

2020 4th edition AMSCO Guided Reading for Unit 5, 1840-1877

Note:

All Materials on FFAPUSH are FREE! Please do not purchase them from unscrupulous people and websites who try to profit from my work that I do free of charge.

Teachers and Students,

Unit 5 in the 4th edition includes 12 subsections that correlate to chapters 12-15 of the 3rd edition. If you are using editions from 2015-2020 (up to the 3rd edition), my previously posted reading guides are recommended. I will keep those guides on my website, <http://www.ffapush.com/amscoguides.html>

I've added a new page for the 4th edition guides, and only those using the new 4th edition should use them. <http://www.ffapush.com/2020-amscoguides-1.html>

This guide is divided into 12 sections and can be assigned in parts or in its entirety to be completed over the course of the unit. The format is slightly different from the older set. I am including fewer analysis questions and aiming to make them more targeted to the skills and content tested on the AP exam. I also indicate the most significant topics tested with font size and highlighting. The spacing is also cues to the depth of notes required. If students do not have a lot of space to write, then they only need a few notes or key words. You will also notice links to writing activities and enrichment options to help students and teachers navigate more smoothly to additional resources.

It is my hope that the reading guides will help students process information beyond just recording notes of "what happened." Processing is essential, as students must not only know "what happened" in history they must be able to analyze and evaluate history!

Fight Fiercely everyone!

Sincerely, Rebecca Richardson

PS- In this unit, I removed the spaces for all the multiple choice and SAQ practices because feedback from teachers was it wasn't particularly needed.

NOTE: This is the first draft. Improvements are needed, and the format is slightly different from unit 4.

Mastery of the course and the AP exam await all who choose to process the information as they read/receive.

So... young Jedi... what is your choice? Do? Or do not? There is no try.

Unit 5, 1844-1877, pp 260-345

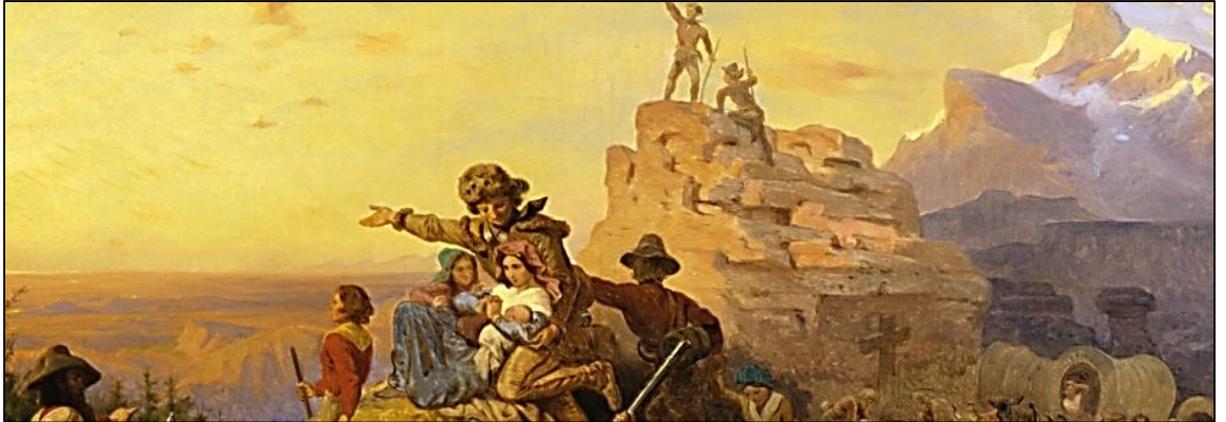
Name: _____ Class Period: _____ Due Date: ___/___/___

Guided Reading & Analysis, Unit 5 Begins

Reading Assignment:

Unit 5, divided into 12 subsections reflecting objectives for APUSH (corresponds to chapters 12-15 in 3rd edition)

(image captured from history.com)



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 your noggin (thinking skills) with new knowledge gained from the reading.

