**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)

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
| California Gold Rush |  |  |
| Mormons |  |  |

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)

|  |  |  |
| --- | --- | --- |
|  **Example**  | **Definition/Description** | **Significance to the Thesis** |
| **Manifest Destiny** |  |  |
| 54⁰40’ or Fight |  |  |

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)

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **Mexican-American War** |  |  |
|  |  |  |

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)

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
| Transcontinental Railroad |  |  |
| Homestead Act of 1862 |  |  |

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

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
| Matthew Perry |  |  |
| Kanagawa Treaty |  |  |

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)

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
| Potato Famine |  |  |
|  |  |  |

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)

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
| Know-Nothings |  |  |
| **Nativism** |  |  |

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)

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **Mexican Cession** |  |  |
| Committees of Vigilance |  |  |

**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)

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **Free Soil Party** |  |  |
|  |  |  |

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)

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
| Underground Railroad |  |  |
| William Lloyd Garrison’s *The Liberator* |  |  |
| John Brown |  |  |

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)

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **States’ Rights** |  |  |
|  |  |  |

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)

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **Free Soil** |  |  |
| Wilmot Proviso |  |  |

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)

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **Compromise of 1850** |  |  |
| **Kansas-Nebraska Act** |  |  |
| **Dred Scott v Sandford** |  |  |

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)

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **Kansas-Nebraska Act** |  |  |
| **Republican Party** |  |  |

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)

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **Election of 1860** |  |  |
| Crittenden Compromise |  |  |

**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)

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
|  |  |  |
| Copperheads/Peace DemocratsORNew York Draft Riot |  |  |

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)

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **Emancipation Proclamation** |  |  |
| contrabands |  |  |

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)

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **Gettysburg Address** |  |  |
|  |  |  |

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)

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
|  |  |  |
| Sherman’s March to the Sea |  |  |

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)

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **13th Amendment** |  |  |
| **14th & 15th Amendments** |  |  |

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)

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
|  |  |  |
|  |  |  |

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)

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
| Freedman’s Bureau |  |  |
| Union Leagues |  |  |
| Redeemers |  |  |
| Compromise of 1877 |  |  |

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)

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **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)

|  |  |  |
| --- | --- | --- |
| **Example** | **Definition/Description** | **Significance to the Thesis** |
| Ku Klux Klan |  |  |
| Black Codes |  |  |
| Plessy v. Ferguson |  |  |