**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. [Period 5 Review](https://vimeo.com/111150889)

1. Popular enthusiasm for U.S. expansion, bolstered by economic and security interests, resulted in the acquisition of new territories, substantial migration westward, and new overseas initiatives. [The American West](https://vimeo.com/28670175) [Standard 5.1 Review](https://www.youtube.com/watch?v=RZK6QX8EWgk&index=1&list=PL-69ThEyf7-DJXQUd5L_dtbfV7pvjykbe)
2. 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. (Fraser; P. 357-362; 312-313; 343-344; 501-502) [Manifest Destiny](https://www.youtube.com/watch?v=japRb6U_FuQ&list=PL47F868B521713645&index=65)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| California Gold Rush | Led to 49ers heading in droves to California | **California population increases. By 1850, ready to be added to the union as a free state--leads to Compromise of 1850** |
| Mormons | Fled west from Nauvoo to settle in Deseret/Utah/Salt Lake City | Attempting to leave the United States for their religious freedom and practice of polygamy but soon brought back into the US by the Mexican War |

1. 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. (Fraser; P. 332-335; 320-322; 331) [Manifest Destiny & the Development of the West](https://vimeo.com/39441887) [Manifest Destiny](https://www.youtube.com/watch?v=B6GiIWf34ws&index=4&list=PL-69ThEyf7-DJXQUd5L_dtbfV7pvjykbe) [Polk & Manifest Destiny](https://www.youtube.com/watch?v=27Bh72b_haw&index=5&list=PL-69ThEyf7-DJXQUd5L_dtbfV7pvjykbe) [Manifest Destiny Song](https://www.youtube.com/watch?v=mqZM5kq-NBg&index=35&list=PLCH8uxPXHDPD5YQPvxX3qlGSFlHNZUhd6)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **Manifest Destiny** | Coined by journalist John O'Sullivan in 1845 | **The idea behind Manifest Destiny is that they were spreading liberty, freedom and republicanism, however, they were also spreading nativism and hostility towards Native Americans and Mexicans. Manifest Destiny drove the acquisition of the American Southwest from Mexico in the Mexican-American War.** |
| 54⁰40’ or Fight | Polk--rallying cry for the 1844 election | Ultimatum given to the British. Polk ultimately compromised with the British in order to go to war with Mexico. Southern aims trumped northern aims. |

1. The U.S. 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. (Fraser; P. 335-343; 362-370) [Polk & the Mex-Am War](https://www.youtube.com/watch?v=Yv1nT0FMsuw&index=6&list=PL-69ThEyf7-DJXQUd5L_dtbfV7pvjykbe) [Crash Course: War & Expansion](https://www.youtube.com/watch?v=tkdF8pOFUfI&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s&index=17)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **Mexican-American War** | Polk accused of starting war with Mexico with the primary goal of gaining as much land as possible--sends Zachary Taylor to Texas/Mexico border | **Lincoln questioned it with Spot Resolution; Conscience Whigs (like Lincoln and Thoreau) deeply opposed to war as an expansion of slavery**  **Wilmot Proviso (1846) argued for a complete ban on slavery in acquired territories (didn’t pass thru Senate)** |
| **Treaty of Guadalupe Hidalgo** | Gave US border they wanted and pretty took the entire southwest from Mexico | \* Promised citizenship for Native Americans and Mexicans, but it was largely ignored  \* Mexicans still remaining in acquired territory often lost land and property in courts, as white settlers considered them as foreigners, despite treaty promises, or due to pressure to sell |

1. Westward migration was boosted during and after the Civil War by the passage of new legislation promoting Western transportation and economic development. (Fraser; P. 490-492; 487; 498-501) [Homestead Act](https://www.youtube.com/watch?v=pieHG0Zaz3Y&list=PL47F868B521713645&index=73)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| Transcontinental Railroad | Transportation network across the continent | **Pacific Railway Act (1862) develops transcontinental line--Lincoln’s version of Clay’s American System** |
| Homestead Act of 1862 | 160 acres free if you lived on it and improved it for 5 years | Purpose to aid in the settlement of the west. Leads to increased conflict with Native Americans to prevent them from interfering with westward migration and expansion |

1. U.S. interest in expanding trade led to economic, diplomatic, and cultural initiatives to create  more ties with Asia. (Fraser; P. 345-347)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| Matthew Perry | Sailed into Edo Bay with steamships and cannons and forced Japanese to allow Americans to trade with them | **Opened Japan to trade in the Treaty of Kanagawa** |
| William Seward | Secretary of State committed to expansion | 1867 acquisition of Alaska--Seward’s Folly--wanted bases and refueling stations |

