave trade in Washington, DC, and enacting a stringent Fugitive Slave Act.  | The compromise of 1850 briefly defused the political crisis over slavery. It is important to note that for the first time the North began to perceive slavery as both an economic and moral threat to free labor.  |
| **Kansas-Nebraska Act** | It broke the uneasy truce between the North and South. Outraged Northerners denounced the act as a violation of the Missouri Compromise’s “sacred pledge” to ban slavery north of the 36’30’ line. | The Kansas-Nebraska Act placed Whigs opposed to slaver in a difficult position. As a result, it destroyed the Whig Party in the Deep South and contributed to the demise of the party in the North. The Kansas-Nebraska Act galvanized a spontaneous outpouring of popular opposition in the North that led to the formation of the Republican Party. The furor over the Kansas-Nebraska Act even affected American foreign policy. The Pierce administration hoped to buy Cuba from Spain. American ministers meeting in Ostend, Belgium drew up a secret memorandum urging Peirce to invade Cuba if Spain refused to sell the island. When the so-called Ostend Manifesto became public it ignited a storm of opposition to what seemed like a plot to extend slavery. The public outcry forced Pierce to abandon his plan to obtain Cuba.  |
| **Dred Scott v Sanford** | Dred Scott was a slave who belonged to John Emerson, an army surgeon assigned to a post in Missouri. When the army transferred Emerson from the slave of Missouri to the free state of Illinois he took Scott with him as a servant. The pair then moved to the Wisconsin Territory, an area where the Missouri Compromise expressly forbade slavery. When Emerson died, Scott returned to Missouri were he was placed under the authority of his former master’s wife. Helped by abolitionists, Scott sued for his freedom. He contended that living in a free state and in a free territory made him a free man. | The Supreme Court led by Chief Justice Roger B. Taney, ruled that neither slaves nor free blacks were citizens in the political community created by the Constitution. Taney declared that slaves were “chattel property . . . so far inferior that they have no rights which the white man is bound to respect.” Since Dred Scott was not a citizen he was not entitled to sue in a federal court. The Court emphatically ruled that Scott did not become free by living in a free state or free territory. The Court ruled that as a constitutionally protected form of property, slaved could be taken into any state or territory. The Dred Scott decision therefore declared the Missouri Compromise to be unconstitutional. This marked the first time the Supreme Court struck down an act of Congress since the *Marbury v. Madison* decision in 1803. The Dred Scott decision repealed the Missouri Compromise thus establishing the principle that Congress could not limit the spread of slavery in the territories. The Dred Scott decision invalidated the Republican Party’s platform opposing the extension of slavery into the territories. Although this initially appeared to be a serious setback, Republicans redoubled their efforts to win the presidency. They promised that a victory would enable them to change the composition of the Southern dominated Supreme Court and reverse the Dred Scott decision.  |

 .B Lincoln’s election on a free soil platform in the election of 1860 led various Southern leaders to conclude that their states must secede from the Union, precipitating civil war.

