**Period 5 (1844-1877)**

**Guided Reading/Discussion Questions for 424-507**

**Chapter 13 (rest of it) ) “Expansion, War, and Sectional Crisis”**

**Chapter 14 “Two Societies at War” (the Civil War)**

**Chapter 15 “Reconstruction-1865-1877”**

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| **Key Terms** | | **Key People** | |
| **(chap 13)**  squatter sovereignty  forty-niners  “slavery follows the flag”  Compromise of 1850  personal-liberty laws  Gadsden Purchase  Ostend Manifesto  Kansas-Nebraska Act  American Party (“Know –  Nothing Party”)  “Bleeding Kansas”  Freeport Doctrine  **(chap 14)**  Crittenden Compromise  total war  draft (conscription)  habeas corpus  King Cotton  greenbacks  “contrabands”  Radical Republicans  Emancipation  Proclamation  scorched-earth campaign  War and Peace Democrats  “hard war”  March to the Sea  **(chap 15)**  Ten Percent Plan  Wade-Davis Bill  Black Codes (later known  as “Jim Crow” laws)  Freedmen’s Bureau  Civil Rights Act of 1866 | *Minor v. Happersett*  sharecropping  Union League  scalawags  carpetbaggers  convict leasing  Civil Rights Act of 1875  Freedmen’s Savings and  Trust Company  classical liberalism  laissez faire  Credit Mobilier  “Redemption”  Ku Klux Klan  Enforcement Laws  *Slaughter-House Cases*  *U.S. v. Cruikshank*  Civil Rights Cases  Fourteenth Amendment  Reconstruction Act of 1867  Fifteenth Amendment  American Woman  Suffrage Association  National Woman  Suffrage Association | **((chap 13)**  Zachary Taylor  Lewis Cass  Stephen Douglas  Harriet Beecher Stowe  John Brown  Abraham Lincoln  **(chap 14)**  Abraham Lincoln  Jefferson Davis  Robert E. Lee  George McClellan  Ulysses S. Grant  William T. Sherman  **(chap15)**  Andrew Johnson  Charles Sumner  Thaddeus Stevens  Ulysses S. Grant  Elizabeth Cady Stanton  Robert Smalls  Blanche K. Bruce  Nathan Bedford Forrest |  |

1. **Key Concept questions: Big Concept: (all pages -424-507) 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.**
2. The U.S. 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.
3. Explain how enthusiasm for territorial expansion, economic and national security interests, claims of racial and cultural superiority all caused civil war and resulted in still further debate on new markets, territory and ideological conflicts.

Manifest Destiny (expansion to west coast) was built on the idea of white racial superiority and American cultural superiority and shaped political debates. EXAMPLE: COMPROMISE OF 1850 (ESTABLISHED CALIFORNIA AS NON SLAVE STATE AND SETTLED OTHER BOUNDARY DISPUTES AND SET UP THE FUGITIVE SLAVE ACT. KANSAS-NEBRASKA ACT OF 1854 (VOIDED THE EARLIER MISSOURI COMPROMISE AND GAVE PEOPLE IN KANSAS/NEBRASKA THE RIGHT TO CHOOSE IF THEY WANTED SLAVERY (POPULAR SOVEREIGNTY).

Acquisition of territory in the West and victory in the Mexican-American War (1840s) happened at the same time as the controversy surrounding expansion of slavery to new territories. EXAMPLE: Whigs accused President Polk of waging war with Mexico in order to expand slavery to new territories.

The desire for western land and resources led to environmental transformation of the region, new economic activities, and increased settlement in areas forcibly taken from Native American Indians. EX: (MORE EXAMPLES IN PERIOD 6) EX: MINING FOR GOLD IN CALIFORNIA, WHITES WHO MOVED TO THE WEST SET UP MINING SITES, FORCIBLY REMOVED MEXICAN AND INDIANS FROM LAND USING POLITICAL/”LEGAL” TACTICS AND MURDER. ALSO, WHITES FROM THE EAST SET UP FARMING AS THEY SAW CROPS THAT GREW EASILY IN THE EAST SUCH AS POTATOES AND BEANS ALSO GREW WELL IN CALIFORNIA.

The U.S. also became interested in expanding beyond the continental U.S./beyond California. Opened up trade with China from California, and sparked debate on acquiring new territory such as Cuba.

1. Explain how even after the Civil War and the end of slavery, America’s North American boundaries were reshaped and there was even further debate and conflicts concerning Westward expansion, migration within and immigration to the U.S., American cultural identity, and extending and protecting rights for certain groups of people in the U.S.

