

AMSCO Reading Guides for Period 5, 1848-1877

Chapters 12-13-14-15

2014-2015 Editions of Richardson Reading Guide Collection

These reading guides were written in **2014** to support student reading and comprehension of the **2015** edition of AMSCO's *United States History Preparing for the Advanced Placement Examination* by John J. Newman and John M. Schmalbach. It was aligned with the APUSH framework implemented for the **redesigned course in 2014**. Since then, College Board has **revised the redesigned framework**. **Throughout the 2015-2016 school year, reading guides will be amended and updated to better align with the 2015 College Board® revisions of the APUSH framework. As these guides are amended, they will be posted on ffapush.com.**

A Note to Teachers:

Utilizing reading guides has been one of my most successful strategies in APUSH. This 2014-2015 edition reading guide was utilized by many teachers across the country last year, and their feedback along with my own data supports the value of this strategy. Although my students have a college level textbook and other supplements for this course, I strongly encourage my students to use the AMSCO guide regularly throughout the year. It is an optional purchase, and approximately 60-70% of my students will rely on it more than their textbook. It is more manageable than a long, detailed textbook; this is important as many of my students are in multiple advanced classes and extracurricular activities. More information about this recommended resource can be [found here](#).

Many of my colleagues require all students to complete reading guides, and that may be a choice you make as well; however, I would like to share my rationale for making them optional. In my experience, many students who enroll in APUSH have strong reading comprehension skills. This means that a percentage of students do not need reading guides to help them take notes and/or process content. By making reading guides mandatory, in my opinion, the teacher is creating busy work for higher level students. Also, making them mandatory increases the likelihood that students will simply “do” the activity, often accompanied by increased rates of copying others’ work. In addition, this strategy does not match with all learning styles; for example, students who are audio-visual may learn and progress better by relying more on video lectures or podcasts rather than reading a book.

I incentivize the guides by making them worth bonus points and/or recovery points. I also inform my students that over the years, this strategy has helped students maintain high averages, earn high test scores, and prepare for the AP exam. Each year, 90% (or higher) of students who complete them regularly maintain high grades and pass the exam.

Below are my basic purpose and directions included for each guide, but of course feel free to use this guide in whatever way serves your students’ needs best. In this copy, I have removed my personal directions in order to make it simpler for other teachers to utilize.

Purpose:

This guide is not only a place to record notes as you read, but also to provide a place and structure for *reflections and analysis* using higher level thinking skills with new knowledge gained from the reading. This guide, **if completed *in its entirety* BOP (Beginning of Period) by the due date** will earn up to 10 bonus points. The benefits, however, go far beyond bonus points. 😊 **Mastery of the course and AP exam await all who choose to *process the information as they read/receive***. This is an optional assignment, but remember that 92% of students who completed reading guides regularly last year maintained an A average and passed the AP exam!

Directions:

Pre-Read: Read the prompts/questions within this guide before you read the chapter.

Skim: Flip through the chapter and note the titles and subtitles. Look at images and their read captions. *Get a feel for the content you are about to read.*

Read/Analyze: Read the chapter. **Highlight key events and people as you read.** Remember, the goal is not to “fish” for a specific answer(s) to reading guide questions, but to ***consider questions in order to critically understand what you read!***

Write Write your notes and analysis in the spaces provided. Print the guide and complete in **INK** or use pdfescape or similar program to create your own digital guide which will be saved in your course online notebook.

The average student will require 60-90 minutes to read and complete each guide effectively. Students who process information more slowly or struggle to comprehend what they read are encouraged to create a study group where discussion of the text accompanies reading, note taking, and analyzing. These students will likely spent 90-120 minutes per chapter. If you have students who struggle in this way, I suggest having students read and complete the note taking portion on their own (center column of the guide in most cases), then meet with other students the next morning to discuss and complete the analysis questions. Students often completed this step in morning tutoring where I can help coach them in thinking more critically about what they read.

I also recommend that you provide your students with a copy of the newly revised framework to accompany their reading. Remind them that the framework is the skeleton of the course, providing many basic concepts as well as explicit terms they must know for success in the course. The new framework can also be used as a simpler guide for note taking and review or for those relying on audio – visual resources. You can access this new framework [here](#).



Guided Reading & Analysis: Territorial and Economic Expansion, 1830-1860

Chapter 12- Manifest Destiny pp 230-240

Reading Assignment:

Ch. 12 AMSCO or other content related to Period 5.

Purpose:

This guide is not only a place to record notes as you read, but also to provide a place and structure for reflections and analysis using higher level thinking skills with new knowledge gained from the reading.



(image captured from history.com)

Basic Directions:

- Pre-Read:** Read the prompts/questions within this guide before you read the chapter.
- Skim:** Flip through the chapter and note the titles and subtitles. Look at images and their captions. *Get a feel for the content you are about to read.*
- Read/Analyze:** Read the chapter. Remember, the goal is not to “fish” for a specific answer(s) to reading guide questions, but to **consider questions in order to critically understand what you read!**
- Write** Write your notes and analysis in the spaces provided.

Key Concepts FOR PERIOD 5:

Main Idea: 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.

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.

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.

The idea of **manifest destiny** fueled the continued American expansion westward. Americans from the time of the **Puritans** spoke of America as a community with a **divine mission**... and in the 1830s... this notion of “**God’s Plan**” developed into “**Manifest Destiny**.” Political leaders and Protestant missionary organizations fervently supported expansion. In 1845 Democratic newspaperman **John O’Sullivan** wrote that the most critical need for America was “...the fulfillment of our manifest destiny to overspread the continent allotted by Providence for the free development of our yearly multiplying millions.”

Section 1 Overview, page 229

Read the overview of the era, and then complete the statements below.

Manifest Destiny led to the territorial acquisitions through...		
1.	2.	3.
Expansion and slavery led to continued sectionalism and eventual Civil War because...		
1.	2.	3.
The Union won the Civil War which led to...		
1.	2.	
Opposing Views... Consider the following three questions for this unit of study:		
1. Was the Civil War an unavoidable conflict over slavery, or was it caused by a failure of leadership?		
2. Was it about states rights and federal power, or was it about moral issues?		
3. Was Reconstruction successful because slavery ended and African Americans received Civil Rights and suffrage, or was it a failure that required another reform movement 100 years later?		

Section 2 Guided Reading, pp 230-240

1. Intro: Territorial and Economic Expansion, 1830-1860 page 230

Key Concepts & Main Ideas	Notes
<p>The idea of Manifest Destiny, which asserted U.S. power in the Western Hemisphere and supported U.S. expansion westward, was built on a belief in white racial superiority and a sense of American cultural superiority, and helped to shape the era's political debates.</p>	<p>Read the John L. O'Sullivan quote at the top of the page as well as the first two paragraphs.</p> <p><i>Explain</i> how O'Sullivan's quote supports or refutes the key concept at left.</p> <p>In the 1840s-1850s... Manifest Destiny played out by...</p>

2. Guided Reading Continued, pp 230-233, Conflicts Over Texas, Maine, and Oregon

As you read the chapter, jot down your notes in the middle column. Consider your notes to be elaborations on the Objectives and Main Ideas presented in the left column and in the subtitles of the text. **INCLUDE IN YOUR NOTES ALL SIGNIFICANT VOCABULARY AND PEOPLE.** After read and take notes, *thoughtfully*, analyze what you read by answering the questions in the right column. Remember this step is essential to your *processing* of information. Completing this guide *thoughtfully* will increase your retention as well as your comprehension!