Directions:

1. **Pre-Read:** Read the prompts/questions within this guide before you read the chapter.
2. **Skim:** Flip through the chapter and note titles and subtitles. Look at images and read captions. *Get a feel for the content you are about to read.*
3. **Read/Analyze:** Read the chapter. If you have your own copy of AMSCO, **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!**
4. **Write** Write (do not type) your notes and analysis in the spaces provided. Complete it in **INK!**

Key Concepts FOR PERIOD 5:

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

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.**”

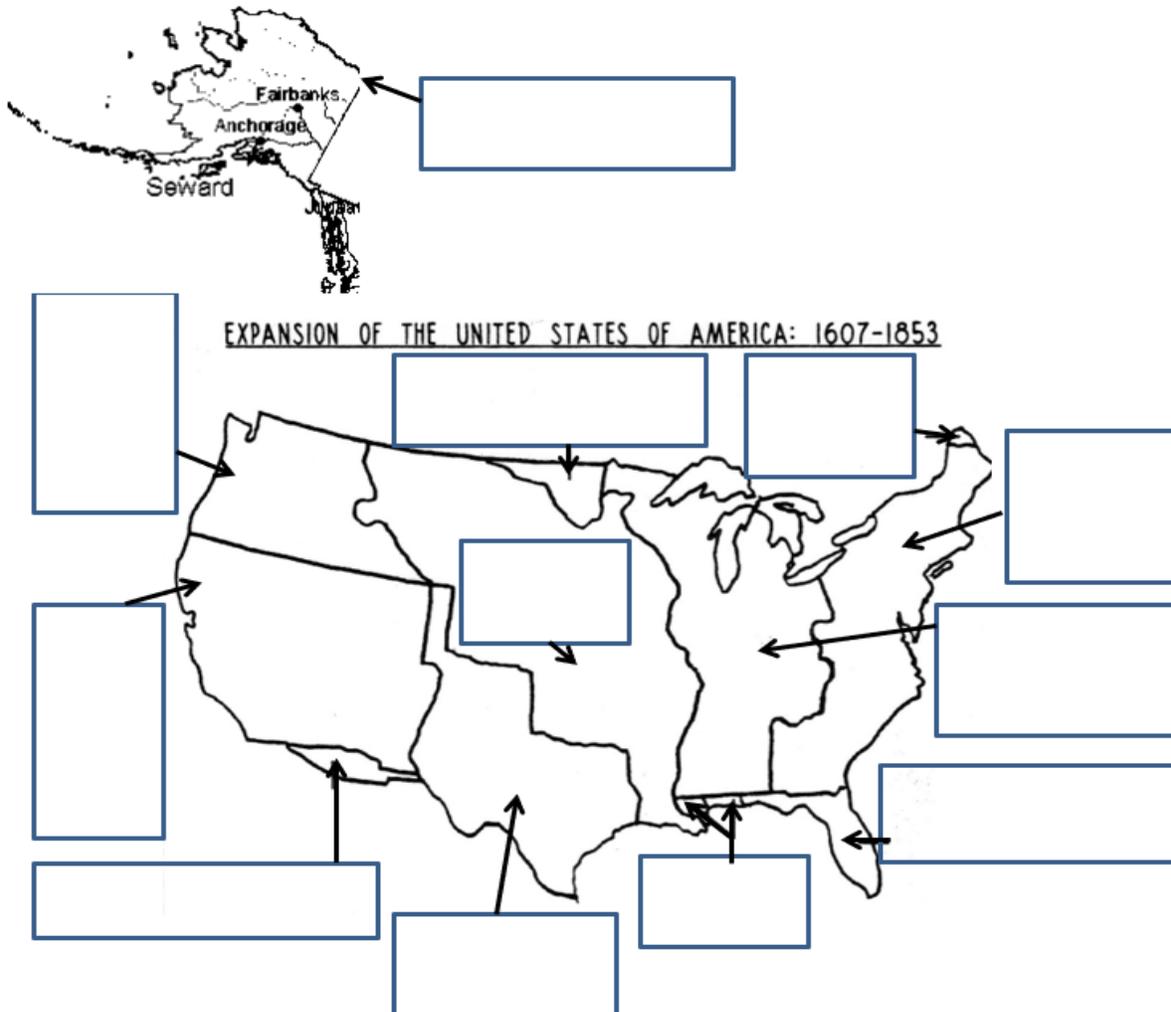
Topic 5.2, The Idea of Manifest Destiny, pp 262-270