1. In the 1840s and 1850s, Americans continued to debate questions about rights and citizenship for various groups of U.S. inhabitants.
2. 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. (Fraser; P. 358-362) [Irish & German Immigrants](https://www.youtube.com/watch?v=YwzPmV-Y9Pk)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| Potato Famine | Irish emigrated to the US 1840’s | **Irish formed the backbone of the labor force in eastern US for factories and construction of railroads and canals; spread Catholic Church--established parochial school system** |
| **Gold Mountain Men** | Chinese immigrants in California | Came during the gold rush and provided labor force for railroads in Western US--typically lived in ethnic clusters often enforced by poverty and shared racism |

1. A strongly anti-Catholic nativist movement arose that was aimed at limiting new immigrants’ political power and cultural influence. (Fraser; P. 361-262) [Third Parties Explained](https://www.youtube.com/watch?v=yU_3s9SNfgM)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| Know-Nothings | Order of the Star Spangled Banner; secret society based on nativism/American Party | **Wanted to ban immigration, and institute literacy tests for voting; party eventually splits over Kansas-Nebraska Act** |
| **Nativism** | Anti Immigrant hostility | In California, primarily aimed at Asians 1882 Chinese Exclusion Act passed barred almost all Chinese immigration--not ended until 1943 |

1. 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. (Fraser; P. 362-364; 480-490)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **Mexican Cession** | California, Southwest land taken away from Native Americans and Mexicans | **Bison wiped out as food source, Congress repudiated most of the treaties made reducing them to tiny reservations; Sand Creek Massacre against Cheyenne** |
| Assimilation/Dawes Severalty Act (1887) | Indian policy aimed at Christian Assimilation | “Kill the Indian, save the man” took away NA culture, language and religion, sent children to Indian Boarding Schools, taught to speak English and behave like whites |

**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. [Standard 5.2 Review](https://www.youtube.com/watch?v=bWPO3CqpWlY&index=2&list=PL-69ThEyf7-DJXQUd5L_dtbfV7pvjykbe)

1. Ideological and economic differences over slavery produced an array of diverging responses from Americans in the North and the South.
2. 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. As a result, a free- soil movement arose that portrayed the expansion of slavery as incompatible with free labor. (Fraser; P. 342; 365) [Lincoln's argument for free soil](https://vimeo.com/69517472) [Free Soil & the Wilmot Proviso](https://www.youtube.com/watch?v=VkX0vxn0jvk&index=31&list=PLfzs_X6OQBOy2rs4mrV2O9t3vNB4RF_Es)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **Free Soil Party** | Opposed to the spread of slavery | **Free Soil movement was opposed to the spread of slavery on economic grounds, not moral grounds; William Lloyd Garrison called it “whitemanism”; Frederick Douglass supported it, on the grounds any opposition helped; Lincoln was a Free Soil supporter for a long time; Free Soil gained traction because it appealed to self-interest of white voters, whereas abolition remained a small minority position for a long time** |
| **Abolitionists** | Supported the abolition of slavery on moral grounds | Abolitionists were a minority, in that they wanted to free the slaves, but many whites in the North weren’t interested in emancipation, and preferred slavery to stay where it was (poor immigrants often saw abolition as an economic threat, because they thought free blacks would come take away their jobs) |

1. 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. (Fraser; P. 370-375; 394; 399-402) [Backlash against the Fugitive Slave Act](https://vimeo.com/65255296) [Underground Railroad](https://vimeo.com/28421924) [Stowe's Uncle Tom's Cabin](https://vimeo.com/25717702) [Abolitionism: A Grassroots Movement](https://vimeo.com/28424207) [John Brown](https://vimeo.com/36922489) [Harriet Tubman](https://vimeo.com/19392359) [Af-Am Abolitionists](https://vimeo.com/37332396)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| Uncle Tom’s Cabin | Harriet Beecher Stowe’s major bestseller | **brought many in the North in opposition to slavery, because she personalized it and made people *feel* it was wrong [literary scholars call her approach romantic racism, as she portrays blacks as natural Christians; Uncle Tom’s death is a kind of crucifixion scene] when Lincoln met Stowe, he said something to the effect of “So *this* is the little lady who started the Civil War!”** |
| William Lloyd Garrison’s *The Liberator* | Abolitionist newspaper | **Garrison supported immediate, uncompensated emancipation. “Let the Southern oppressors tremble, I will be heard!”** |
| John Brown | Radical abolitionist; Raid on Harper’s Ferry | Last straw for the South who saw this as evidence the entire North was abolitionist; becomes a martyr for the abolitionist cause |

