

Unit Five (APUSH Period 5)
The Civil War and Reconstruction
1820ish—1877

There are links to Review Videos (for test study) located on the final page of the document.

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 17, 16, 18, 19, 20/21 (selections only), 22
Miscellaneous primary source documents

UNIT DATES: October 19—26, 2015.

ANTICIPATED TEST: Multiple Choice Test: Monday, October 26, 2015
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](#))

1. What led to the rise of the spirit of "Manifest Destiny" in the 1840s, and how did that spirit show itself in the American expansionism of the decade?
2. How did rivalry with Britain affect the American decision to annex Texas, the Oregon dispute, and other lesser controversies (i.e. Maine, debts, British hostility to slavery) of the period?
3. Why did the movement to annex Texas gain momentum, and why did the issue arouse much controversy?
4. 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?"
5. What were the causes and the consequences of the Mexican War?
6. 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?
7. 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:

John Tyler	John Slidell	Winfield Scott	Lord Ashburton	Zachary Taylor
Nicholas P. Trist	James K. Polk	Stephen W. Kearny	David Wilmot	Robert Gray
John C. Frémont	William Henry Harrison	Santa Anna	Joint Resolution	Manifest Destiny
Fiscal Bank	Webster-Ashburton Treaty	"Spot" Resolutions	Tariff of 1842	<i>Californios</i>
"Conscience Whigs"	Bear Flag Revolt	<i>Caroline</i>	Hudson's Bay Company	Liberty Party
Liberty Party	Aroostook War	Walker Tariff	Wilmot Proviso	Whigs
Oregon Fever	Maine	Treaty of Guadalupe-Hidalgo		

Chapter 16: The South and the Slavery Controversy (Advise Viewing [THIS](#))

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 Dwight 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

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

GO BACK TO CHAPTER 13 and Read 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

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	Lecompton 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

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:

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

(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

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	Andrew Johnson	Alexander Stephens	Charles Sumner
Thaddeus Stevens	William Seward	Freedman's Bureau	10 percent plan
Wade-Davis Bill	"conquered provinces"	moderate/radical Republican	Black Codes
Civil Rights Act	Fourteenth Amendment	"swing around the circle"	<i>Ex parte Milligan</i>
Military Reconstruction Act	Fifteenth Amendment	"radical" regimes	scalawags
Carpetbaggers	Ku Klux Klan	Force Acts	Tenure of Office Act
"Seward's Folly"			

For Unit Test Review:

Jocz Productions has these three videos that take the Key Concepts (from the APUSH curriculum) and includes them in review:

[Key Concept 5.1](#)

[Key Concept 5.2](#)

[Key Concept 5.3](#)

Gilder Lehrman Institute:

- The GLI website has an entire section devoted to AP U.S. History. This is [another video](#) that highlights the key concepts from this APUSH Time Period (5).
- If you view their [Interactive Timeline](#), you will be shown key events from the time period. They also have [short videos](#) from prominent historians that have additional viewpoints that will help you do better for the test.