There was an influx of new immigrants to the U.S. who often held onto their ethnic culture and lived in distinct ethnic communities in the 1800s and before the Civil War which led to a rise in nativistm/xenophobia among some northerners (cause that’s where most new immigrants moved –the North and not the southern U.S.) and aimed at limiting the rights and power of new immigrants. EXAMPLE: CATHOLIC IMMIGRATNS OFTEN SET UP THEIR OWN CATHOLIC SCHOOLS OR PAROCHIAL SCHOOL. NATIVISTS/XENOPHOBIA WAS SPREAD BY A NEW PARTY CALLED THE AMERICAN PARTY OR “KNOW-NOTHING PARTY”. –IRONY, THEY FOUGHT AGAINST SLAVERY BUT WERE SPREADING HATRED OF NEW IMMIGRANTS/WHITE IMMIGRANTS SUCH AS THOSE FORM EUROPE SUCH AS IRISH AND GERMAN, ALSO AGAINST NEW CATHOLIC IMMIGRANTS, FEARFUL OF JOB SHORTAGE AND IMMIGANTS BEOMING POLITICALLY OR ECONOMICALLY SUCCESSFUL.

Asian, African American, and white peoples sought new economic opportunities and religious refuge in the West, and the government during and after the Civil War promoted opportunity in the West. EXAMPLE: MORMONS WHO MIGRATED TO THE CALIFORNIA FOR MORE RELIGIOUS FREEDOM, 49ERS/GOLD RUSH FOR ECONOMIC OPPORTUNITY/ (LEARN ABOUT BLACK EXODUSTERS IN PERIOD 6), HOMESTEAD ACT PASSED BY PRES. LINCOLN TO ENCOURAGE MIGRATION TO THE WEST AND FARMING FOR THE WAR BY GIVING AWAY FREE LAND TO SETTLERS.

As Whites migrated westward, racial and economic tensions among whites and Hispanics/Mexicans and native American Indians intensified, altering those groups way of life, their right to land and legal status in the U.S. (see example of question 1A), also White “squatters” often contested the rights of land owned under grants held by Mexicans and “Californios.” (more Anglo/Indian battles discussed in Period 6)

1. Discuss the major factors that led to the Civil War
2. Explain the causes that led to the Civil War: (elaborate on )--slavery, ideological debates, sectionalism/secession, territorial expansion and the extension of slavery, and regional economic and demographic changes.

North—more industrialized, less dependent on slavery/agriculture, had a manufacturing economy. Abolitionists were a small minority in the North but were vocal and visible using tactics such as debates, helping slaves escape, and leading violent slave revolts, new influx of immigrants and fast population growth, more education

South—dependent on King Cotton, slavery, agriculture was central part of social, political, and economical aspects of life, slow population growth,

Resistance to North’s idea of abolition and defended slavery as a “positive good” EXAMPLE:--ISSUED DEBATES AND PUBLICATIONS ASSERTING THAT THE AFRICAN IS BETTER OFF IN AMERICA THAN IN HIS “PRIMITIVE” HOMELAND OF AFRICA., used other tactics such as nullification, state’s rights, popular sovereignty, and racial stereotyping (EXAMPLE—MINSTREL SHOWS/WHITE ACTORS IN “BLACK FACE”) and property rights to defend slavery.

B. How did the attempt to compromise especially on the issue of slavery eventually fail and lead to the Civil War. (elaborate on the election of 1860 and the secession of the southern states.)

Compromises such as EXAMPLES: COMPROMISE OF 1850/NEW FUGITIVE SLAVE ACT—GAVE SOUTHERN SLAVE OWNERS THE RIGHT TO CAPTURE RUNAWAY SLAVES OR EVEN FREE BLACKS WITHOUT PAPERS, UNDERMINES THE EARLIER MISSOURI COMPROMISE AND ALLOWS NEW TERRITORIES FROM THE MEXICAN CESSION TO ENTER AS SLAVE STATES SUCH AS TEXAS WHILE OTHERS ENTERED AS FREE. ALLOWED PRINCIPLE OF POPULAR SOVEREIGNTY TO DETERMINE WHETHER A TERRITORY WANTED SLAVERY OR NOT IN OTHER AREAS SUCH AS UTAH (MORMONS)

KANSAS-NEBRASKA ACT—ALLOWED POPULAR SOVEREIGNTY TO DETERMINE SLAVE STATE STATUS

DRED SCOTT CASE—COURT RULED EVEN IF A SLAVE HAS LIVED IN A FREE TERRITORY, HE IS THE PROPERTY OF HIS MASTER AND IS NOT FREE.