Key Concepts & Main Ideas	Notes	Analysis
<p>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.</p>	<p>Conflicts Over Texas, Maine, and Oregon...</p> <p>Texas...</p> <p>Revolt and Independence...</p> <p>Annexation Denied...</p> <p>Continued on next page...</p>	<p>List and explain the motives behind expansion into Texas, Oregon, and Main.</p> <p>Support or refute President Andrew Jackson's reasoning behind refusing to admit Texas. Make sure your response has specific evidence.</p>

<p>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.</p>	<p>Boundary Dispute in Maine...</p> <p>Boundary Dispute in Oregon...</p> <p>The Election of 1844...</p> <p>Annexing Texas and Dividing Oregon...</p>	<p>In a letter to Stephen F. Austin from John Durst, Durst asks, "We have received by the last mail a Decree Given by the executive of our Government Liberating all the Slaves in its territory... in the Name of God, what Shall we do? For God's sake advise me on the subject by the return of mail. We are ruined forever Should this measure be adopted."</p> <p>To what extent was the Texas War for Independence caused by slavery? Explain your answer and identify an alternate view.</p> <p>Compare and contrast the causes and effects of the Aroostook War with the Texas War for Independence.</p> <p>Explain the key difference between the two Democrats, Andrew Jackson and James K. Polk on the issue of territorial expansion.</p> <p>What was the impact of the "dark horse" victory?</p>
<p>Continued on next page...</p>		

<p>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.</p>	<p>Song Title: James K. Polk</p> <p>In 1844, the Democrats were split The three nominees for the presidential candidate Were Martin Van Buren, a former president and an abolitionist James Buchanan, a moderate Louis Cass, a general and expansionist From Nashville came a dark horse riding up He was James K. Polk, Napoleon of the Stump</p> <p>Austere, severe, he held few people dear His oratory filled his foes with fear The factions soon agreed He's just the man we need To bring about victory Fulfill our manifest destiny And annex the land the Mexicans command And when the votes were cast the winner was Mister James K. Polk, Napoleon of the Stump</p> <p>In four short years he met his every goal He seized the whole southwest from Mexico Made sure the tariffs fell And made the English sell the Oregon territory He built an independent treasury Having done all this he sought no second term But precious few have mourned the passing of Mister James K. Polk, our eleventh president Young Hickory, Napoleon of the Stump</p> <p>Written and Performed by: They Might Be Giants</p>	<p>James K. Polk made 5 promises in his 1844 campaign:</p> <ol style="list-style-type: none"> 1. to acquire California from Mexico, 2. to settle the Oregon dispute, 3. to lower the tariff, 4. to establish a sub-treasury, and 5. to retire from the office after 4 years. <p>Did he keep his promises?</p> <p>Contextualize the Song at left. (see Contextualization writing activities in your notebook or on the website for directions if you are not sure how to contextualize)</p> <p>Local Context:</p> <p>Broad Context:</p> <p>Other Context:</p>
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3. War with Mexico, pp 233-235

Key Concepts & Main Ideas	Notes	Analysis
<p>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</p>	<p>War with Mexico...</p> <p>Immediate Causes of the War...</p> <p>Continued on next page...</p>	<p>Support or refute the claim that Mexico incited war by killing 11 Americans. Defend your answer with specific evidence.</p>

<p>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.</p>	<p>Military Campaigns...</p> <p>Consequences of the War...</p> <p>Treaty of Guadalupe Hidalgo (1848)...</p> <p>Wilmot Proviso...</p> <p>Prelude to Civil War?...</p>	<p>Explain the political, geographic, and cultural impact of the Treaty of Guadalupe-Hidalgo.</p> <p>To what extent was the Treaty of Guadalupe Hidalgo a turning point in American history? Defend your answer with specific evidence.</p>
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4. Manifest Destiny to the South, pp 235-236

Key Concepts & Main Ideas	Notes	Analysis
<p>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.</p>	<p>Manifest Destiny in the South...</p> <p>Ostend Manifesto...</p> <p>Walker Expedition...</p> <p style="text-align: right;">Continued on next page...</p>	<p>Compare and contrast William Walker's expansionist goals, methods, and effectiveness to that of James K. Polk's. Answer thoughtfully with specific evidence.</p>

<p>U.S. interest in expanding trade led to economic, diplomatic, and cultural initiatives westward to Asia.</p>	<p>Clayton-Bulwer Treaty (1850)...</p> <p>Gadsden Purchase...</p> <p>Expansion After the Civil War...</p>	<p>Explain the economic significance of Clayton-Bulwer and Gadsden Purchase.</p> <p>What was Seward’s purchase of Alaska called “Seward’s Folly?”</p> <p>Was it actually brilliant? Explain your answer.</p>
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5. Settlement of the Western Territories, pp236-238

Key Concepts & Main Ideas	Notes	Analysis
<p>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.</p> <p>Asian, African American, and white peoples sought new economic opportunities or religious refuge in the West, efforts that were boosted during and after the Civil War with the passage of new legislation promoting national economic development.</p>	<p>Settlement of the Western Territories...</p> <p>Fur Traders’ Frontier...</p> <p>Overland Trails...</p> <p>Mining Frontier...</p> <p>Farming Frontier...</p> <p>Urban Frontier...</p>	<p><u>Make sure you understand the following terms!</u></p> <p>Immigration: to <u>move into</u> a country in order to settle there, crossing a political boundary, and usually making a permanent move from one nation to another</p> <p>Emigration: to <u>move out of</u> one country or region to settle in another</p> <p>Migration: to <u>move within</u> a defined boundary. For example, American Mormons migrated from the Old Northwest to Utah.</p> <hr/> <p>Look at the map on page 235. List each trail illustrated on the map, and explain why people were migrating. Be sure your explanation has specific information.</p> <ol style="list-style-type: none"> 1. 2. 3. 4.

6. The Expanding Economy, pp238-239

Key Concepts & Main Ideas	Notes	Analysis
<p>U.S. interest in expanding trade led to economic, diplomatic, and cultural initiatives westward to Asia.</p> <p>U.S. interest in expanding trade led to economic, diplomatic, and cultural initiatives westward to Asia.</p> <p>(this material also links into your Period 4 Content Outline)</p> <p>Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war.</p> <p>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.</p>	<p>The Expanding Economy...</p> <p>Industrial Technology...</p> <p>Railroads...</p> <p>Foreign Commerce...</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. <p>Panic of 1857...</p>	<p>How did industrial technology impact sectionalism?</p> <p>Compare and contrast the impact of the Northeastern canal system to the impact of pre-Civil War railroad development.</p> <p>How did Railroad expansion impact sectionalism?</p> <p>How did the Panic of 1857 impact sectionalism?</p>

7. Historical Perspectives: What Caused Manifest Destiny? pp 239-240

Traditional Historical Analysis of Manifest Destiny	Modern Historical Analysis of Manifest Destiny

Historical Perspectives continued...

"Of all the countries in history that have been robbed, Mexico was neither the most nor the least deserving. On one had, it had been the legitimate, acknowledged owner of the western part of North America all the way up to Oregon and Colorado since 1540, when Francisco Vazquez de Coronado first claimed the area for Spain. On the other hand, Mexico never really 'did' anything with the place. In 1821 the entire Mexican population of Alta California, Nevada, and most of Arizona and Utah was just 3,270, while Texas only had 2,500 Mexicans... By 1836 there were about 30,000 [Americans] in Texas versus 3,500 Mexicans. In California, by 1850 there were 60,000 ... versus... 7,000 (along with about 1,000 African-Americans and 22,000 foreign immigrants)." Source: *The Mental Floss History of the United States* by Erik Sass

Does this knowledge support or refute the notion that the Mexican-American War was inevitable? Defend your answer.

In your view, what was the main reason for Manifest Destiny?
Rugged Individualism and Pioneer Spirit?
Providence?
Racism and White Supremacy?
Economic Development (money)?
Defend your view.

How have modern views impacted the nation?
Has it led to improved race relations?
Has it led to improved curriculum?
Has it led to more or less conflict?
Is this a good thing?