Learning Objective: Explain the causes and effects of westward expansion from 1844 to 1877.

Key Concepts & Main Ideas	Notes
<p>Advocates of annexing western lands argued that Manifest Destiny and the superiority of American institutions compelled the United States to expand its borders westward to the Pacific Ocean.</p>	<p><i>Explain how O'Sullivan's quote supports or refutes the key concept at left.</i></p> <p>Manifest Destiny was...</p> <p>And it was fueled by...</p>

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. You can complete this in stages as you read, or use the map on page 266, 274, 293. The purchase of Alaska happened in the late 1860's and is not represented on the maps in your book.



Guided Reading Continued... page 262.

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 you 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 desire for access to natural and mineral resources and the hope of many settlers for economic opportunities or religious refuge led to an increased migration to and settlement in the West.</p>	<p>Conflicts Over Texas, Maine, and Oregon...</p> <p>Texas...</p> <p>Revolt and Independence...</p> <p>Annexation Denied...</p> <p>Boundary Dispute in Maine...</p> <p>Boundary Dispute in Oregon...</p>	<p>Support or refute President Andrew Jackson's reasoning behind refusing to admit Texas. Make sure your response has specific evidence.</p> <p><i>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."</i></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 the causes of the Aroostook War with the Texas War for Independence. Were they more similar or more different?</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.

The Election of 1844... Here comes Mr. Manifest Destiny!

Annexing Texas and Dividing Oregon...

Song Title: **James K. Polk**

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

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

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

Explain the key difference between the two Democrats, Andrew Jackson and James K. Polk on the issue of territorial expansion.

James K. Polk made 5 promises in his 1844 campaign:

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.

Did he keep his promises?

[Read and Analyze the Song at left.](#)

Describe the document:

Explain the historical context:

How should history remember James K. Polk?

Key Concepts & Main Ideas	Notes	Analysis
<p>The desire for access to natural and mineral resources and the hope of many settlers for economic opportunities or religious refuge led to an increased migration to and settlement in the West.</p> <p>Westward migration was boosted during and after the Civil War by the passage of new legislation promoting western transportation and economic development.</p> <p>U.S. interest in expanding trade led to economic, diplomatic, and cultural initiatives to create more ties with Asia.</p>	<p>Settlement of the Western Territories...</p> <p>Fur Trader's Frontier...</p> <p>Overland Trails...</p> <p>Mining Frontier...</p> <p>Farming Frontier...</p> <p>Urban Frontier...</p> <p>Foreign Commerce...</p> <p>Expansion after the Civil War...</p>	<p>Of all the reasons for westward expansion, which one was the MOST significant? Defend your answer.</p> <p>Of all the effects expansion had, which one was the MOST significant? Defend your answer.</p>

Challenge yourself by addressing the multiple choice and SAQ at the end of this section. Remember that skill practice... makes perfect 😊

Topic 5.3, Manifest Destiny and the Mexican-American War, pp 271-275

Learning Objective: Explain the causes and effects of the Mexican– American War.

