

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. The Thematic Learning Objectives are included as well. 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 as well as mastery of skills. **Bold items** and **highlighted items** emphasize some of the most 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. *Being familiar with general content and specific expectations of knowledge and skills is imperative for preparation for the AP exam. This content outline is part of your additional reading!*

Key Concepts FOR PERIOD 5

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.

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.

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.

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.

- I. 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**.
 - A) 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**.
 - B) 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.
 - C) 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.
 - D) Westward migration was boosted during and after the **Civil War** by the passage of **new legislation promoting Western transportation and economic development**.
 - E) U.S. interest in expanding trade led to economic, diplomatic, and cultural initiatives to create more ties with **Asia**.

Thematic Learning Objectives:

NAT-3.0: Analyze how ideas about national identity changed in response to U.S. involvement in international conflicts and the growth of the United States.

MIG-2.0: Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.

GEO-1.0: Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.

WOR-1.0: Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.

WOR-2.0: Analyze the reasons for, and results of, U.S. diplomatic, economic, and military initiatives in North America and overseas.

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.

- II. In the 1840s and 1850s, Americans continued to debate questions about **rights and citizenship** for various groups of U.S. inhabitants.
- A) 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.
 - B) A strongly **anti-Catholic nativist movement** arose that was aimed at limiting new immigrants' political power and cultural influence.
 - C) 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.

Thematic Learning Objectives:

NAT-4.0: Analyze relationships among different regional, social, ethnic, and racial groups, and explain how these groups' experiences have related to U.S. national identity.

CUL-4.0: Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.

MIG-1.0: Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration's effects on U.S. society.

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. Ideological and economic differences over **slavery** produced an array of diverging responses from Americans in **the North** and **the South**.
- A) 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.
 - B) **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.
 - C) **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.

Thematic Learning Objectives:

NAT-1.0: Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.

POL-2.0: Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.

WXT-1.0: Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.

CUL-2.0: Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.

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.

- II. **Debates over slavery** came to dominate political discussion in the **1850s**, culminating in the bitter **election of 1860** and the **secession of Southern states**.
- A) The **Mexican Cession** led to heated controversies over whether to allow slavery in the newly acquired territories.
 - B) 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.
 - C) 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.
 - D) **Abraham Lincoln’s** victory on the Republicans’ free-soil platform in the presidential **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**.

Thematic Learning Objectives:

NAT-2.0: Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.

POL-1.0: Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.

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, 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**.
- 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** 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**.
 - C) **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**.
 - D) 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.

Thematic Learning Objectives:

NAT-1.0: Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.

WOR-2.0: Analyze the reasons for, and results of, U.S. diplomatic, economic, and military initiatives in North America and overseas.

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.

- II. **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.
- A) The **13th Amendment** abolished slavery, while the **14th and 15th amendments** granted African Americans citizenship, equal protection under the laws, and voting rights.
 - B) The **women's rights movement** was both emboldened and divided over the **14th and 15th amendments** to the Constitution.
 - C) 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**.
 - D) **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**.
 - E) **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**.

Thematic Learning Objectives:

NAT-2.0: Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.

POL-3.0: Explain how different beliefs about the federal government's role in U.S. social and economic life have affected political debates and policies.

WXT-1.0: Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.

CUL-3.0: Explain how ideas about women's rights and gender roles have affected society and politics.