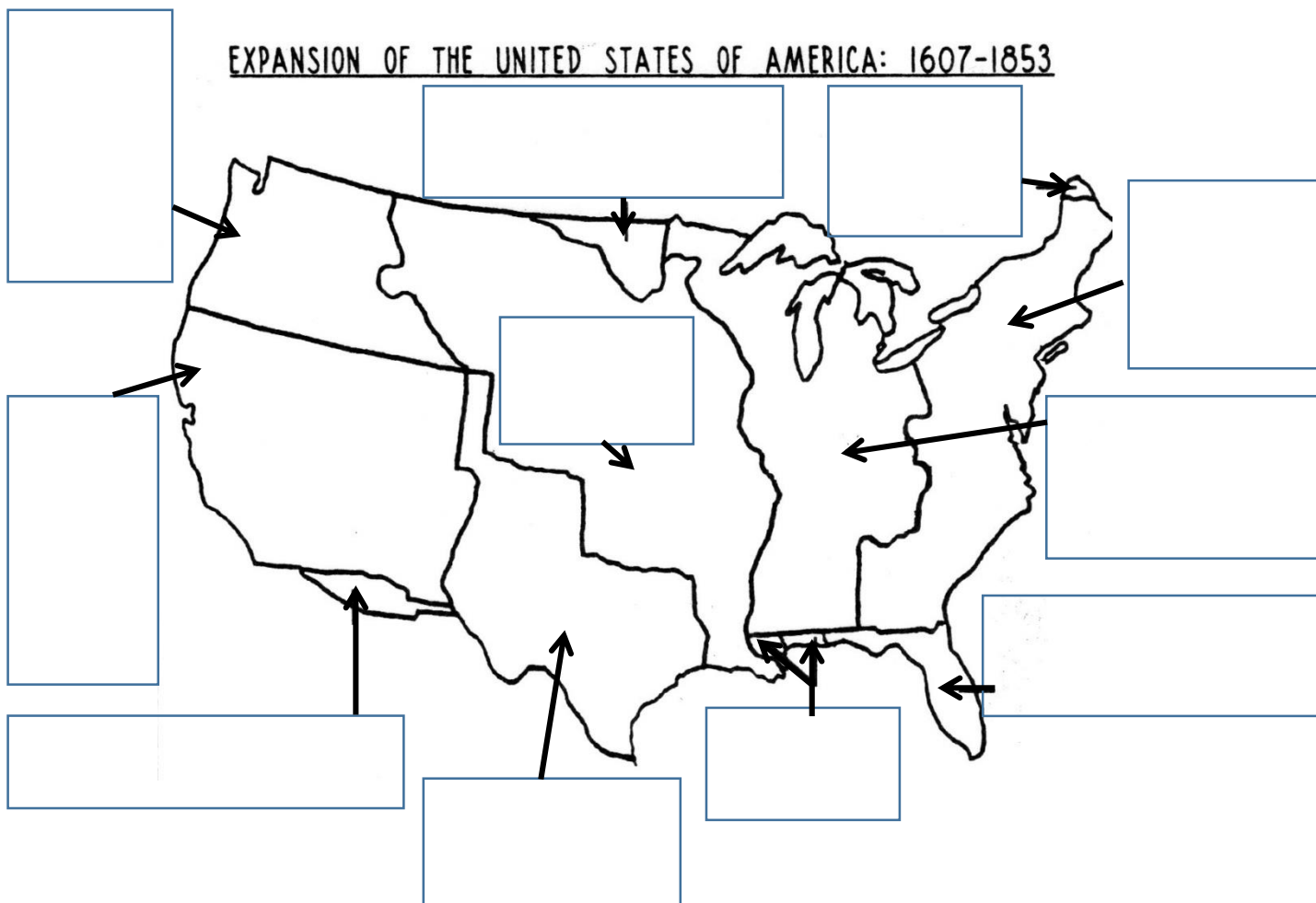
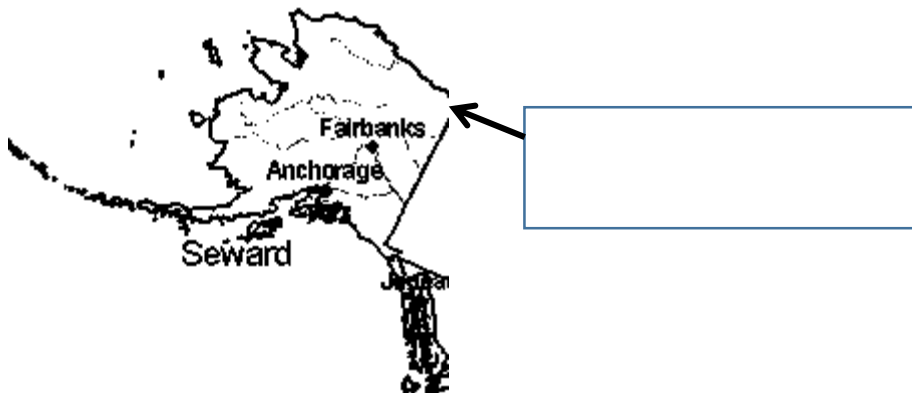
"Fort Ross, located about 90 miles north of San Francisco, marked the southern-most limit of Russian territory in North America. It was founded in 1812 by the Russian-American Company as an agricultural colony to feed Russian fur trappers in Alaska. With a population of 250 at its peak, Fort Ross was actually the central hub for a number of even smaller outposts as far south as Bodega Bay and the Farallon Islands, located 40 miles north and 18 miles west of San Francisco, respectively. The Russians dismantled the colony in 1841. But Mexico was still worried about the threat of Russian expansion in their land, so they invited Anglo-American settlers to California as a buffer against Russian expansion from Alaska. The Mexican government also considered inviting Chinese colonists and Irish famine refugees to California." Source: *The Mental Floss History of the United States* by Erik Sass

Does this information support or refute the view that American dominance then annexation of California was in the best long term interests of the North America. Explain your reasoning.

8. Map-o-Fun!

NAME – YEAR – METHOD...

Label each significant piece of land and explain when and how America secured each part of our nation represented on the map below. Highlight or color each region a different color. See Unit 4 page of website for more notes and a map to help.



Caption:

(summarize how and why the country grew)

Guided Reading & Analysis: The Union in Peril, 1848-1861
Chapter 13- Sectionalism Propelling the Nation into Civil War pp 247-261



(image from released College Board exam)

Reading Assignment:

Ch 13. AMSCO or other resource for content corresponding to Period 5.

Purpose:

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Key Concepts FOR PERIOD 5:

Main Idea: 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.

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.

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.

Section 1 Guided Reading, pp 247-260

1. Intro: The Union in Peril, 1848-1861 page 247

Key Concepts & Main Ideas	Notes
Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war .	<p>Read the Abraham Lincoln quote and first paragraph of the chapter on page 247. List and explain the four main reasons historians agree on that propelled the nation into civil war.</p> <p>1)</p> <p>2)</p> <p>3)</p> <p>4)</p> <p>Which cause do you view as the most significant?</p>

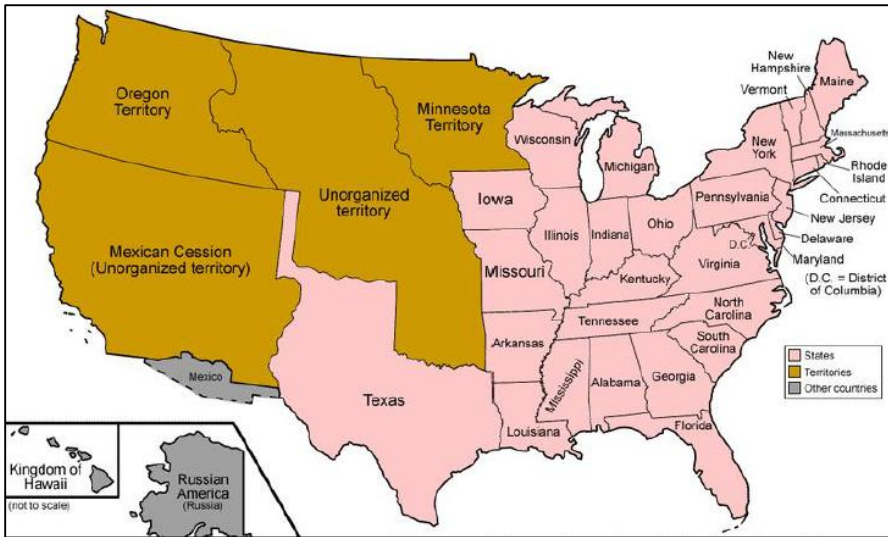
2. Conflict Over Status of Territories pp 247-248

REMEMBER...As you read the chapter, jot down your notes in the middle column. Consider your notes to be elaborations on the Objectives and Main Ideas presented in the left column and in the subtitles of the text. **INCLUDE IN YOUR NOTES ALL SIGNIFICANT VOCABULARY AND PEOPLE.** After read and take notes, *thoughtfully*, analyze what you read by answering the questions in the right column. Remember this step is essential to your *processing* of information. Completing this guide *thoughtfully* will increase your retention as well as your comprehension!

Key Concepts & Main Ideas	Notes	Analysis
<p>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.</p>	<p>Conflict Over Status of Territories...</p> <p>Free-Soil Movement...</p> <p>Southern Position...</p> <p>Popular Sovereignty...</p> <p>Election of 1848...</p>	<p>The Mexican-American War ended in 1848. What was the impact of the Mexican Cession on American politics?</p> <p>How was the impact of the Mexican Cession in 1848 similar to the impact of the Louisiana Purchase in 1803? Make sure your answer includes specific evidence connecting the broad context of both events.</p>

3. The Compromise of 1850, pp 248-249 (this is a major event in the framework... make sure you thoroughly understand it!)