Key Concepts & Main Ideas	Notes	Analysis
<p>The United States added large territories in the West through victory in the Mexican– American War and diplomatic negotiations, raising questions about the status of slavery, American Indians, and Mexicans in the newly acquired lands.</p> <p>U.S. government interaction and conflict with Mexican Americans and American Indians increased in regions newly taken from American Indians and Mexico, altering these groups' economic self-sufficiency and cultures.</p>	<p>Conflict with Mexico...</p> <p>Immediate Causes of the War...</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>Historical Perspectives: Why was Manifest Destiny Significant?</p> <p>Attitudes about Race...</p> <p>Diverse Contributions...</p> <p>The Impact on Mexico...</p> <p>Economics over Race...</p>	<p>What was the most significant motivator for the conflict with Mexico? Defend your answer.</p> <p>Explain the top three (most historically significant) results of the Treaty of Guadalupe-Hidalgo.</p> <p><i>“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).”</i> <small>Source: The Mental Floss History of the United States by Erik Sass</small></p> <p>Does this knowledge support or refute the notion that the Mexican-American War was inevitable? Defend your answer.</p>

Challenge yourself with the multiple choice and SAQ practice on pages 274-275!

Topic 5.4, The Compromise of 1850, pp 276-281

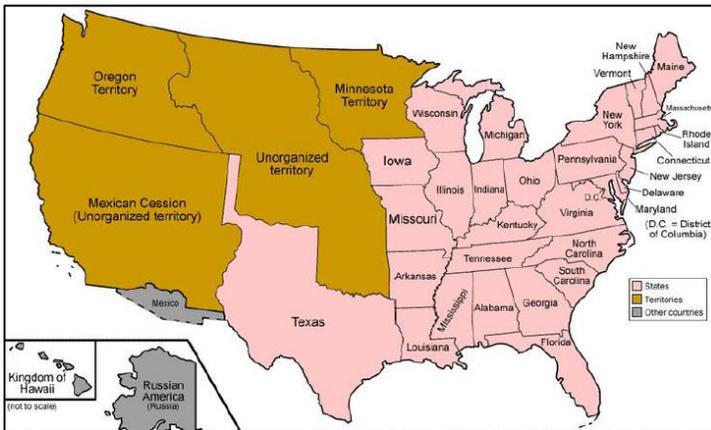
Learning Objective: Explain the similarities and differences in how regional attitudes affected federal policy in the period after the Mexican–American War.

Key Concepts & Main Ideas	Notes	Analysis
<p>The Mexican Cession led to heated controversies over whether to allow slavery in the newly acquired territories.</p> <p>The courts and national leaders made a variety of attempts to resolve the issue of slavery in the territories, including the Compromise of 1850.</p>	<p>Southern Expansion...</p> <p>Manifest Destiny in the South...</p> <p>Ostend Manifesto...</p> <p>Walker Expedition...</p> <p>Clayton-Bulwer Treaty (1850)...</p> <p>Gadsden Purchase...</p> <p>Conflict Over Status of Territories...</p> <p>Three Conflicting Positions on Slavery Expansion...</p> <p>Free-Soil Movement...</p> <p>Southern Position...</p> <p>Popular Sovereignty...</p> <p>Election of 1848...</p> <p>Compromises to Preserve the Union and</p>	<p>To what extent was Manifest Destiny responsible for the intensifying sectionalism in the United States? Defend your answer with evidence.</p> <p>What was the South's primary goal through off these attempts for expansion? How did this goal differ from the primary goal of the Northern expansion?</p> <p><i>Understanding the Free-Soil position is important... Northern Democrats and Whigs supported this view as did the Republican Party (1854). Make a mental note: Lincoln was a free-soiler. #Electionof1960</i></p> <p>Explain the difference between Popular Sovereignty and the mindset behind the Missouri Compromise of 1820.</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>

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.

The Compromise of 1850...

What was the most contentious aspect of this compromise? Explain and defend your answer.