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|  Example | Definition/Description | Significance to the Thesis |
| **Lincoln/Douglas Debates** | During the debate in Freeport, IL Lincoln asked Douglas if there was any way the people of a territory could keep slavery from their land before they were organized into a state. In what came to | The Lincoln-Douglas debates transformed Lincoln into a nationally known figure. The Republicans nominated Lincoln on the third ballot. The Republican platform stated that slavery would continue to be protected in the states where it already existed. However, the Republican Party firmly opposed the expansion of slavery into the western territories. Lincoln won the election by carrying all 18 free states. He did not win a single state in the South.  |
| **House Divided Speech** | Abraham Lincoln identified slavery as a moral and a political issue that threatened the continued existence of the United States. Invoking the famous biblical words, “A house divided against itself can not stand,” he declared, “I do not expect the Union to be dissolved. I do not expect the house to fall; but I do expect it will cease to be divided. It will become all one thing, or all the other. Either the opponents of slavery will arrest the further spread of it, and put it in course of ultimate extinction; or its advocates will push it forward till it shall become alike lawfull in all the states, old, as well as new.” | Lincoln’s formulation was viewed by some as radical and provocative. However, in this speech Lincoln appealed to a growing sense in the North that national politics under successive Democratic administrations (aided by a southward leaning Supreme Court) were being driven by a slave interest, which many northerners were increasingly ready to call the Slave Power. |
| **Election of Lincoln in 1860** | The Democratic Party fragmented into two factions. Northern Democrats nominated Stephen A. Douglas on a platform promising congressional noninterference with slavery. Deep South Democrats nominated John C. Breckinridge on a platform calling for a national slave code that would protect slavery in the territories.  | Lincoln’s victory precipitated the secession of South Carolina and six other states in the Deep South. In a final desperate effort to save the Union, Senator John Crittenden of Kentucky proposed to restore the boundary line between slave and free states established by the Missouri Compromise of 1820. The line would be extended to include the new territories in the West. Lincoln refused to support the Crittenden Compromise because it violated the Republican position against the further extension of slavery into the western territories. The heated atmosphere of distrust allowed intransigents (those who refuse to compromise) in both the North and South to oppose all efforts to achieve a compromise. The nation thus continued on an inexorable (can’t be stopped) road to disunion and a bloody Civil War.  |

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.

I. The North’s greater manpower and industrial resources, its leadership, and the decision for emancipation eventually led to the Union military victory over the Confederacy in the devastating Civil War.

A. Lincoln’s decision to issue the Emancipation Proclamation changed the purpose of the war, enabling many African Americans to fight in the Union Army, and helping prevent the Confederacy from gaining full diplomatic support from European powers.

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|  Example | Definition/Description | Significance to the Thesis |
| **Emancipation Proclamation**  | President Lincoln issued the Emancipation Proclamation on New Year’s Day, 1863. The proclamation declared that all slaves in the areas “wherein the people . . . are this day in rebellion. . . are, and hence forward shall be free.” The Emancipation Proclamation only freed slaves living in states that had rebelled against the Union. It did not free slaves in the Border States such as Kentucky and Missouri. Slavery was not legally and completely abolished until the enactment of the Thirteenth Amendment in 1865. | The Emancipation Proclamation strengthened the Union’s moral cause. The Civil War was now widened into a crusade against slavery. With slavery doomed, public opinion in Britain and France swung decisively behind the Union cause. The Emancipation Proclamation thus ended any chance that the European powers would support the Confederacy.  |
| **54th Massachusetts** | Early in February 1863, the abolitionist Governor John A. Andrew of Massachusetts issued the Civil War’s first call for black soldiers. Massachusetts did not have many African-American residents, but by the time 54th Infantry regiment headed off to training camp two weeks later more than 1,000 men had volunteered. Many came from other states, such as New York, Indiana and Ohio; some even came from Canada. One-quarter of the volunteers came from slave states and the Caribbean. Fathers and sons (some as young as 16) enlisted together. The most famous enlistees were Charles and Lewis Douglass, two sons of the abolitionist Frederick Douglass. | Approximately 180,000 African Americans served in the Union army. Although black soldiers fought with great valor, they were paid less than white soldiers of equal rank. More than 38,000 black soldiers lost their lives during the Civil War. Even as they fought to end slavery in the Confederacy, the African-American soldiers of the 54th were fighting against another injustice as well. The U.S. Army paid black soldiers $10 a week; white soldiers got $3 more. To protest against this insult, the entire regiment–soldiers and officers alike–refused to accept their wages until black and white soldiers earned equal pay for equal work. This did not happen until the war was almost over. |
| **Battle of****Fort Wagner** | On July 18, 1863 Union Colonel Robert Gould Shaw and 272 of his troops are killed in an assault on Fort Wagner, near Charleston, South Carolina. Shaw was commander of the 54th Massachusetts Infantry, perhaps the most famous regiment of African-American troops during the war. | Despite the failure, the battle proved that African-American forces could not only hold their own but also excel in battle.  |
| **Gettysburg Address** | The Gettysburg Address is a speech delivered by Abraham Lincoln at the November 19, 1863, dedication of Soldier’s National Cemetery, a cemetery for Union soldiers killed at the Battle Of Gettysburg during the American Civil War.  | In about 260 words, beginning with the famous phrase, "Four score and seven years ago," Lincoln honored the Union dead and reminded the listeners of the purpose of the soldier’s sacrifice: equality, freedom, and national unity. Lincoln’s speech did not garner much attention during his lifetime; in many ways, it was forgotten and lost to popular memory until the U.S. centennial in 1876, when its significance was reconsidered in light of the war’s outcome and in the larger context of the young country’s history. The Gettysburg Address is now recognized as one of Lincoln’s greatest speeches and as one of the most famous speeches in U.S. history.  |

