

APUSH Period Five
The Civil War and Reconstruction
1844—1877

DIRECTIONS: This is your study resource to use as we progress through our unit. It lists concepts, terms, and an outline of items that may appear on the unit exam or the AP Exam. Use this guide as you wish; it will not be collected. However, all material on this guide (and from class) is subject to being tested.

READINGS: Kennedy, et al, Chapters, 16, (some 17) 18, 19, 20/21 (selections only), 22
Miscellaneous primary source documents

Note: Some concepts relating to Chapter 17 do make their appearance in this unit of study. I've included the relevant study questions below for reference.

UNIT DATES: October 20—28, 2016.

ANTICIPATED TEST: Multiple Choice Test: Friday, October 28, 2016
No Essay Portion on this Test

PLEASE NOTE:

Your weekly agendas may specify certain portions of a chapter, or certain chapters, to be read as homework prior to a day's lesson. THIS DOES NOT MEAN THAT YOU SHOULD ONLY READ PAGES LISTED IN YOUR AGENDAS. FURTHERMORE, IT DOES NOT MEAN THAT YOU ARE NOT ACCOUNTABLE FOR ALL READINGS FOR THE UNIT. Do not fall into the trap of only reading what is specified in the agendas.

Chapter 17: Manifest Destiny and Its Legacy, 1841—1848 (Advise viewing [THIS](#) and using [THIS OUTLINE](#) to aid in efficiency.)

1. Why did the movement to annex Texas gain momentum, and why did the issue arouse much controversy?
2. How did the issues of Oregon and Texas become central in the Election of 1844, and why was Polk's victory seen as a mandate for "Manifest Destiny?"
3. What were the causes and the consequences of the Mexican War?
4. Congressman Abraham Lincoln opposed the Mexican War as an unjust war of aggression against America's neighbor. What arguments support that view? What arguments challenge it?
5. How was the "Manifest Destiny" of the 1840s—particularly expansion into Texas and Mexico—related to the sectional conflict over slavery?

Chapter 17 Terms, Vocab, and People to Know (Keep in mind—this stuff is in relation to sectionalism, slavery debate, etc.)

John Tyler	James K. Polk	Zachary Taylor	Liberty Party
"Conscience Whigs"	David Wilmot	Joint Resolution	Manifest Destiny
"Spot" Resolutions	Wilmot Proviso	Whigs	Treaty of Guadalupe-Hidalgo
Mexican Cession			

Chapter 16: The South and the Slavery Controversy (Advise Viewing [THIS](#) and using [THIS OUTLINE](#) to aid in efficiency.)

1. What were the economic strengths and weaknesses of the "Cotton Kingdom?"
2. What was the complex structure of southern society? In other words, what role did plantation owners, small slaveholders, independent white farmers, poor whites, free blacks, and black slaves have in the social order?
3. Compare and contrast the attitudes and practices regarding slavery and race relations in the North and the South.
4. How did reliance on cotton production and slavery affect the South economically, socially, and morally, and how did this reliance affect its relations with the North?
5. How did slavery affect the lives of African Americans in both the South and in the North?
6. In what ways did slavery make the South a fundamentally different kind of society from the North?
7. Explain the arguments behind the fierce southern response to abolitionism, as well as the growing defense of slavery as a "positive good."

Chapter 16—Terms and Vocab and People to Know:

Identify, define, or describe AND state the historical significance of the following:

Harriet Beecher Stowe	William Lloyd Garrison	Denmark Vesey	David Walker
Nat Turner	Sojourner Truth	Theodore Weld	Frederick Douglass
Arthur and Lewis Tappan	Elijah P. Lovejoy	Oligarchy	Abolitionism
“Positive Good”	Cotton Kingdom	<i>The Liberator</i>	Mulattoes
American Anti-Slavery Society	“peculiar institution”	Liberty party	Lane rebels
Gag Resolution			

CHAPTER 18: Renewing the Sectional Struggle, 1848—1854 (Advise viewing [THIS](#) and using [THIS OUTLINE](#) to aid in efficiency.)