← Before the Compromise of 1850

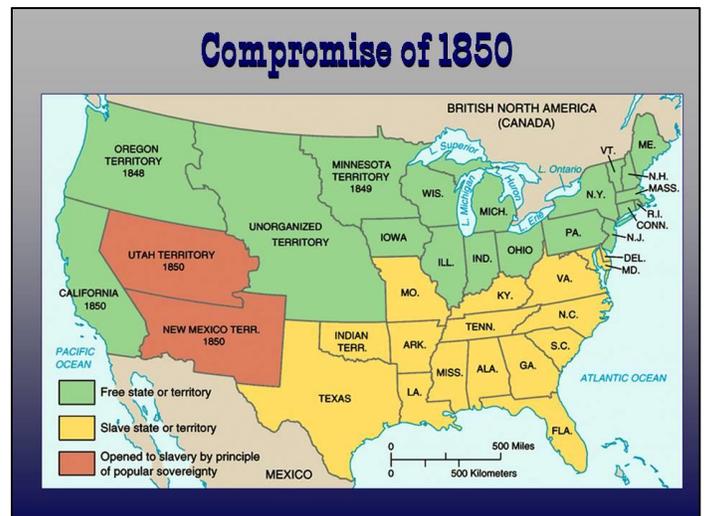
This compromise took several months to hammer out. One of the most famous speeches regarded this crisis:

“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 secede? 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 →



Challenge yourself with the multiple choice and SAQ questions at the end of this section, pp280-281!

Topic 5.5, Sectional Conflict: Regional Differences, pp 282-288

Learning Objectives:

Explain the effects of immigration from various parts of the world on American culture from 1844 to 1877.

Explain how regional differences related to slavery caused tension in the years leading up to the Civil War.

Key Concepts & Main Ideas	Notes	Analysis
<p>Substantial numbers of international migrants continued to arrive in the United States from Europe and Asia, mainly from Ireland and Germany, often settling in ethnic communities where they could preserve elements of their languages and customs.</p> <p>A strongly anti-Catholic nativist movement arose that was aimed at limiting new immigrants' political power and cultural influence.</p> <p>The North's expanding manufacturing economy relied on free labor in contrast to the Southern economy's dependence on slave labor. Some Northerners did not object to slavery on principle but claimed that slavery would undermine the free labor market.</p>	<p>Immigration Controversy...</p> <p>Irish...</p> <p>Germans...</p> <p>Nativist Opposition to Immigration...</p> <p>Ethnic Conflict in the Southwest...</p> <p>The Expanding Economy...</p> <p>Industrial Technology...</p> <p>Railroads...</p> <p>Panic of 1857...</p>	<p>Compare and contrast the Irish and German immigrants.</p> <p>Similarities:</p> <p>Differences:</p> <p>How is this wave of immigrants in the 1840s and 1850s similar to or different from our modern wave of immigrants from Latin America and/or Asia?</p> <p>How did the changing economy in the early nineteenth century impact regional identities?</p>

<p>As a result, a free-soil movement arose that portrayed the expansion of slavery as incompatible with free labor.</p> <p>African American and white abolitionists, although a minority in the North, mounted a highly visible campaign against slavery, presenting moral arguments against the institution, assisting slaves' escapes, and sometimes expressing a willingness to use violence to achieve their goals.</p> <p>Defenders of slavery based their arguments on racial doctrines, the view that slavery was a positive social good, and the belief that slavery and states' rights were protected by the Constitution.</p>	<p>Agitation Over Slavery...</p> <p>Fugitive Slave Law...</p> <p>Enforcement...</p> <p>Opposition...</p> <p>Underground Railroad...</p> <p>Books on Slavery – Pro and Con...</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 <i>how</i> the arts impacted movements for social and political change in the Antebellum Era.</p>
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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.

Challenge yourself with multiple choice and SAQ practice on pages 287-288.

Reading Guide written by Rebecca Richardson, Allen High School

Sources include but are not limited to: 2020 4th edition of AMSCO’s *United States History Preparing for the Advanced Placement Examination*, 2015 & 2017 Revised College Board Advanced Placement United States History Framework, and other sources as cited in document and collected/adapted over 20 years of teaching.

