

PERIOD 5 Content Outline: 1844–1877

The content for APUSH is divided into 9 periods. The outline below contains the required course content for Period 5, which corresponds to our Unit 4. The Thematic Learning Objectives (historical themes) are referenced in parentheses along the way. You can refer to these questions by looking in your thematic learning objectives section of your Framework (section 1 of your APUSH binder). You should be confident in answering these questions with substantial historical evidence by the end of the unit. All questions on your assessments will measure understanding of both content and themes. Bolded items emphasize some of the important people/places/things that you are likely to be asked directly about on the AP exam. All content in this outline is potential material on any assessment; however the illustrative examples will not *explicitly* appear on the AP exam (although you may see them on class assessments).

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.

I. 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**. (ID-2) (WXT-2) (WOR-5) (WOR-6) (ENV-3) (ENV-4)

- A. 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.
- B. 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.
- C. The desire for access to **western resources** led to the environmental transformation of the region, new economic activities, and increased settlement in areas forcibly taken from **American Indians**.
- D. U.S. interest in expanding trade led to economic, diplomatic, and cultural initiatives westward to **Asia**.

Illustrative Examples: clipper ships, Commodore Matthew Perry's expedition to Japan, missionaries

II. **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. (ID-6) (WXT-6) (PEO-2) (PEO-5) (PEO-6) (POL-6)

- A. Substantial numbers of **new international migrants** — who often lived in ethnic communities and retained their religion, language, and customs — entered the country prior to the **Civil War**, giving rise to a major, often violent **nativist movement** that was strongly anti-Catholic and aimed at limiting immigrants' cultural influence and political and economic power.

Illustrative Examples: parochial schools, Know-Nothings

- A. 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.

Illustrative Examples: Mormons, the gold rush, the Homestead Act

- B. As the **territorial boundaries** of the United States expanded and the **migrant population** increased, U.S. government interaction and conflict with **Hispanics** and **American Indians** increased, altering these groups' cultures and ways of life and raising questions about their status and legal rights.

Illustrative Examples: Mariano Vallejo, Sand Creek Massacre, Little Big Horn

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**.

- I. 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**. (ID-5) (POL-3) (POL-5) (POL-6) (CUL-2) (CUL-6)
 - A. 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.
 - B. **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.
 - C. **States' rights**, **nullification**, and **racist stereotyping** provided the foundation for the **Southern defense** of slavery as a **positive good**.
Illustrative Examples: John C. Calhoun, minstrel shows
- II. 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. (POL-2) (POL-6) (PEO-5) (ID-5)
 - A. 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.
 - B. 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.
 - C. **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**.

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**.

- I. 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**. **(POL-5) (CUL-2) (ENV-3)**
- A. Both the **Union** and the **Confederacy** mobilized their economies and societies to wage the war even while facing considerable home front opposition.
 - B. **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**.
 - C. 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.

Illustrative Examples: Gettysburg, March to the Sea

- II. 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**.

(POL-5) (POL-6) (ID-5)

- A. 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.
- B. 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.

Illustrative Examples: Hiram Revels, Blanche K. Bruce, Robert Smalls

- B. **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.

- III. The **constitutional changes** of the **Reconstruction** period embodied a *Northern* 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. **(ID-2) (POL-6)**

- A. 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**.
- B. The **women's rights movement** was both emboldened and divided over the **14th and 15th Amendments** to the Constitution.
- C. The **Civil War Amendments** established judicial principles that were stalled for many decades but eventually became the basis for court decisions upholding **civil rights**.