You can ignore the part about American interest in China and Japan

GO BACK TO CHAPTER 13 and review the Missouri Compromise stuff.

Review Questions:

1. What urgent issues created the crisis leading up to the Compromise of 1850?
2. What were the major terms of the Compromise of 1850, and how did the agreement attempt to deal with the issue of slavery?
3. What was the effect of the morally powerful slavery debate on the American political parties?
4. What caused the demise of the Whig Party, and the rise of the Free Soil and Republican parties?
5. Why were proslavery southerners so eager to push for further expansion in Nicaragua, Cuba, and elsewhere in the 1850s?
6. What were the causes and the consequences of the Kansas-Nebraska Act?
7. How similar was the Compromise of the 1850 to the Missouri Compromise of 1820.

Chapter 18—Terms and Vocab and People to Know:

Identify, define, or describe AND state the historical significance of the following:

Lewis Cass	Stephen A. Douglas	Franklin Pierce
Zachary Taylor	John C. Calhoun	Winfield Scott
Martin Van Buren	Daniel Webster	Matthew C. Perry
Harriet Tubman	William H. Seward	James Gadsden
Henry Clay	Millard Fillmore	“popular sovereignty”
Free Soil Party	Fugitive Slave Law	“Conscience” Whigs
“Personal liberty laws”	Underground Railroad	Compromise of 1850
“Fire eaters”	Clayton-Bulwer Treaty	Gadsden Purchase
Ostend Manifesto	“higher law”	Kansas-Nebraska Act

Chapter 19: Drifting Toward Disunion, 1854—1861 (Advise viewing [THIS](#) and using [THIS OUTLINE](#) to aid in efficiency.)

Review Questions

1. List the sequence of major crises that led from the Kansas-Nebraska Act to secession and explain the significance of each event.
2. What role did violence play in increasing the sectional conflict?
3. How did political development of the period work to fragment the Democratic party and benefit the Republicans?
4. Why does Stephen Douglas play such a crucial role in the political events of the 1850s?
5. How and why “bleeding Kansas” became a dress rehearsal for the Civil War.
6. Trace the growing power of the Republican Party in the 1850s and the increasing divisions and helplessness of the Democrats.
7. Explain how the Dred Scott decision and Brown’s Harpers Ferry raid deepened sectional antagonism.
8. List the rise of Lincoln as the leading exponent of the Republican doctrine of no expansion of slavery.
9. What were the complexities of the Election of 1860 in relation to the sectional crisis?
10. Describe the movement toward secession, the formation of the Confederacy, and the failure of the last compromise effort.

Chapter 19—Terms and Vocab and People to Know:

Identify, define, or describe AND state the historical significance of the following:

Harriet Beecher Stowe	Hinton R. Helper	John Brown
James Buchanan	Charles Sumner	John C. Frémont
Dred Scott	Roger Taney	John C. Breckenridge
John Bell	Abraham Lincoln	Jefferson Davis

John Crittenden	“self-determination”	“southern nationalism”	
<i>Uncle Tom’s Cabin</i>	<i>The Impending Crisis of the South</i>	New England Immigrant Aid Society	
Pottawatomie Creek Massacre	Lecomption Constitution	“Bleeding Kansas”	
American (Know-Nothing) Party	Dred Scott decision	Panic of 1857	
Lincoln-Douglas debates	Freeport Doctrine	Harpers Ferry raid	
Constitutional Union Party	Crittenden Compromise	“Beecher’s Bibles”	Bleeding Sumner

Chapter 20: Girding for War: The North and the South, 1861—1865 (Advise viewing [THIS LINK](#) for Ch. 20-21 things in this guide.) (Advise using [THIS OUTLINE](#) to aid in efficiency; but...only pay attention to the things related to these questions/terms .)