Key Concepts & Main Ideas	Notes	Analysis
<p>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.</p> <p>National leaders made a variety of proposals to resolve the issue of slavery in the territories, including the Compromise of 1850...</p>	<p>The Compromise of 1850...</p>	<p>What was the most contentious aspect of this compromise? Explain and defend your answer.</p>



← Before the Compromise of 1850

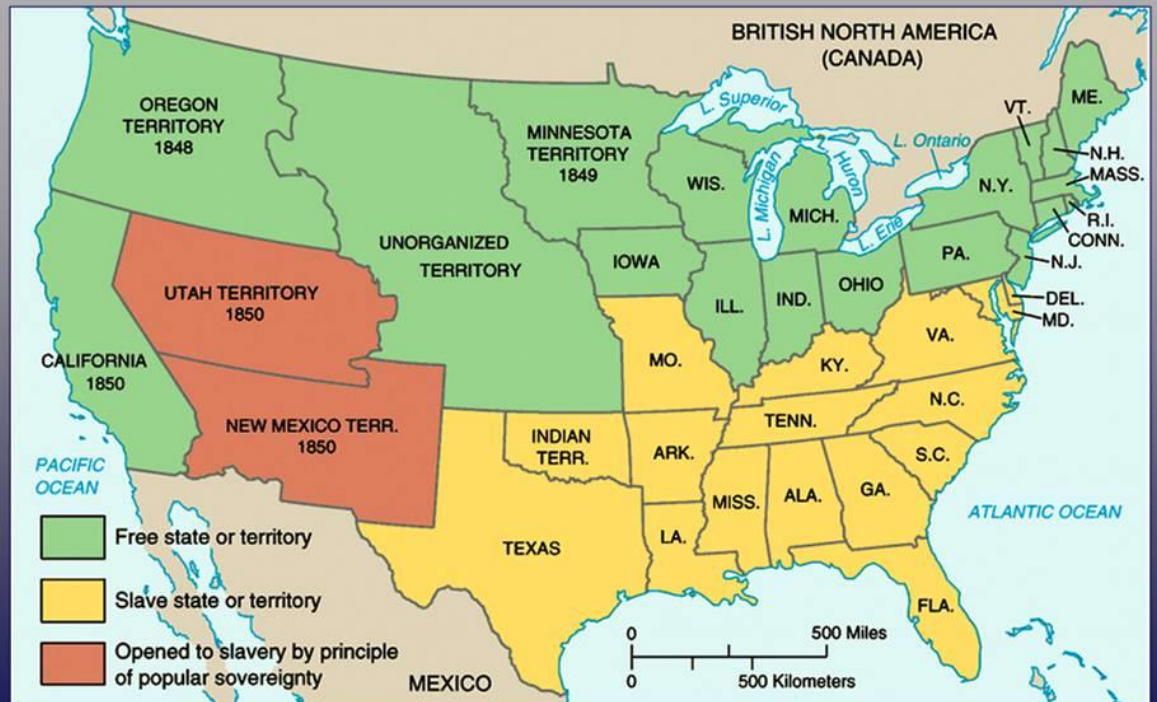
This compromise took several months to hammer out. One of the most famous speeches regarded this crisis.

“Peaceable secession! Peaceable secession! The concurrent agreement of all the members of this great republic to separate! A voluntary separation, with alimony on one side and on the other. Why, what would be the result? Where is the line to be drawn? What States are to seceded? What is to remain American? What am I to be? An American no longer? Am I to become a sectional man, a local man, a separatist, with no country in common with the gentlemen who sit around me here, or who fill the other house of Congress? Heaven forbid! Where is the flag of the republic to remain? Where is the eagle still to tower? Or is he to cower, and shrink, and fall to the ground? Why, Sir, our ancestors, our fathers and our grandfathers, those of them that are yet living amongst us with prolonged lives, would rebuke and reproach us; and our children and our grandchildren would cry out shame upon us, if we of this generation should dishonor these ensigns of the power of the government and the harmony of that Union which is every day felt among us with so much joy and gratitude.”

Seventh of March Speech, Daniel Webster, 1850

After the
Compromise →

Compromise of 1850



4. Agitation Over Slavery, pp 249-251

Key Concepts & Main Ideas	Notes	Analysis
<p>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.</p> <p>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.</p> <p>National leaders made a variety of proposals to resolve the issue of slavery in the territories, including the Compromise of 1850 and the Kansas-Nebraska Act.</p> <p>Abolitionists, although a minority in the North, mounted a highly visible campaign against slavery, adopting strategies of resistance ranging from fierce arguments against the institution and assistance in helping slaves escape to willingness to use violence to achieve their goals.</p> <p>States' rights, nullification, and racist stereotyping provided the foundation for the Southern defense of slavery as a positive good.</p>	<p>Agitation Over Slavery...</p> <p>Fugitive Slave Law...</p> <p>Enforcement and Opposition...</p> <p>Underground Railroad...</p> <p>Books on Slavery – Pro and Con</p> <p>Uncle Tom's Cabin...</p> <p>Did you know... what an "Uncle Tom" is? Uncle Tom, the title character, was initially seen as a noble, long-suffering Christian slave. In more recent years, however, his name has become an epithet directed towards African-Americans who are accused of 'selling out' to whites. Stowe intended Tom to be a "noble hero and praiseworthy person." Throughout the book, far from allowing himself to be exploited, Tom stands up for his beliefs and is grudgingly admired even by his enemies.</p> <p>Impending Crisis of the South...</p> <p>Comparing the Free and Slave States in the 1850s (Chart)...</p> <p>Southern Reaction...</p> <p>Effect of Law and Literature...</p>	<p>Explain <i>how</i> abolitionists impacted state institutions and American culture.</p> <p>Explain how the arts impacted movements for social and political change in the Antebellum Era.</p> <p>Horace Greeley(an abolitionist who also started the <i>New York Tribune</i>; a very influential newspaper) distributed <i>Impending Crisis of the South</i> across the South in an effort to increase southern white support for abolition. Why would an abolitionist embrace this book?</p>

5. National Parties in Crisis and Extremists and Violence, pp 252-255

KANSAS – NEBRASKA!!! KNOW IT WELL!!!

Key Concepts & Main Ideas	Notes	Analysis
<p>Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war.</p> <p>National leaders made a variety of proposals to resolve the issue of slavery in the territories, including the Compromise of 1850 and the Kansas-Nebraska Act.</p> <p>The second party system ended when the issues of slavery and anti-immigrant nativism weakened loyalties to the two major parties and fostered the emergence of sectional parties, most notably the Republican Party in the North and the Midwest.</p>	<p>National Parties in Crisis...</p> <p>The Election of 1852...</p> <p>The Kansas-Nebraska Act (1854)...</p> <p>Extremists and Violence...</p> <p>"Bleeding Kansas"...</p> <p>Canning of Senator Sumner...</p> <p>New Parties...</p> <p>Know-Nothing Party...</p>	<p>Compare and contrast the Kansas Nebraska Act of 1854 to the Missouri Compromise of 1820. Identify a minimum of 2 similarities and 2 differences.</p> <p>Similarities:</p> <ol style="list-style-type: none"> 1. 2. <p>Differences:</p> <ol style="list-style-type: none"> 1. 2. <p>Which one was more successful? Explain your reasoning.</p> <p>If the canning of Sumner occurred in modern times, how might the outcome be different? What is the difference in Antebellum America and modern America that paints such a different picture?</p>

National Parties in Crisis and Extremists and Violence Continued...