Topic 5.6, Failure of Compromise, pp 289-296

Learning Objective: Explain the political causes of the Civil War.

Key Concepts & Main Ideas	Notes	Analysis
<p>The courts and national leaders made a variety of attempts to resolve the issue of slavery in the territories, including the Kansas-Nebraska Act, and the Dred Scott decision, but these ultimately failed to reduce conflict.</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.</p>	<p>Introduction... Three large issues, all related to slavery, divided the North and South...</p> <ol style="list-style-type: none"> 1. 2. 3. <p>National Parties in Crisis...</p> <p>Election of 1852...</p> <p>The Kansas-Nebraska Act (1854)...</p> <p>Extremists and Violence...</p> <p>“Bleeding Kansas...”</p> <p>Caning of Senator Sumner...</p> <p>Birth of the Republican Party...</p> <p>Election of 1856...</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>

<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 <i>Dred Scott</i> decision, but these ultimately failed to reduce sectional conflict.</p>	<p>Constitutional Issues...</p> <p>Lecompton Constitution...</p> <p><i>Dred Scott v. Sandford</i> (1857)...</p> <p>Lincoln-Douglas Debates...</p>	<p>Support or refute the assertion that the <i>Dred Scott</i> 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>
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Challenge yourself with the multiple choice and SAQ practice at the end of the section, pages 295-296.

Topic 5.7, Election of 1860 and Secession, pp 297-303

Learning Objective: Describe the effects of Lincoln's election.

Key Concepts & Main Ideas	Notes	Analysis
<p>Abraham Lincoln's victory on the Republicans' free-soil platform in the presidential election of 1860 was accomplished without any Southern electoral votes. After a series of contested debates about secession, most slave states voted to secede from the Union, precipitating the Civil War.</p>	<p>Intro...</p> <p>The Road to Secession...</p> <p>John Brown's Raid at Harper's Ferry...</p> <p>Election of 1860...</p> <p>Breakup of the Democratic Party...</p> <p>Republican Nomination of Lincoln...</p>	<p>John Brown also participated in bloodshed during Bleeding Kansas. He believed slavery would only be eradicated through bloodshed. What do you think?</p> <p>Abraham Lincoln is revered as 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>

A Fourth Political Party...

Election Results...

Secession of the Deep South...

Crittenden Compromise...

A Nation Divided...

Fort Sumter...

Secession of the Upper South...

Keeping the Border States in the Union...

Historical Perspectives: What Caused the Civil War?

Abraham Lincoln said, "I hope to have God on my side, but I must have Kentucky." What did he mean by this?

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?

Of all of the perspectives for causation discussed at the end of the section, which one do you support the most? Explain why.



Challenge yourself with the multiple choice and SAQ at the end of the section!

Topic 5.8, Military Conflict in the Civil War, pp 304-312

Learning Objective: Explain the various factors that contributed to the Union victory in the Civil War.

Key Concepts & Main Ideas	Notes	Analysis
<p>Both the Union and the Confederacy mobilized their economies and societies to wage the war even while facing considerable home front opposition.</p> <p>Although the Confederacy showed military initiative and daring early in the war, the Union ultimately succeeded due to improvements in leadership and strategy, key victories, greater resources, and the wartime destruction of the South's infrastructure.</p>	<p>Introduction...</p> <p>War...</p> <p>First Years of a Long War: 1861-1862...</p> <p>Foreign Affairs and Diplomacy...</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>Preventing the Confederacy from receiving help and/or alliance with European nations was one key strategy in Union victory. Explain how Antietam and the Emancipation Proclamation were key in preventing this.</p>