Slavery even weakened the political party structure, allowed for the rise of the Know-Nothing party (appealed to Northerners who were against slavery yet were nativists and didn’t like new influx of immigrants in the North), Republicans split into sections—the North and Midwest.

Lincoln’s 1860 election “free soil platform (belief)”—anti-slavery was the ultimate event that sparked secession from the Union among many other events like those mentioned above as well as the actions of individuals and abolitionists.

1. Explain how although the Civil War finally settled the issue of slavery, the debate on how much power the federal government has over states as well as the question of extending rights and citizenship to certain people was still being debated.
2. Explain the advantages of the North/Union during the Civil War such as: greater manpower and industrial resources, leadership, and emancipation of slaves led to a Union victory over the Confederate South.

Both the Union (North) and the South mobilized their economies and societies to wage war. However, the North had clear advantages over the South which sparked major turning point battles of the war and ultimately won them victory of the Civil War. EXAMPLE: NORTH ADVANTAGES: (“TOTAL WAR”)-- LINCOLN USED EXECUTIVE POWER/STRONG FEDERAL/CENTRAL GOVERNMENT TO CREATE A NEW NATIONAL BANK TO FUND THE WAR ALONG WITH NEW FISCAL POLICY OF MERCANTILISM AND HIGH TARIFFS, ENACTED THE DRAFT (CONSCRIPTION) AND USED MORE FORCE AGAINST THOSE WHO WOULDN’T OBEY THE DRAFT AS WELL AS MORE INCENTIVES TO FIGHT THAN THE SOUTH DID, USED RAILROADS TO MOBILIZE TROOPS AND SUPPLIES, SHIFTED PRIVATE OWNERSHIP OF RAILROADS TO GOVERNMENT POSSESSION, ISSUED THE HOMESTEAD ACT TO GIVE AWAY FREE LAND IN HOPES OF MIGRATION WEST AND TO SPARK MORE AGRICULTURE FOR WAR, EMANCIPATED BLACK SLAVES AS WAR WEAPON—USED THEM IN MILITARY AS WELL AS SET THOUSANDS FREE IN THE SOUTH AND DESTROYED SOUTHERN FARMS AND INSFRASTRUCTURE—THUS GIVING THE EUROPEAN POWERS OF WHICH ABOLITION WAS A CENTRAL FOCUS TO NOT AID THE SOUTH DIPLOMATICALLY, USED THE TELEGRAPH, HAD FASTER AND BETTER INDUSTRY/MANUFACTURING OF WEAPONS SUCH AS THE MINI BALL AND FASTER MUSKETS AND RESOURCES SUCH AS BETTER SANITATION AND ACCESS TO MAJOR RIVER SYSTEMS (OHIO/MISSISSIPPI), , BIGGER POPULATION, STRATEGICALLY REPLACING MILITARY LEADERSHIP (SUCH AS MCCLELLAN TO MANY OTHERS UNTIL HE CHOSE WILLIAM TECUMSEH SHERMAN)AND USING EFFECTIVE STRATEGIES.—KEY BATTLES/TURNING POINTS MARKING UNION VICTORY WERE GETTYSBURG AND VICKSBURG –PROVED THE NORTH HAD THE UPPERHAND, FALL OF ATLANTA (MARCH TO THE SEA) MADE CONFEDERATES TRAIN SUPPLIES CUT OFF, DESTROYED FARMS AND INFRASTRUCTURE, AND MORAL WAS DOWN AMONG SOLDIERS, AND FINALLY SURRENDER AT APPOMATTOX.

The South did show tenacity and determination and won key battles such as Bull Run, used wealth from cotton to fund the war, used black slaves to produce food, had acquired some northern machinery and industrialization of weapons in places such as Richmond, Virginia, and borrowed money from foreign powers such as Britain and purchased weapons.

1. Explain how even after the Civil War and the Reconstruction Era, there was still ongoing debate on federal v. state power, the 3 branches of government—executive, legislative, and judicial, and how some social and economic aspects of American life still remained unchanged.