Key Concepts & Main Ideas	Notes	Analysis
<p>The second party system ended when the issues of slavery and anti-immigrant nativism weakened loyalties to the two major parties and fostered the emergence of sectional parties, most notably the Republican Party in the North and the Midwest.</p>	<p>Birth of the Republican Party...</p> <p>The Election 1856...</p>	<p>Compare the impact of nativism to the impact of slavery on the American political system from 1848-1860.</p>

6. Constitutional Issues, pp 255-257... KNOW DRED SCOTT!

Key Concepts & Main Ideas	Notes	Analysis
<p>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.</p>	<p>Constitutional Issues...</p> <p>Lecompton Constitution...</p> <p><i>Dred Scott v. Sandford (1857)...</i></p> <p>Lincoln-Douglas Debates...</p>	<p>Support or refute the assertion that the Dred Scott case was the worst Supreme Court ruling in American history. Defend your answer.</p> <p>Which event was a more significant turning point, The Marshall Court's 1803 <i>Marbury v. Madison</i> ruling or the Taney Court's 1857 <i>Dred Scott v. Sandford</i> ruling? Defend your view.</p>

7. The Road to Secession, pp 257-260

Key Concepts & Main Ideas	Notes	Analysis
<p>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.</p> <p>Abolitionists, although a minority in the North, mounted a highly visible campaign against slavery, adopting strategies of resistance ranging from fierce arguments against the institution and assistance in helping slaves escape to willingness to use violence to achieve their goals.</p> <p>The second party system ended when the issues of slavery and anti-immigrant nativism weakened loyalties to the two major parties and fostered the emergence of sectional parties, most notably the Republican Party in the North and the Midwest.</p>	<p>The Road to Secession...</p> <p>John Brown's Raid at Harper's Ferry...</p> <p>The Election of 1860...</p> <p>Breakup of the Democratic Party...</p> <p>Republican Nomination of Lincoln...</p> <p>A Fourth Political party...</p> <p>Election Results...</p> <p>Secession of the Deep South...</p>	<p>Support or refute the assertion that John Brown was a martyr.</p> <p>Compare the issues and results of the 1860 presidential election to those of the 1852 election.</p> <p>In what ways were the rationales of secession following the election of Abraham Lincoln in 1860 similar to the rationales of the South Carolina Exposition and Protest and Ordinance of Nullification during the Jackson Era?</p>

The Road to Secession continued

Key Concepts & Main Ideas	Notes	Analysis
<p>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</p> <p>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.</p>	<p>Crittenden Compromise...</p>	<p>Compare and Contrast the Crittenden Compromise and the Wilmot Proviso. Explain the significance of this comparison.</p>

8. Historical Perspectives: What Caused the Civil War? pp 260-261

<p>Civil War was caused by slavery...</p>	<p>Civil War was caused by conflicting interpretations of the Constitution...</p>	<p>Civil War was caused by opposing economic systems...</p>	<p>Civil War was caused by a failure of compromise...</p>
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Which viewpoint do you agree with most? Explain your choice.

How it all broke down... *literally*... a brief review...

Coming Apart over...	Northern extremists (radical Republicans, some moderate Republicans, and radical abolitionists)	Moderates (Northern "Peace" Democrats, pro-Union Southerners, Some moderate Republicans)	Southern extremists and sympathizers (including Northern copperheads)
Slavery is...	A wicked sin that must be abolished at once, before Christ's return!	Maybe good, maybe bad, but definitely not worth getting killed over...	An inalienable right, sanctioned in the Bible and supported in the Constitution and an integral part of the Southern economy...
Possible remedies include...	Remedy? We said abolish it! And no, we won't pay for a buyout!	The government could spend billions to buy out slave owners... maybe return slaves to Africa... or maybe just let the states solve the issue in their own time...	Meddling Yankees could mind their own (bleep) business.
Future expansion...	Cannot include any new slave states, period.	Should adhere to the original 36° 30' border laid out in 1820	Should include slave states even if they are above 36° 30' if voters choose to have it.
Tariffs on imports...	Are critical to encourage industry by protecting against British dumping of surplus goods which will ruin the Northern economy.	Should probably be repealed or lowered to avoid provoking foreign counter-tariffs and southern rebellion	Are a Yankee industrialist plot to provoke foreign tariffs on cotton exports and ruin the Southern economy.
States' rights...	Don't include the right to secede (and we won't allow slavery to spread).	Allow slavery in new states if the people vote for it, but not secession.	Allow slavery in new states and allow secession.
Secession is...	Treason!	Tragedy!	A Second American Revolution!

Source: *The Mental Floss History of the United States* by Erik Sass

Which viewpoint do you agree with most? Does that make you a radical or a moderate?

Guided Reading & Analysis: The Civil War, 1861-1865

Chapter 14- *Civil War* pp 268-283

Reading Assignment:

Ch. 14 AMSCO or other resource for content corresponding to Period 5.

Purpose:

This guide is not only a place to record notes as you read, but also to provide a place and structure for *reflections and analysis* using higher level thinking skills with new knowledge gained from the reading.

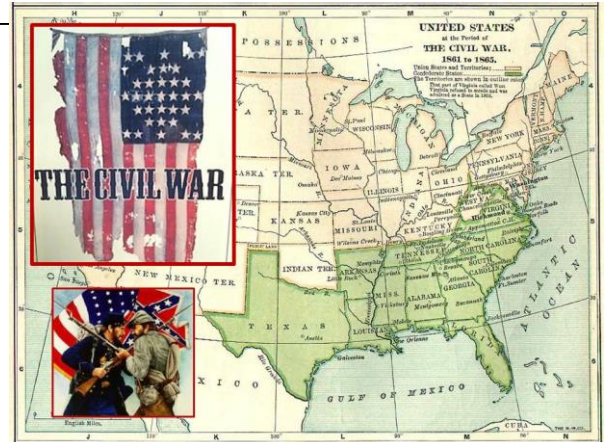
Basic Directions:

Pre-Read: Read the prompts/questions within this guide before you read the chapter.

Skim: Flip through the chapter and note the titles and subtitles. Look at images and read captions. *Get a feel for the content you are about to read.*

Read/Analyze: Read the chapter. Remember, the goal is not to “fish” for a specific answer(s) to reading guide questions, but to **consider questions in order to critically understand what you read!**

Write Write your notes and analysis in the spaces provided.



(collage created by Rebecca Richardson using playbill from *The Civil War*, map from wiki commons, and image from artshound)

Key Concepts FOR PERIOD 5:

Main Idea: 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.

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.

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.

Section 1 Guided Reading, pp 268-282

1. Intro: The Civil War, 1861-1865 page 268

Key Concepts & Main Ideas	Notes
<p>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</p> <p>The Union victory in the Civil War and the contested Reconstruction of the South settled the issues of slavery and secession...</p>	<p>Read the William Tecumseh Sherman quote and first paragraph of the chapter on page 268. List and explain the four main ways the civil war impacted the nation.</p> <p>1)</p> <p>2)</p> <p>3)</p> <p>4)</p> <p>Which effect of war do you view as the most significant? Explain your reasoning.</p>

2. The War Begins pp 268-271

REMEMBER...As you read the chapter, jot down your notes in the middle column. Consider your notes to be elaborations on the Objectives and Main Ideas presented in the left column and in the subtitles of the text. **INCLUDE IN YOUR NOTES ALL SIGNIFICANT VOCABULARY AND PEOPLE.** After read and take notes, *thoughtfully*, analyze what you read by answering the questions in the right column. Remember this step is essential to your *processing* of information. Completing this guide *thoughtfully* will increase your retention as well as your comprehension!

Key Concepts & Main Ideas	Notes	Analysis
<p>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.</p> <p>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.</p>	<p>The War Begins...</p> <p>Fort Sumter...</p> <p>Use of Executive Power...</p> <p>Secession of the Upper South...</p> <p>Keeping Border States in the Union...</p> <p>Wartime Advantages...</p> <p>Military...</p> <p>Economic...</p> <p>Political...</p> <p>The Confederate States of America...</p>	<p>Abraham Lincoln is revered at one of the best Presidents in history by many historians; however there are those who see him as a tyrant who abused his power. Support or refute the assertion that he was a tyrant who violated the Constitution and individuals' rights as outlined in the Bill of Rights. Defend your answer with specific evidence.</p> <p>Abraham Lincoln said, "I hope to have God on my side, but I must have Kentucky." What did he mean by this?</p> <p>So many West Point graduates joined the Confederacy, the government contemplated shutting it down. (Of 1,108 U.S. Army officers in 1860, only 270 resigned to join the Confederate Army. Of those 270, however, 184 were West Point graduates and were mostly middle to upper commanders with military experience... most notably, Robert E. Lee.) Despite so many highly trained military leaders, they still ended up losing. Why do you think that was?</p>