<p>Both the Union and the Confederacy mobilized their economies and societies to wage the war even while facing considerable home front opposition.</p> <p>Although the Confederacy showed military initiative and daring early in the war, the Union ultimately succeeded due to improvements in leadership and strategy, key victories, greater resources, and the wartime destruction of the South's infrastructure.</p>	<p>The Union Triumphs, 1863-1865...</p> <p>Turning Point...</p> <p>Grant in Command...</p> <p>The End of the War...</p>	<p>Of the following, which one do you think was the most significant reason the Union won? Explain your reasoning.</p> <p>Leadership of U.S. Grant, Anaconda Plan, Emancipation Proclamation, Gettysburg, Vicksburg, Sherman's March</p> <p>How would you compare your analysis above to the statement that the most important factor was the leadership of President Lincoln?</p>
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Challenge yourself with multiple choice and SAQ practice at the end of the section!

Topic 5.9, Government Policies During the Civil War, pp 313-319

Learning Objective: Explain how Lincoln's leadership during the Civil War impacted American ideals over the course of the war.

Key Concepts & Main Ideas	Notes	Analysis
<p>Lincoln and most Union supporters began the Civil War to preserve the Union, but Lincoln's decision to issue the Emancipation Proclamation reframed the purpose of the war and helped prevent the Confederacy from gaining full diplomatic support from European powers. Many African Americans fled southern plantations and enlisted in the Union Army, helping to undermine the Confederacy.</p>	<p>Introduction...</p> <p>The End of Slavery...</p> <p>Confiscation Acts...</p> <p>Emancipation Proclamation...</p>	<p>What is the difference between the Emancipation Proclamation and the 13th Amendment?</p>

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

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.

African Americans in the War...

Effects of the War on Civilian Life...

Political Change...

Civil Liberties...

The Draft...

The Election of 1864...

Political Dominance of the North...

Gettysburg Address...

Economic Change...

Financing the War...

Modernizing Northern Society...

Evaluate the impact African Americans had on the Union victory.

Explain which event impacted federal politics to the greatest extent.

Explain the significance of the Gettysburg Address in terms of being a turning point in the war.

<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>Morrill Tariff Act...</p> <p>Homestead Act...</p> <p>Morrill Land Grant Act...</p> <p>Pacific Railway Act...</p> <p>Assassination of Lincoln...</p>	<p>The four Acts at left are extremely important to change in our role of government. The implications are beyond Civil War issues. Explain why the Homestead Act and the Pacific Railway Act illustrate change.</p>
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Contextualize & Analyze 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:

Challenge yourself by completing the multiple choice and SAQ at the end of the section!

Reading Guide written by Rebecca Richardson, Allen High School

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Topic 5.10, Reconstruction, pp 320-331

Learning Objective:

Explain the effects of government policy during Reconstruction on society from 1865-1877.



Key Concepts & Main Ideas	Notes	Analysis
<p>Reconstruction altered relationships between the states and the federal government and led to debates over new definitions of citizenship, particularly regarding the rights of African Americans, women, and other minorities.</p> <p>Efforts by radical and moderate Republicans to change the balance of power between Congress and the presidency and to reorder race relations in the defeated South yielded some short-term successes.</p> <p>Reconstruction opened up political opportunities and other leadership roles to former slaves, but it ultimately failed, due both to determined Southern resistance and the North's waning resolve.</p>	<p>Introduction...</p> <p>Postwar Conditions...</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...</p> <p>Johnson and Reconstructions...</p> <p> Johnson's Reconstruction Policy...</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>

Efforts by radical and moderate Republicans to change the balance of power between Congress and the presidency and to reorder race relations in the defeated South yielded some short-term successes.

Reconstruction opened up political opportunities and other leadership roles to former slaves, but it ultimately failed, due both to determined Southern resistance and the North's waning resolve.

The 13th Amendment abolished slavery, while the 14th and 15th amendments granted African Americans citizenship, equal protection under the laws, and voting rights.

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

Congressional Reconstruction...

Radical Republicans...

Thirteenth Amendment...

Civil Rights Act of 1866...

Fourteenth Amendment...

Report of the Joint Committee...