1. 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. (Fraser; P. 303-305; 364-370)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **States’ Rights**  **Property Rights** | Southern states defended their position using states’ rights and property rights | **John C. Calhoun argued that slaves were entirely property, and therefore, as property, Congress had no right to interfere with property rights guaranteed in Constitution** |
| **George Fitzhugh** | *The Universal Law of Slavery* | \* South argued that slavery was *better* than North’s working class, because they didn’t fire their workers when they were old or sick; slavery was more *humane* than capitalism |

1. Debates over slavery came to dominate political discussion in the 1850s, culminating in the bitter election of 1860 and the secession of Southern states.
2. The **Mexican Cession** led to heated controversies over whether to allow slavery in the newly acquired territories. (Fraser; P. 342; 384-386 ) [Wilmot Proviso & Tallmadge Amendment](https://www.youtube.com/watch?v=0LdB4tDK8-A&index=7&list=PL-69ThEyf7-DJXQUd5L_dtbfV7pvjykbe)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **Free Soil** | No slavery should spread to anywhere new | **squatter sovereignty (“popular sovereignty”) would allow territories to decide for themselves; supported by Lewis Cass in 1848 election, and Stephen Douglas after that** |
| Wilmot Proviso | Argued no slavery allowed anywhere in Mexican Cession | Didn’t pass through the Senate, but was an indication of Northern intention to pursue Free Soil in future acquisitions; strengthens Northern fears of a slave power conspiracy |

1. The courts and national leaders made a variety of attempts 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 conflict. (Fraser; P. 384-391; 393-396) [Dred Scott Story](http://ap.gilderlehrman.org/period/5) [Dred Scott case](https://vimeo.com/22613031) [Kansas-Nebraska Act](https://www.youtube.com/watch?v=nXyd4znN3GI&index=8&list=PL-69ThEyf7-DJXQUd5L_dtbfV7pvjykbe) [Compromise of 1850](https://www.youtube.com/watch?v=uvlUqV1vwTc&list=PL47F868B521713645&index=68) [Kansas-Nebraska Act](https://www.youtube.com/watch?v=Phir7DPWTrM&list=PL47F868B521713645&index=69) [Dred Scott Case](https://www.youtube.com/watch?v=1qlXBNwmoTw&list=PL47F868B521713645&index=70) [Compromise of 1850 Song](https://www.youtube.com/watch?v=e_c_xpBaT2A&index=36&list=PLCH8uxPXHDPD5YQPvxX3qlGSFlHNZUhd6)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **Compromise of 1850** | Compromise of 1850 last attempt to resolve issue in the spirit of the Constitution: Henry Clay, Daniel Webster, and Stephen Douglas passed five separate acts: | **1) South got new Fugitive Slave Act 2) North got California as a free state; 3) North got end of slave trade in DC; 4) North got a boundary dispute between New Mexico and Texas resolved in favor of Non-slave New Mexico; and 5) rest of territory would be based on popular sovereignty** |
| **Kansas-Nebraska Act** | Stephen Douglas’ desire to be president (and for a northern transcontinental railroad through Chicago) led to him breaking up the Nebraska territory into Kansas and Nebraska, on the grounds of popular sovereignty | Repealed the Missouri Compromise to please the South; Kansas-Nebraska Act drove North and South further apart, and Bleeding Kansas erupted; |
| **Dred Scott v Sandford** | Taney’s decision on status of slaves in a free territory | Dred Scott decision essentially endorsed Calhoun’s position that slaves were property, and that African-Americans could *not* be citizens; Missouri Compromise and Northwest Ordinance both overturned as unconstitutional |

1. 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. (Fraser; P. 389-392) [Sectionalism & the Civil War](https://www.youtube.com/watch?v=2tWW3v0SoDc&list=PL47F868B521713645&index=67)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **Kansas-Nebraska Act** | Divides parties  Essentially kills of the Whig party | **Abolitionist and Free Soil wings split away, and joined the northern Whig Party to form the Republicans;**  **Know Nothings join the Republicans** |
| **Republican Party** | Lincoln 1860 against the spread of slavery | 1860 election saw Republicans take all of Congress and presidency with Lincoln |