3. **First Years of a Long War, pp 271-2273**

Key Concepts & Main Ideas	Notes	Analysis
<p>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.</p>	<p>First Years of a Long War...</p> <p>First Battle of Bull Run...</p> <p>Union Strategy...</p> <p>Peninsula Campaign...</p> <p>Second Battle of Bull Run...</p> <p>Antietam.....</p> <p>Fredericksburg...</p> <p>Monitor vs. Merrimac...</p> <p>Grant in the West...</p>	<p>Who had more victories in the first years of the war?</p> <p>Explain how technological innovation impacted the war.</p> <p>General Winfield Scott's strategy turned out to be the winning strategy, although it wasn't taken seriously at the time. Explain why it was mocked early on in the war.</p> <p>How was General Grant different from General McClellan?</p>

4. Foreign Affairs and Diplomacy and The End of Slavery, pp 274-276

Key Concepts & Main Ideas	Notes	Analysis
<p>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.</p> <p>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.</p> <p>The 13th Amendment abolished slavery, bringing about the war's most dramatic social and economic change...</p>	<p>Foreign Affairs and Diplomacy...</p> <p>Trent Affair...</p> <p>Confederate Raiders...</p> <p>Failure of Cotton Diplomacy...</p> <p>The End of Slavery...</p> <p>Confiscation Acts...</p> <p>Emancipation Proclamation...</p> <p>Consequences...</p> <p>Thirteenth Amendment...</p> <p>Freedmen in the War...</p>	<p>Explain why the South failed to develop an alliance with Great Britain.</p> <p>To what extent was the Emancipation Proclamation responsible for the South's failed "cotton diplomacy?" Defend your answer.</p> <p>In what way was the Battle of Antietam a turning point in the war?</p> <p>Explain the significance of the 54th Regiment. #Glory</p>

5. The Union Triumphs, 1863-1865 pp 277-279

Key Concepts & Main Ideas	Notes	Analysis
<p>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.</p> <p>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.</p>	<p>The Union Triumphs, 1863-1865...</p> <p>Turning Point</p> <p>Vicksburg</p> <p>Gettysburg...</p> <p>Grant in Command...</p> <p>Sherman's March...</p> <p>Election of 1864...</p> <p>The End of the War...</p> <p>Surrender at Appomattox...</p> <p>Assassination of Lincoln...</p>	<p>Support or refute the assertion that the Battle of Gettysburg was a more important turning point than the Battle of Vicksburg.</p> <p>Which turning point Battle was most essential in implementing General Winfield Scott's war strategy?</p> <p>Explain the political impact of Sherman's March to the Sea.</p> <p>Was Lincoln a popular president (while serving as President)? Defend your answer with evidence.</p> <p>Why did General Grant treat General Lee with such respect at the end of the war? What is significant about this?</p>

6. Effects of the War on Civilian Life, pp 279-282

Key Concepts & Main Ideas	Notes	Analysis
<p>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.</p> <p>The Civil War ... 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.</p>	<p>Effects of the War on Civilian Life...</p> <p>Political Change...</p> <p>Civil Liberties...</p> <p><i>Ex Parte Milligan...</i></p> <p>The Draft...</p> <p>Political Dominance of the North...</p> <p>Economic Change...</p> <p>Financing the War...</p>	<p>What is the difference between a scalawag and a copperhead?</p> <p>Explain how the Union victory impacted federal politics and regional economics.</p> <p>Both the North and the South experienced inflation due to the war (and spending). Why was inflation so much higher in the South?</p>

Effects of the War on Civilian Life Continued...

Key Concepts & Main Ideas	Notes	Analysis
<p>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.</p> <p>(this section will be more relevant in the next era)</p>	<p>Modernizing Northern Society...</p> <p><i>While the Democrats are away... the Republicans will play...</i></p> <ol style="list-style-type: none"> Morrill Tariff Act Homestead Act Morrill Land Grant Act Pacific Railway Act <p>Social Change...</p> <p>End of Slavery...</p>	<p>Support or refute the assertion that the Civil War was a Second American Revolution. Back up your answer with evidence.</p> <p>Compare and contrast the effect of War on women to the effect of War on African Americans.</p>

Contextualize the following:

Address Delivered at the Dedication of the Cemetery at Gettysburg Abraham Lincoln November 19, 1863

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this. But, in a larger sense, we can not dedicate -- we can not consecrate -- we can not hallow -- this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us - that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion -- that we here highly resolve that these dead shall not have died in vain -- that this nation, under God, shall have a new birth of freedom -- and that government of the people, by the people, for the people, shall not perish from the earth.

Historical Context (BROAD) & Intended Audience, Purpose, or Point of View

H:

IPP:

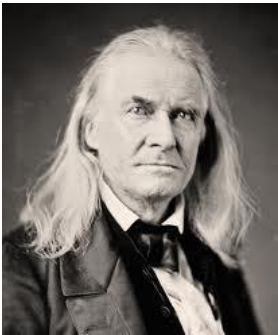
7. Historical Perspectives: Why Did the Union Win? Page 283

Political Reasons...	Economic Reasons...	Demographic Reasons...	Cultural Reasons...

Which factor do you see as most significant to the Confederate loss? Explain your choice.

Contextualize the following:

I here declare my unmitigated hatred to Yankee rule -- to all political, social and business connection with the Yankees and to the Yankee race. Would that I could impress these sentiments, in their full force, on every living Southerner and bequeath them to every one yet to be born! May such sentiments be held universally in the outraged and down-trodden South, though in silence and stillness, until the now far-distant day shall arrive for just retribution for Yankee usurpation, oppression and atrocious outrages, and for deliverance and vengeance for the now ruined, subjugated and enslaved Southern States!



(June 18, 1865 His lasts words before he committed suicide saying he'd rather die than live under Yankee rule.)

...And now with my latest writing and utterance, and with what will be near my latest breath, I here repeat and would willingly proclaim my unmitigated hatred to Yankee rule--to all political, social and business connections with Yankees, and the perfidious, malignant and vile Yankee race."

--Edmund Ruffin

**Historical Context (BROAD)
& Intended Audience,
Purpose, or Point of View**

H:

IPP:

Taking into consideration Edmund Ruffin's comments (he, by the way, fired the first shot at Fort Sumter), how did the Civil War impact the relationship between the North and the South?

Reading Guide written by Rebecca Richardson, Allen High School

Sources include but are not limited to: 2015 edition of AMSCO's *United States History Preparing for the Advanced Placement Examination*, College Board Advanced Placement United States History Framework, *The Mental Floss History of the United States* by Erik Sass, and other sources as cited in document and collected/adapted over 20 years of teaching and collaborating..

Guided Reading & Analysis: Reconstruction, 1863-1877

Chapter 15- Reconstruction pp 291-304



(graphic created by Rebecca Richardson using Microsoft clipart)

Reading Assignment:

Ch. 15 AMSCO or other resource for content corresponding to Period 5.

Purpose:

This guide is not only a place to record notes as you read, but also to provide a place and structure for reflections and analysis using higher level thinking skills with new knowledge gained from the reading.

Basic Directions:

Pre-Read: Read the prompts/questions within this guide before you read the chapter.

Skim: Flip through the chapter and note the titles and subtitles. Look at images and read captions. *Get a feel for the content you are about to read.*

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Write Write your notes and analysis in the spaces provided.

Key Concepts FOR PERIOD 5:

Main Idea: 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.

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.

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.

Section 1 Guided Reading, pp 291-303

1. Intro: Reconstruction, 1863-1877, page 291

Key Concepts & Main Ideas	Notes
<p>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.</p>	<p>Read the Frederick Douglas quote and first two paragraphs of the chapter on page 291. Summarize the 5 main questions facing the nation at the end of the Civil War.</p> <ol style="list-style-type: none"> 1) 2) 3) 4) 5) <p>What economic sectional conflicts remained in 1865?</p> <p>Northerners wanted...</p> <p>Southerners wanted...</p>

Intro: Reconstruction, 1863-1877 Continued...

Key Concepts & Main Ideas	Notes
<p>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.</p>	<p>Why did the federal government focus more on political change in Reconstruction than economic assistance to freemen and aid for infrastructure in the devastated South (where most battles were fought)?</p> <p>#AmericanIdentity!</p>

2. Reconstruction Plans of Lincoln and Johnson pp 292-294

REMEMBER...As you read the chapter, jot down your notes in the middle column. Consider your notes to be elaborations on the Objectives and Main Ideas presented in the left column and in the subtitles of the text. **INCLUDE IN YOUR NOTES ALL SIGNIFICANT VOCABULARY AND PEOPLE.** After read and take notes, *thoughtfully*, analyze what you read by answering the questions in the right column. Remember this step is essential to your *processing* of information. Completing this guide *thoughtfully* will increase your retention as well as your comprehension!