The Election of 1866...

Reconstruction Acts of 1867...

Impeachment of Andrew Johnson...

Reforms After Grants Election...

The Election of 1868...

Fifteenth Amendment...

Civil Rights Act of 1875...

Reconstruction in the South...

Was Congressional Reconstruction more about racial equality or political power? Explain your answer.

The 13th, 14th, and 15th Amendments are sometimes called the Civil War Amendments or the Reconstruction Amendments. You should know them by number and as a group!

What was the primary purpose of the 14th Amendment?

By defining citizens as anyone born in the United States, how did this Amendment create future conflict?

Explain how Radical Reconstruction illustrated the continued conflict between contract and compact political theories.

<p>Reconstruction opened up political opportunities and other leadership roles to former slaves, but it ultimately failed, due both to determined Southern resistance and the North's waning resolve.</p> <p>The women's rights movement was both emboldened and divided over the 14th and 15th amendments to the Constitution.</p>	<p>Composition of the Reconstruction Governments...</p> <p>African Americans Adjusting to Freedom..</p> <p>The North During Reconstruction...</p> <p>Greed and Corruption...</p> <p>The Election of 1872...</p> <p>The Panic of 1873...</p> <p>Women's Changing Roles...</p> <p>Women's Suffrage...</p>	<p>Identify and explain one difference between the post-war North and South.</p> <p><i>The Reconstruction Era overlaps with the beginning of the Gilded Age. One characteristic of the Gilded Age is political corruption.</i></p> <p>How did the Panic impact Northern resolve to support reform in the South?</p> <p>Why was the 15th Amendment disappointing to women?</p>
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Challenge yourself with multiple choice and SAQ practice at the end of the section!

Topic 5.11, Reconstruction, pp 332-338

Learning Objective:

Explain how and why Reconstruction resulted in continuity and change in regional and national understandings of what it meant to be American.

Key Concepts & Main Ideas	Notes	Analysis
<p>Southern plantation owners continued to own the majority of the region's land even after Reconstruction. Former slaves sought land ownership but generally fell short of self-sufficiency, as an exploitative and soil-intensive sharecropping system limited blacks' and poor whites' access to land in the South.</p> <p>Segregation, violence, Supreme Court decisions, and local political tactics progressively stripped away African American rights, but the 14th and 15th amendments eventually became the basis for court decisions upholding civil rights in the 20th century.</p>	<p>Introduction...</p> <p>Lincoln's Last Speech...</p> <p>Evaluating the Republican Record...</p> <p>Accomplishments...</p> <p>Failures...</p> <p>The End of Reconstruction...</p> <p>White Supremacy and the Ku Klux Klan...</p> <p>Southern Governments.....</p> <p>Black Codes...</p> <p>Sharecropping.....</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>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> <p>To what extent was sharecropping an economic and social improvement for African American farm workers in the South? Defend your answer.</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 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>
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Historical Perspectives: Did Reconstruction Fail?

<p>Blame for Too Much Equality...</p>	<p>Praise for Accomplishments...</p>	<p>Blame for Too Little Equality...</p>
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Which viewpoint do you support most? Explain your choice.

Challenge yourself with multiple choice and SAQ practice at the end of the section.

Topic 5.12, Comparison in Period 5, pp 339-340

NOTES:

Review the key concepts from Period 5 (recorded in the left-hand column of this document – or consult the [content outline](#)) as well as reading about comparison. Record your notes and closing thoughts here. Consider addressing the prompts located at the bottom of page 339.

Resources for skill development and review are posted on FFAPUSH.com

Many of them are together on the [unit 4 student page](#).

Reading Guide written by Rebecca Richardson, Allen High School

Sources include but are not limited to: 2020 4th edition of AMSCO's *United States History Preparing for the Advanced Placement Examination*, 2015 & 2017 Revised College Board Advanced Placement United States History Framework, and other sources as cited in document and collected/adapted over 20 years of teaching.