1. **Abraham Lincoln**’s victory on the Republicans’ free-soil platform in the **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. (Fraser; P. 402-409) [The South has Seceded Song](https://www.youtube.com/watch?v=pDgbXqxe7SQ&index=40&list=PLCH8uxPXHDPD5YQPvxX3qlGSFlHNZUhd6) [Crash Course: The Election of 1860](https://www.youtube.com/watch?v=roNmeOOJCDY&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s&index=18)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **Election of 1860** | Republicans  Constitutional Unionists  Northern Democrats  Southern Democrats | **Southern Democrats broke into Unionists and secessionists; 1860 convention saw Northern Democrats walk out over proslavery positions; Stephen Douglas then nominated by North, while John C. Breckinridge was nominated by Southern Democrats** |
| Crittenden Compromise | Last ditch effort to save the union | Crittenden Compromise proposed: constitutional amendment to protect slavery, Missouri Compromise line extended to California, with no slavery above and only slavery below (Lincoln rejected it] |

**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. [Standard 5.3 Review](https://www.youtube.com/watch?v=mDlbcKCxMGY&index=3&list=PL-69ThEyf7-DJXQUd5L_dtbfV7pvjykbe) [Crash Course: CW Part #1](https://www.youtube.com/watch?v=rY9zHNOjGrs&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s&index=20) [CW Part #2](https://www.youtube.com/watch?v=GzTrKccmj_I&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s&index=22)

1. The North’s greater manpower and industrial resources, the leadership of **Abraham Lincoln** and others, and the decision to emancipate slaves eventually led to the Union military victory over the Confederacy in the devastating Civil War. [Lincoln Reads Mean Tweets](https://www.youtube.com/watch?v=N6MyoXv2V00&index=42&list=PLCH8uxPXHDPD5YQPvxX3qlGSFlHNZUhd6)
2. Both the **Union and the Confederacy** mobilized their economies and societies to wage the war even while facing considerable home front opposition. (Fraser; P. 425-428; 423)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **Southern Economy** | Hoped to use Cotton Diplomacy to woo the British | **\* South had little taxes, some borrowing, but mostly printed money, which caused massive inflation and suffering** |
| New York Draft Riot | Union instituted a draft, but allowed rich men to hire a substitute for service | \* German and Irish immigrants often opposed draft, due to their feeling the war wasn’t theirs to fight, and Northern Democrats fed that resistance to try and win elections by playing the race card that the war was out to free blacks so they could take away jobs (Copperheads--peace Democrats)  \* New York City draft riots in 1863 slaughtered blacks, and had to be put down by troops victorious at Gettysburg |

1. 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. (Fraser; P. 420-425) [Criticisms of the Emancipation Proclamation](https://vimeo.com/28065106) [Understanding Lincoln: First Draft of Emancipation](https://vimeo.com/70676276) [Emancipation Proclamation](https://www.youtube.com/watch?v=02jsgp6UQdY&index=32&list=PLfzs_X6OQBOy2rs4mrV2O9t3vNB4RF_Es) [Emancipation Proclamation Song](https://www.youtube.com/watch?v=t6RABxiwqXo&index=41&list=PLCH8uxPXHDPD5YQPvxX3qlGSFlHNZUhd6)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **Emancipation Proclamation** | After the battle of Antietam, Lincoln then issued the Emancipation Proclamation, which freed NO slaves in the North, and gave the South a chance to protect slavery if they renounced secession by January 1, 1863: after that, all their slaves would be freed | **from that moment on, the war became a war to free the slaves (which kept out British and French)** |
| contrabands | Runaway slaves deemed “contraband” | Congress passed the Confiscation Act, which legalized the North taking away this “property” from the South |

1. 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. (Fraser; P. 429-431) [The Gettysburg Address](https://www.youtube.com/watch?v=U2a-S3rjDBw)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **Gettysburg Address** | Lincoln’s dedication to National cemetery | **Lincoln spoke about freeing Americans and preserving democracy he strove to reunite the nation and dedicate the cause to a “new birth of freedom”.** |
| **Four score and seven years ago** | 87 years ago-->1776 | Gettysburg Address reminds of the founding of the nation--reminder of the notion that “all men are created equal” |