 B Although Confederate leadership showed initiative and daring early in the war, the Union ultimately succeeded due to improved military leadership, more effective strategies, key victories, greater resources, and the wartime destruction of the South’s environment and infrastructure.

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|  Example | Definition/Description | Significance to the Thesis |
| **Sherman’s March to the Sea** | Sherman captured Atlanta in September 1864. His victory helped boost Lincoln’s sagging popularity thus enabling the President to defeat the Democratic candidate General McClellan in the November election.  | Sherman burned Atlanta on November 15, 1864. He then began his famous “March to the Sea.” Determined to wage a total war on the people of Georgia, Sherman’s army promptly made the Georgians “feel the hard hand of war.” His soldiers burned homes, ruined crops, killed animals, and destroyed railroad tracks as they left a path of destruction 60 miles wide. Sherman arrived in Savannah in time to present the city to President Lincoln as a Christmas present.  |

II. The Civil War and Reconstruction altered power relationships between the states and the federal government and among the executive, legislative, and judicial branches, ending slavery and the notion of a divisible union, but leaving unresolved questions of relative power and largely unchanged social and economic patterns.

 A. The 13th Amendment abolished slavery, bringing about the war’s most dramatic social and economic change, but the exploitative and soil-intensive sharecropping system endured for several generations.

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|  Example | Definition/Description | Significance to the Thesis |
| **Sharecropping** | The Civil War brought freedom to the slaves. However, Reconstruction brought few freedmen the “40 acres and a mule” promised by zealous reformers. May former salves stayed on their old plantations because they could not afford to leave. During the late 1860s, cotton planters and black freedmen entered a new labor system called sharecropping. Under this system, black and sometimes white families exchanged their labor for the use of land, tools, and seed. The sharecropper typically gave the landowner half of the crop as payment for using his property.  | In addition to being in debt to the landlord, sharecroppers had to borrow supplies from local storekeepers to feed and clothe their families. These merchants then took a lien or mortgage on the crops. Sharecropping did not lead to economic independence. Unscrupulous merchants often charged sharecroppers exorbitant prices and unfair interest rates. As a result, the freedmen became trapped in a seemingly endless cycle of debt and poverty.  |
| **Convict Leasing** | Convict leasing was a system of penal labor practiced in the Southern United States, beginning with the emancipation of slaves at the end of the American Civil War in 1865, peaking around 1880, and officially ending in the last state, Alabama, in 1928. | Convict leasing provided prisoner labor to private parties, such as plantation owners and corporations such as the Tennessee Coal and Iron Company. The lessee was responsible for feeding, clothing, and housing the prisoners. While northern states sometimes contracted for prison labor, the historian Alex Lichtenstein notes that,only in the South did the state entirely give up its control to the contractor; and only in the South did the physical "penitentiary" become virtually synonymous with the various private enterprises in which convicts labored.Corruption, lack of accountability, and racial violence resulted in "one of the harshest and most exploitative labor systems known in American history."[2] African Americans, mostly adult males, due to “vigorous and selective enforcement of laws and discriminatory sentencing”, made up the vast majority—but not all—of the convicts leased |
|  Example | Definition/Description | Significance to the Thesis |
| **Freedmen’s Bureau** | The U.S. Bureau of Refugees, Freedmen and Abandoned Lands, popularly known as the Freedmen’s Bureau, was established in 1865 by Congress to help former black slaves and poor whites in the South in the aftermath of the U.S. Civil War (1861-65). Some 4 million slaves gained their freedom as a result of the Union victory in the war, which left many communities in ruins and destroyed the South’s plantation-based economy. The Freedmen’s Bureau provided food, housing and medical aid, established schools and offered legal assistance. It also attempted to settle former slaves on Confederate lands confiscated or abandoned during the war. | However, the bureau was prevented from fully carrying out its programs due to a shortage of funds and personnel, along with the politics of race and Reconstruction. In 1872, Congress, in part under pressure from white Southerners, shut the bureau. |