Sharecropping (plantation based farming systems based on contracts and civil rights restrictions) basically replaces slavery ended by the 13th amendment and will last among the poor Blacks and other groups for generations in the South. The strong central/federal government enacted changes during the Reconstruction, enforcing strong central power over the states, although many changes were short lived and some positive changes were not widespread. The Reconstruction only temporarily rearranged Black and White relationships in the South. One longer term accomplishment was reunifying the union. EXAMPLE: POLITICAL POWER AND LEADERSHIP ROLES IN STATE GOVERNMENTS WERE SOMETIMES ALLOWED TO BE FILLED BY FREE BLACKS AND/OR EX-SLAVES. HIRAM REVELS WOULD REPLACED JEFFERSON DAVIS AS STATE SENATOR FOR MISSISSIPPI., BLACKS FORMED BLACK COMMUNITIES IN WHICH SOME BECAME VERY SUCCESSFUL AND SELF SUFFICIENT WITH THEIR OWN SCHOOLS, HOSPITALS, CHURCHES, AND POLITICAL LEADERS. 13,14,15 AMENDMENTS—EXERCISED JUDICIAL POWER, legislative, executive, but also the supreme court (judicial power) later made decisions that undermined that progress as well as Congress and Presidents unwilling to address or enforce.

Resistance to the Reconstruction especially came around the late 1860s-early 1870s during the Radical Republican Reconstruction because of radical changes such as those mentioned above as well as new legislation and the presence of union soldiers to keep order. Southern resistance would prove to be much more enduring/long lasting the North’s agenda. EXAMPLE: LINCOLN’S ASSASSINATION BY JOHN WILKES BOOTHE—A SOUTHERN SYMPATHIZER, VIOLENCE, RAPE, RIOTS DIRECTED AT SOUTHERN BLACKS AND FORMER SLAVES AND, BURNING OF BLACK CHURCHES AND SCHOOLS SUCH AS THE RIOT IN MISSISSIPPI AFTER LINCOLN’S ASSASSINATION, THE BLACK CODES, THE RISE OF THE KKK,

1. How did the Constitutional changes made during the Reconstruction Era define the “Northern” idea of American identity and purpose—such as the extension of rights to Blacks, women, and other groups?

See examples above, women’s rights groups even were divided and couldn’t agree on the goal of the 14th and 15th amendment, and whether or not women should fight for the right to vote or compromise with more economic independence and opportunities.

(SEE EXAMPLES IN THE PREVIOUS QUESTIONS OF NEW LEGISLATION AND PROGRAMS IMPLEMENTED BY THE RECONSTRUCTION –THIS WAS THE “NORTHERN” IDEA OF WHAT IT MEANT TO BE AMERICAN AND THEIR INTERPRETATION OF THE POWERS OF THE FEDERAL GOVERNMENT AND CITIZENSHIP WHICH CLASHED WITH THE “SOUTHERN” WHITE INTERPRETATION WHICH PROVED TO BE A DETRIMENT TO THE SUCCESS OF THE RECONSTRUCTIION.) 14TH AMENDMENT (CITIZENSHIP TO BLACKS AND OTHERS BORN IN U.S.), 15TH AMENDMENT—SUFFRAGE FOR BLACK MEN AND ALSO CERTAIN IMMIGRANT GROUPS, --BUT THESE RIGHTS WOULD STILL BE STRIPPED AWAY BY VIOLENCE, SEGREGATION, BLACK CODES, JIM CROW, AND EVEN SUPREME COURT DECISIONS (DISCUSSED MORE IN PER. 6) AND LOCAL POLITICAL TACTICS. RESISTANCE TO WOMEN’S SUFFRAGE WAS STRONGER IN THE SOUTH.

1. **Historical Thinking skills: (skills to apply/”Think like a historian”)**
2. Chronological Reasoning Example:
3. Historical Causation:
4. What caused the market revolution?
5. What caused the growth of the southern economy?
6. Periodizaton: 1. Years 1800, 1803, 1812, 1845, 1848,
7. Comparison and Contextualization Example:
8. Comparison:
9. Compare/Contrast different regions of the U.S. between 1800 –1848 economically and socially.
10. Contextualization:
11. Describe the context of the southern U.S. from 1800-1848
12. Describe the context of the role of women from 1800-1848
13. Crafting Historical Arguments from Historical Evidence:
14. Historical Argumentation:
15. Did technology spark the market revolution and new communication globally, or did the market revolution and global communication spark new technology?
16. Appropriate Use of Relevant Historical Evidence:

Using the evidence on the map on p. 370, construct on argument about gender, demographics, and regional differences and how that shaped the abolitionist movement.

1. Historical Interpretation and Synthesis Example:
2. Interpretation
3. Analyze the argument for pro-expansionism and the big business owner vs an anti-expansionist position of a Native American leader.
4. Synthesis
5. How have some of these same trends in Period 4 relate to past trends dating back to previous periods we have studied?

Ex: acquisition of new land, slavery debate, ideals of democracy and groups left out, laws vs individual liberties, technology and global exchange, etc.