Key Concepts & Main Ideas	Notes	Analysis
<p>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.</p>	<p>Reconstruction Plans of Lincoln and Johnson...</p> <p>Lincoln's Policies...</p> <p>Proclamation of Amnesty and Reconstruction, 1863...</p> <p>Wade-Davis Bill, 1864...</p> <p>Freedmen's Bureau, 1865...</p> <p>Lincoln's Last Speech...</p> <p>Three days after Lincoln gave his speech at the White House, he and his wife attended a showing of <i>Our American Cousin</i> at Ford's Theater, without his bodyguard, whom Lincoln had sent on assignment out of town. During the play, John Wilkes Booth entered Lincoln's theater box and shot him in the head. Booth and his co-conspirators had originally plotted to kidnap Lincoln and ransom him for Confederate prisoners of war, after Grant refused to allow any further prisoner exchanges. However, as Booth understood that the Confederacy would lose the war, he changed his plan to an assassination in hopes that Lincoln's death would rally the Confederates to continue the war. The group also planned to kill several other high-level officials in the U.S. government, including Vice President Andrew Johnson. Only Booth achieved his goal, though one of his co-conspirators seriously wounded Secretary of State William Seward.</p>	<p>How did Lincoln address the questions you summarized on page 1 of this guide?</p> <p>1)</p> <p>2)</p> <p>3)</p> <p>4)</p> <p>5)</p> <p>Identify the controversy in Lincoln's plan as illustrated by the Wade-Davis Bill. What does this reveal about Northern-Southern relations?</p>

Reconstruction Plans of Lincoln and Johnson continued...

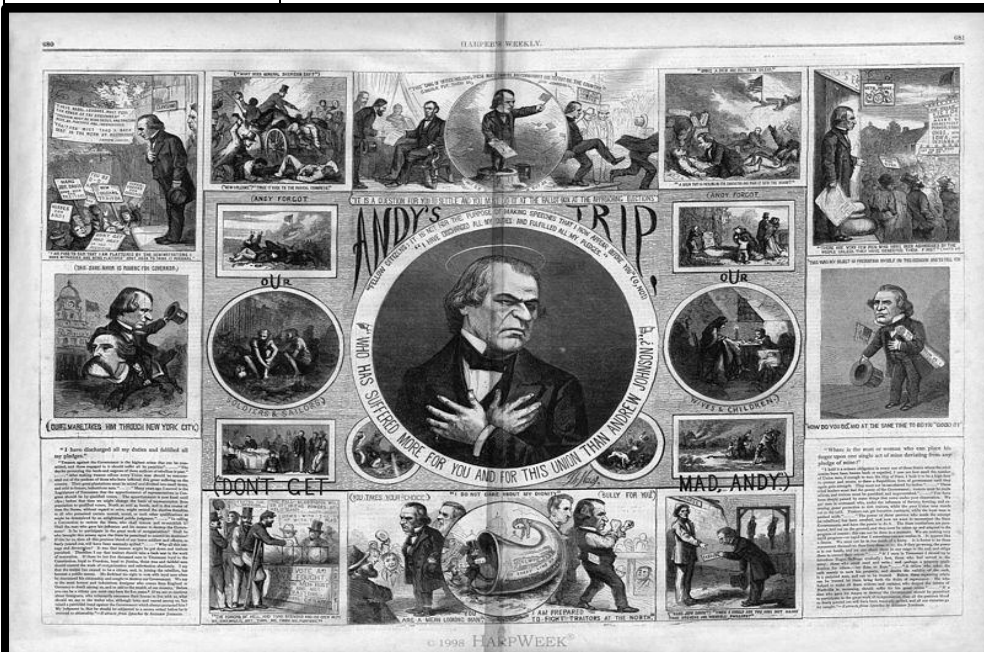
Key Concepts & Main Ideas	Notes	Analysis
<p>The Civil War and Reconstruction altered power relationships between the states and the federal government and among the executive, legislative, and judicial branches, ending slavery and the notion of a divisible union, but leaving unresolved questions of relative power and largely unchanged social and economic patterns.</p> <p>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.</p>	<p>Johnson and Reconstruction...</p> <p>Johnson's Reconstruction Policy...</p> <p>Southern Governments of 1865...</p> <p>Thirteenth Amendment...</p> <p>Black Codes...</p> <p>Johnson's Vetoes...</p>	<p>Support, refute, or modify the following statement: The Presidential Plans for Reconstruction reflected the belief that the primary goal post-war was to reunite the nation. Write a complete thesis, and then defend your answer with evidence.</p>

3. Congressional Reconstruction, pp 295-297

Key Concepts & Main Ideas	Notes	Analysis
<p>The Civil War and Reconstruction altered power relationships.</p>	<p>Congressional Reconstruction...</p> <p>Radical Republicans...</p>	<p>Was Congressional Reconstruction more about racial equality or political power? Explain your answer.</p>

Congressional Reconstruction continued...


Key Concepts & Main Ideas	Notes	Analysis
<p>Efforts by radical and moderate Republicans to reconstruct the defeated South changed the balance of power between Congress and the presidency and yielded some short-term successes, reuniting the union, opening up political opportunities and other leadership roles to former slaves, and temporarily rearranging the relationships between white and black people in the South.</p> <p>The constitutional changes of the Reconstruction period embodied a <i>Northern</i> 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.</p>	<p>Civil Rights Act of 1866...</p> <p>Fourteenth Amendment...</p> <p>Report of the Joint Committee...</p> <p>The Election of 1866...</p>	<p>What was the primary purpose of the 14th Amendment?</p> <p>By defining citizens as anyone born in the United States, how did this Amendment create future conflict?</p>



The image at left was a two page spread in *Harpers Weekly* by artist **Thomas Nast**, printed in 1866. **President Andrew Johnson** was chosen as Lincoln's Vice President in 1864 (National Union Party... not Republican or Democrat) to secure re-election at a time of waning support. He was actually a pro-Union Democrat from Tennessee who had seen his property, home, and slaves stolen by Confederates during the first year of the war. He became president in 1865 following Lincoln's assassination. In 1866, Johnson led his "**Swing around the Circle**," a 1866 campaign trip through the Midwest, attempting to win popular support for his lenient Reconstruction policy. He was battling the **Radical Republicans** who feared allowing ex-rebel Democrats would regain control of the South. They had prevented them from being seated in Congress in protest of the Southern **Black Codes**. On the Circle Tour... in one speech lasting an hour, the President referred to himself more than two hundred times. In another, he went so far as to imply that the murder of Abraham Lincoln had been part of God's plan to make him president. At a third event, he said that Rep. **Thaddeus Stevens**, the Republican majority leader, deserved to be hanged. (He said this after a heckler in the crowd said, "Hang Jeff Davis!")

Johnson accused Radical Republicans of planting hecklers, inciting riots, including the New Orleans Riot, and of wanting to keep the nation divided rather than re-uniting it. After Johnson compared himself to Jesus by saying that like the Savior, he too liked to pardon repentant sinners, his remaining speeches were drowned out by hecklers. State government officials refused to be seen with him. In the midterm elections that November, so disgusted were most Americans at Andrew Johnson that Republicans won two-thirds majorities in both houses of Congress. The GOP was then able to enact legislation to "rescue" southern states from the "neo-Confederate" Democrats. Thus began **Radical Reconstruction**.

Congressional Reconstruction continued...

Key Concepts & Main Ideas	Notes	Analysis
<p>Efforts by radical and moderate Republicans to reconstruct the defeated South changed the balance of power between Congress and the presidency and yielded some short-term successes, reuniting the union, opening up political opportunities and other leadership roles to former slaves, and temporarily rearranging the relationships between white and black people in the South.</p> <p>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.</p> <p>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.</p> <p>The Civil War Amendments established judicial principles that were stalled for many decades but eventually became the basis for court decisions upholding civil rights.</p>	<p>Reconstruction Acts of 1867...</p>  <p>Impeachment of Andrew Johnson...</p> <p>Reforms After Grant's Election...</p> <p>The Election of 1868...</p> <p>Fifteenth Amendment...</p> <p>Civil Rights Act of 1875...</p>	<p>Explain how the "Swing Around the Circle" affected Radical Republican attitudes toward Johnson.</p> <p>Explain how Radical Reconstruction illustrated the continued conflict between contract and compact political theories.</p>

4. Reconstruction in the South, pp 298-300

Key Concepts & Main Ideas	Notes	Analysis
<p>Efforts by radical and moderate Republicans to reconstruct the defeated South changed the balance of power between Congress and the presidency and yielded some short-term successes, reuniting the union, opening up political opportunities and other leadership roles to former slaves, and temporarily rearranging the relationships between white and black people in the South.</p>	<p>Reconstruction in the South...</p>	<p>Based on this information, explain why Texas did not rejoin the Union until 1873.</p>

Reconstruction in the South Continued...