Review Questions:

1. How did the Civil War change from a limited war to preserve the Union to a “total war” to abolish slavery?
2. How did careful Union diplomacy manage the Civil War crisis with Britain?
3. What changes did the Civil War bring about in civilian society for each side? How did it particularly affect women?
4. Indicate the strengths and weaknesses of both sides as they went to war.
5. How were civil liberties curtailed during the war?

Chapter 20—Terms and Vocab and People to Know

Identify, define, or describe AND state the historical significance of the following (only in terms of how this relates to war):

Charles Francis Adams	Clara Barton	William H. Seward	Edwin M. Stanton
Jefferson Davis	Morrill Tariff Act	National Banking Act	King Cotton
Draft Riots			

Chapter 21: The Furnace of Civil War, 1861—1865 (This [Viewing Link](#) has stuff about battles related to 20-21; these aren’t very important for APUSH. Use [THIS OUTLINE](#) to make things efficient; but, only pay attention to the questions/terms/headings below.)

(Focus only on the sections listed below)

Review Questions

1. What the role did African Americans, both slave and free, play during the war?
2. Why was Lincoln so slow to declare the Civil War as a fight against slavery?
3. What were the causes and consequences of Sherman’s and Grant’s turn toward “total war” in the conquest of the South?
4. What was political struggle between Lincoln’s “Union party” and the antiwar Copperheads?
5. What issues were settled by the war, and what new problems were created?

Read the following sections:

- “A Proclamation without Emancipation,” pp. 460—462
 - “Blacks Battle Bondage”, pp. 462—464
 - “Sherman Scorches Georgia,” pp. 467—469
 - “The Politics of War,” pp. 469—470
 - “The Election of 1864,” pp. 470-473
 - “The Martyrdom of Lincoln” to the end of the chapter, pp. 474—478.
- Be sure to read the “Varying Viewpoints” section, p. 478

Chapter 21—Terms and Vocab and People to Know

Identify, define, or describe AND state the historical significance of the following:

Andrew Johnson	John Wilkes Booth	Robert E. Lee	Ulysses S. Grant
William T. Sherman	Emancipation Proclamation	Thirteenth Amendment	Copperheads
Union Party	Battle of Antietam	Election of 1864	Gettysburg Address
Assassination of Lincoln	Ford’s Theater	<i>The Man without a Country</i>	

Chapter 22: The Ordeal of Reconstruction, 1865—1877 (Advise viewing [THIS](#) and using [THESE NOTES](#) to make things efficient.)

Review Questions:

1. What were the major problems facing the South and the nation after the Civil War.
2. What were the key elements of Lincoln's, Johnson's and Congress' plan for Reconstruction?
3. Why did congressional leaders so strongly object to Andrew Johnson's policies?
4. What role did each of the following play in the congressional assumption of control over Reconstruction policy: Black Codes, Southern election of former Confederates, President Johnson's personality and actions?
5. Why was President Johnson impeached? Why wasn't he convicted of "high crimes and misdemeanors" by the Senate?
6. How did the freed slaves respond to Reconstruction?
7. How did freedom affect the economic, social, and political life of former slaves?
8. Why do some historians believe that Reconstruction could be considered a "total failure?"

Chapter 22—Terms and Vocab and People to Know

Identify, define, or describe AND state the historical significance of the following:

Charles O. Howard
Thaddeus Stevens
Wade-Davis Bill
Civil Rights Act
Military Reconstruction Act
Carpetbaggers
"Seward's Folly"

Andrew Johnson
William Seward
"conquered provinces"
Fourteenth Amendment
Fifteenth Amendment
Ku Klux Klan

Alexander Stephens
Freedman's Bureau
moderate/radical Republican
"swing around the circle"
"radical" regimes
Force Acts

Charles Sumner
10 percent plan
Black Codes
Ex parte Milligan
scalawags
Tenure of Office Act