1. 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. (Fraser; P. 429-440) [Why the Union won](https://vimeo.com/28421115) [Tour of Gettysburg](https://vimeo.com/73645010) [Civil War Battles](https://www.youtube.com/watch?v=25HHVDOaGeE&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s&index=19)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **Anaconda Plan** | Winfield Scott’s plan of dividing and blockading the South | **Eventually became the dominant strategy Lincoln used.** |
| Sherman’s March to the Sea | Sherman’s March across the south to take Atlanta | Destroyed the infrastructure of the South and their ability to fight back. Lincoln won re-election in 1864 after Atlanta fell. |

1. **Reconstruction** and the Civil War ended slavery, 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. [Reconstruction](https://www.youtube.com/watch?v=Bn23FIhUHQc&list=PL47F868B521713645&index=71) [Crash Course: Reconstruction](https://www.youtube.com/watch?v=nowsS7pMApI&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s&index=23)
2. The **13th Amendment** abolished slavery, while the **14th and 15th amendments** granted African Americans citizenship, equal protection under the laws, and voting rights. (Fraser; P. 451-454; 456-458) [The Politics of Reconstruction](https://vimeo.com/20343463) [13th Amendment](https://www.youtube.com/watch?v=6HAmJMnBf0w&list=PL47F868B521713645&index=74) [14th Amendment](https://www.youtube.com/watch?v=_fEjVzJqCkI&list=PL47F868B521713645&index=76)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **13th Amendment** | **Abolished Slavery** | South proceeded to try to put former slaves back into slavery with black codes and violence |
| **14th & 15th Amendments** | **14th--Made birth in the US the definition of citizenship**  **15th--males right to vote** | **14th--overturned Dred Scott, denied states right to deny “life, liberty or property without due process of law” and “equal protection of the laws”**  **Poll taxes and literacy tests left in place** |

1. The women’s rights movement was both emboldened and divided over the **14th and 15th amendments** to the Constitution.

(Fraser; P. 456-458) [Elizabeth Cady Stanton](https://vimeo.com/65680765) [Reconstruction & Women's Suffrage](http://ap.gilderlehrman.org/essays/reconstruction-and-battle-for-woman-suffrage?period=5)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| Eliz C. Stanton, Susan B Anthony | **Members of National Woman Suffrage Association** | Opposed amendments w/o women, some tried to vote and sued based on 14th amend--courts ruled no Minor v. Happersett said no) |
|  | **American Women Suffrage Association** | **Supported amendments in the hopes Republicans would reward them with enfranchisement later; Radical Republicans feared adding women would doom the amendments** |

1. 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. (Fraser; P. 447-449; 454; 458-461; 465-472) [Contentious Election of 1876](http://ap.gilderlehrman.org/essays/contentious-election-1876?period=5) [Andrew Johnson Song](https://www.youtube.com/watch?v=0VMg9C1zGuY&index=43&list=PLCH8uxPXHDPD5YQPvxX3qlGSFlHNZUhd6)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| Freedman’s Bureau | **Org to help former slaves and poor whites** | Set up schools, given extended powers to protect freemen from abuses |
| Reconstruction Act of 1867 | **Military law; states had to ratify 14th amendment** | Attempt to remake the South and enforce right of freed males to vote and deny it to ex-Confederates |
| Redeemers | **Southern Democrats** | Looked to take back political control; reorganized and won elections; used violence, KKK |
| Compromise of 1877 | **Ended Reconstruction** | **Republican Hayes agreed to end Reconstruction in exchange for becoming president in the contested Election of 1876** |

1. 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. (Fraser; P. 461-465)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **Sharecropping** | **Debt slavery** | Trapped former slaves in a cycle of debt; insured a labor supply to former slaveholders |
| Crop Lien |  | **Similar to sharecropping** |

1. 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. (Fraser; P. 465-469; 544; 779) [The Birth of Civil Rights](https://vimeo.com/28072955) [Historiography: The Changing View of Reconstruction](https://vimeo.com/28072834) [Reconstruction & Its Legacy](https://vimeo.com/29844670)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| Ku Klux Klan | **Nathan Bedford Forrest--former Confed. Gen founded** | Employed terrorism to restrict rights granted by 14th and 15th amendments |
| Black Codes | **Restricted rights of former slaves** | 14th Amendment passed to end these |
| Plessy v. Ferguson | **Separate but equal** | **Narrow interpretation of 14th leads to legalization of Jim Crow Laws (segregation)** |