 B. Radical Republicans’ efforts to change southern racial attitudes and culture and establish a base for their party in the South ultimately failed, due both to determined southern resistance and to the North’s waning resolve.

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|  Example | Definition/Description | Significance to the Thesis |
| **Radical Republicans**  | Led by Representative Thaddeus Stevens (PA) and Charles Sumner (MA), the Radicals now controlled Congress. They were resolved to punish the former Confederates states and protect the rights of black citizens.  | The Reconstruction Act of 1867 eliminated the state governments created by Johnson’s plan. It divided the South into five military districts, each under the command of a Union general. In order to be readmitted into the Union, a state had to approve the Fourteenth Amendment and guarantee black suffrage. The growing rift between the Radical Republicans and the President deepened when Johnson vetoed the Reconstruction Act. Congress immediately overrode his veto.  |
| **Ku Klux Klan** | Southerners bitterly resented governments imposed by Radical Republicans that repealed Black Codes and guaranteed voting and other civil rights to African Americans. The years immediately following the Civil War witnessed the proliferation of white supremacist organizations. The KKK began in TN in 1866 and then quickly spread across the South. Anonymous Klansmen dressed in white robes and pointed cowls used whippings, house0burnings, kidnappings, and lynchings to keep blacks “in their place.” | The Klan’s reign of terror worked. Without the support of black voters, Republican governments fell across the South. By 1876, Democrats replaced Republicans in eight of elven former Confederate states. Only South Carolina, Louisiana, and Florida remained under Republican control.  |
| **Reconstruction** | The Republicans nominated Rutherford B. Hayes, an Ohio governor untarnished by the scandals of the Grant administration. The Democrats countered by nominating Samuel Tilden, a NY governor who earned a reputation as a reformer by battling Boss Tweed. Tilden won the popular vote and 184 of 185 votes needed for the election. However, both parties claimed 19 disputed votes in FL, LA, SC, and one in Oregon.  | Congress created an electoral commission to determine which candidates would receive the disputed electoral votes. As tensions mounted, Democrats and Republican leaders reached an agreement known as the Compromise of 1877. The Democrats agreed to support Hayes. In return, Hayes and the Republicans agreed to withdraw all federal troops from the South, appoint at least one Southerner to a cabinet post, and support internal improvements in the South. The Republican governments in Louisiana and South Carolina quickly collapsed as Southern Democrats proclaimed a return to “home rule” and white supremacy.  |

III. The constitutional changes of the Reconstruction period embodied a Northern idea of American identity and national purpose and led to conflicts over new definitions of citizenship, particularly regarding the rights of African Americans, women, and other minorities.

 A. Although citizenship, equal protection of the laws, and voting rights were granted to African Americans in the 14th and 15th Amendments, these rights were progressively stripped away through segregation, violence, Supreme Court decisions, and local political tactics.