Key Concepts & Main Ideas	Notes	Analysis
<p>Efforts by radical and moderate Republicans to reconstruct the defeated South changed the balance of power between Congress and the presidency and yielded some short-term successes, reuniting the union, opening up political opportunities and other leadership roles to former slaves, and temporarily rearranging the relationships between white and black people in the South.</p> <p>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.</p> <p>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.</p>	<p>Composition of the Reconstruction Governments...</p> <p>Scalawags and Carpetbaggers...</p> <p>African American Legislators...</p> <p>Evaluating the Republican Record...</p> <p>Accomplishments...</p> <p>Failures...</p> <p>African Americans Adjusting to Freedom...</p> <p>Building Black Communities...</p> <p>Sharecropping...</p>	<p>Explain two forces that led to African American suffrage and public service despite Southern resistance.</p> <p>Support, refute, or modify the following statement: Radical Republicans worked for positive change in the best interest of all citizens. Write a complete thesis and defend your answer!</p> <p>To what extent was sharecropping an economic and social improvement for African American farm workers in the South? Defend your answer!</p>

5. The North During Reconstruction, pp300-302

Key Concepts & Main Ideas	Notes	Analysis
<p>Efforts by radical and moderate Republicans to reconstruct the defeated South changed the balance of power between Congress and the presidency and yielded some short-term successes, reuniting the union, opening up political opportunities and other leadership roles to former slaves, and temporarily rearranging the relationships between white and black people in the South.</p> <p>FROM PERIOD 6 CONTENT OUTLINE: Gilded Age politics were intimately tied to big business and focused nationally on economic issues — tariffs, currency, corporate expansion, and laissez-faire economic policy — that engendered numerous calls for reform.</p> <p>Corruption in government — especially as it related to big business — energized the public to demand increased popular control and reform of local, state, and national governments, ranging from minor changes to major overhauls of the capitalist system.</p>	<p>The North During Reconstruction...</p> <p>Rise of the Spoilsman...</p> <p>Corruption in Business and Government...</p> <p>The Election of 1872...</p> <p>The Panic of 1873...</p>	<p>FYI: The Grant years crossover between Reconstruction Era and its issues... to the Gilded Age and its issues. Some of the objectives for this section are going to be emphasized more in the next unit.</p> <p>To what extent was the Panic of 1873 responsible for the end of Reconstruction. Defend your answer!</p>

6. The End of Reconstruction, pp302-303

Key Concepts & Main Ideas	Notes	Analysis
<p>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.</p>	<p>The End of Reconstruction...</p> <p>White Supremacy and the Ku Klux Klan...</p>	<p>Nathan Bedford Forest State Park in Tennessee has been under attack as a movement to change its name is underway. Support or refute the assertion that historical monuments and parks named after racists should be removed or renamed. Defend your view.</p>

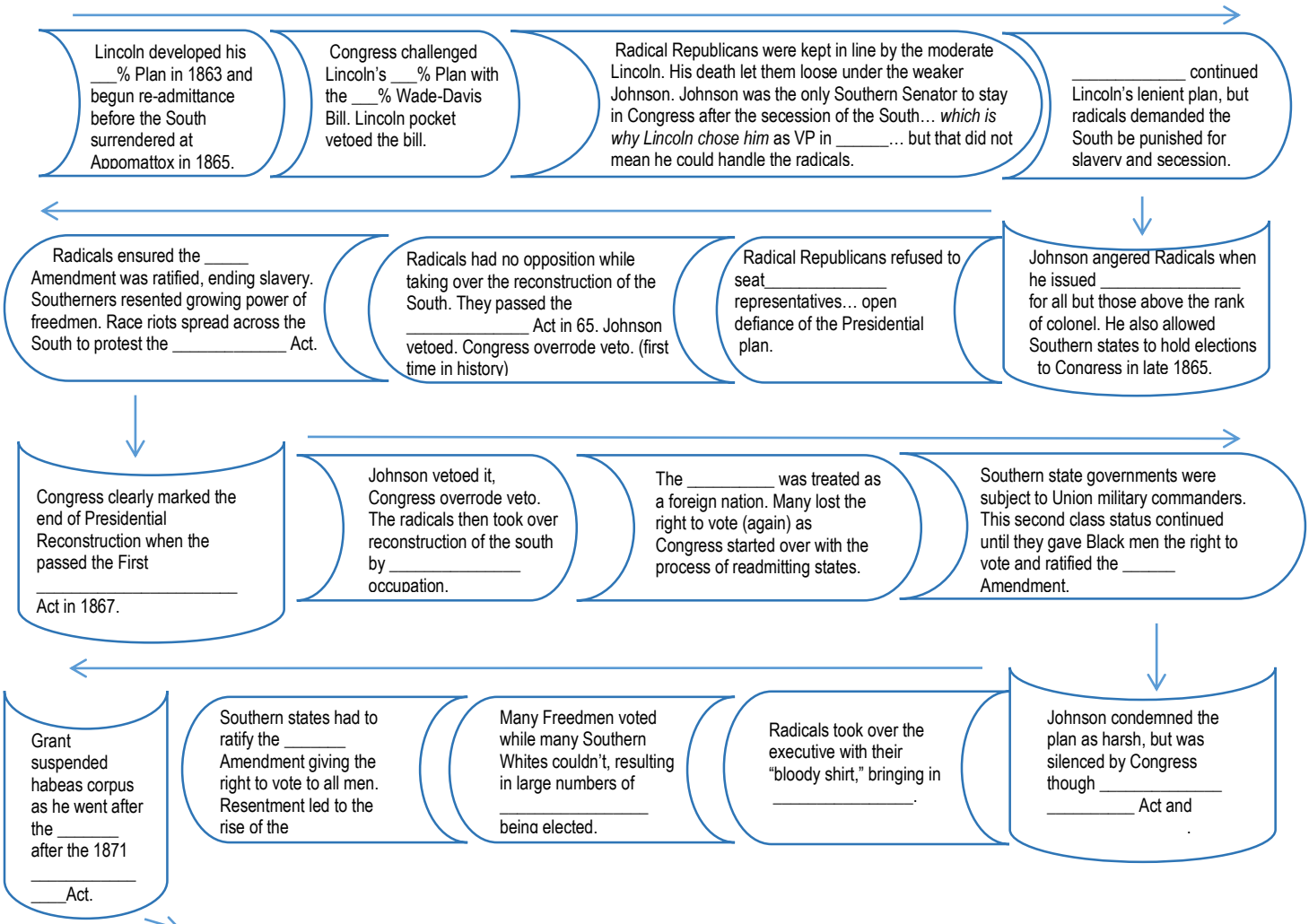
Key Concepts & Main Ideas	Notes	Analysis
<p>Radical Republicans' efforts to change southern racial attitudes and culture and establish a base for their party in the South ultimately failed, due both to determined southern resistance and to the North's waning resolve.</p>	<p>The Amnesty Act of 1872...</p> <p>The Election of 1876...</p> <p>The Compromise of 1877...</p>	<p>In his autobiography, U.S. Grant stated that his biggest regret was removing the military... that they pulled out too soon. Support or refute this viewpoint. Defend your answer!</p>

7. Historical Perspectives: Did Reconstruction Fail? pp 303-304

<p>The William Dunning view...</p>	<p>The W.E.B. Du Bois, John Hope Franklin, and Kenneth Stamp's view...</p>	<p>Modern Historians' view, including Eric Foner...</p>
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Which viewpoint do you support most? Explain your choice.

In Review...
(fill in the blanks)



Breaking the Confederate spirit and forcing the social reformation of the South proved idealistic, and Northerners eventually gave up or lost interest. The troops were removed following the _____, and the South *rose again*... re-implementing a racist culture with segregation and disenfranchisement.

How would you characterize the point of view of this review? How does it differ from your textbook?