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|  Example | Definition/Description | Significance to the Thesis |
| **Black Codes** | Under the lenient Reconstruction policies of President Andrew Johnson, white southerners reestablished civil authority in the former Confederate states in 1865 and 1866. They enacted a series of restrictive laws known as “black codes,” which were designed to restrict freed blacks’ activity and ensure their availability as a labor force now that slavery had been abolished. For instance, many states required blacks to sign yearly labor contracts; if they refused, they risked being arrested as vagrants and fined or forced into unpaid labor. | Northern outrage over the black codes helped undermine support for Johnson’s policies, and by late 1866 control over Reconstruction had shifted to the more radical wing of the Republican Party in Congress. |
| **Jim Crow Laws** | The Jim Crow laws were racial segregation laws enacted after the Reconstruction period in Southern United States, at state and local levels, and which continued in force until 1965, which mandated de jure racial segregation in all public facilities in Southern states of the former Confederacy, with, starting in 1890, a "separate but equal" status for African Americans.  | The separation in practice led to conditions for African Americans that were inferior to those provided for white Americans, systematizing a number of economic, educational and social disadvantages. |
| ***Plessey v. Ferguson***  | The state of Louisiana enacted a law that required separate railway cars for blacks and whites. In 1892, Homer Adolph Plessy--who was seven-eighths Caucasian--took a seat in a "whites only" car of a Louisiana train. He refused to move to the car reserved for blacks and was arrested. | The Supreme Court ruled that the state law is within constitutional boundaries. The majority, in an opinion authored by Justice Henry Billings Brown, upheld state-imposed racial segregation. The justices based their decision on the separate-but-equal doctrine, that separate facilities for blacks and whites satisfied the Fourteenth Amendment so long as they were equal. (The phrase, "separate but equal" was not part of the opinion.) Justice Brown conceded that the 14th amendment intended to establish absolute equality for the races before the law. But Brown noted that "in the nature of things it could not have been intended to abolish distinctions based upon color, or to enforce social, as distinguished from political equality, or a commingling of the two races unsatisfactory to either." In short, segregation does not in itself constitute unlawful discrimination. |

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

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|  Example | Definition/Description | Significance to the Thesis |
| **Susan B. Anthony** | Along with activist Elizabeth Cady Stanton, Anthony founded the National Woman Suffrage Association in 1869. Around this time, the two created and produced The Revolution, a weekly publication that lobbied for women’s rights. Later the pair edited three volumes of History of Woman Suffrage together.Anthony was tireless in her efforts, giving speeches around the country to convince others to support a woman’s right to vote. She even took matters into her own hands in 1872 when she voted in the presidential election illegally. Anthony was arrested and tried unsuccessfully to fight the charges. She ended up being fined $100 – a fine she never paid. | When Anthony died on March 13, 1906, women still did not have the right to vote. It wasn’t until 1920, 14 years after her death, that the 19th Amendment to the U.S. Constitution, giving all adult women the right to vote, was passed. In recognition of her dedication and hard work, the U.S. Treasury Department put Anthony’s portrait on one dollar coins in 1979, making her the first woman to be so honored. |
| **14th Amendment** | The 14th Amendment overturned the Dred Scott decision by declaring that “all persons born or naturalized in the United States …are citizens of the United States and the State wherein they reside.”  | The amendment also gave the federal government responsibility for guaranteeing equal rights under the law to all Americans. The amendment prohibited the states from depriving “any person of life, liberty, or property without due process of law; nor deny to any person within its jurisdiction equal protection of the laws.” The Fourteenth Amendment intensified the struggle for power between President Johnson and Congress. Saying citizenship, Johnson urged state legislatures campaigned for Congressional candidates who supported his policies. Johnson’s strategy backfired. Outraged voters repudiated the President’s policies by giving the Republicans a solid two-thirds majority in both houses of Congress.  |
| **15th Amendment**  | It forbade either the federal government or the states from denying citizens the right to vote on the basis of “race, color, or previous condition of servitude.” The 15th Amendment enabled African American males to exercise political influence for the first time.  | Freedmen provided about 80% of Republican votes in the South. Over 600 blacks served as state legislators in the new governments. In addition, voters elected 14 blacks to the House of Reps and 2 to the Senate. Black voters supported the Republicans Party by loyally casting votes that helped elect Grant in 1868 and 1872.The South would soon find ways to circumvent the amendment. For example, property qualifications, poll taxes, and literacy tests all denied blacks the vote without legally making skin color a determining factor.  |