**SSUSH8**

**Explore the relationship between slavery, growing north-south divisions, and westward expansion that led to the outbreak of the Civil War.**

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| **a. Explain the impact of the Missouri Compromise on the admission of states from the Louisiana Territory.** |
| * **Missouri Compromise:** states new to the union above the 36 30”line (except Missouri) will be slave states * **Louisiana Territory:** new territory gained from France; Mississippi River to Spanish/Mexican lands |
| **b. Examine James K. Polk’s presidency in the fulfillment of Manifest Destiny including the Texas annexation and Oregon.** |
| * **James K Polk:** president during Mexican-American War; annexes Texas * **Manifest Destiny:** belief that it is gods will for the USA to control lands from the Atlantic to the Pacific * **Texas annexation**: Texas becomes a state after gaining independence from Mexico * **Oregon:** Polk compromises with Great Britain for the southern portion of the Oregon territory; cannot fight two wars – chooses to fight Mexico & compromise w Great Britain (new govt) |
| **c. Analyze the impact of the Mexican War on growing sectionalism.** |
| * **Mexican War:** Mexico allows for Texans to take lands; argues that border is Nueces River; Texans say border is Rio Grande river; US gains Texas, as well as California, Utah territory, New Mexico (out of Texas) * **Sectionalism:** Congress debates whether new lands will be slave or free states |
| **d. Explain how the Compromise of 1850 arose out of territorial expansion and population growth.** |
| * **Compromise of 1850:** California becomes a free state, DC slave trade outlawed, Fugitive Slave Law, popular sovereignty in New Mexico * **Territorial expansion:** US gains lands in the west (California, Oregon, Texas, New Mexico) * **Population growth:** Population grows in territories; they apply for statehood, must determine in Congress whether they will be slave or free (to keep Congressional balance) |
| **e. Evaluate the Kansas-Nebraska Act, the failure of popular sovereignty, *Scott v. Sanford*, John Brown’s Raid on Harper’s Ferry, and the election of 1860 as events leading to the Civil War.** |
| * **Kansas-Nebraska Act:** repealed Missouri Compromise, began popular sovereignty of slavery in new states * Failure of popular sovereignty: “**Bleeding Kansas”;** pro & anti-slavery groups rush into Kansas; violence erupts as state struggles to determine whether to become free or slave state * **Scott v. Sanford:** former slave appeals to Supreme Court for freedom (since his owner resettled to free state); SC rules slaves are property and have no rights, also says Congress cannot determine slavery rights of states, repeals Kansas-Nebraska Act & Fugitive Slave Law * **John Brown Raid** on Harpers Ferry: white abolitionist attacks arsenal with mob to attack plantation owners * **Election of 1860:** Lincoln wins w/out winning any southern states; South Carolina secedes from Union. |

**SSUSH9**

**Evaluate key events, issues, and individuals relating to the Civil War**

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| **a. Explain the importance of the growing economic disparity between the North and the South through an examination of population, functioning railroads, and industrial output.** |
| * **North**: more population, railroads, industry * **South**: less population, railroads, industry * **Population: soldiers** (larger immigrant population & later, former slaves) * **Functioning railroads:** transportation of troops & supplies * **Industrial output:** production of weapons & supplies |
| **b. Discuss Lincoln’s purpose in using emergency powers to suspend habeas corpus, issuing the Emancipation Proclamation, and delivering the Gettysburg and Second Inaugural Addresses.** |
| * **Lincoln:** President of Union * **Suspension of habeas corpus**: Lincoln forbids Southern sympathizers from speaking against Union (jails without informing them of rights) * **Emancipation Proclamation:** Lincoln gives speech; ends slavery in states in rebellion; indirectly encourages slaves to abandon south & join Union army * **Gettysburg Address:** Lincoln gives speech after battle of Gettysburg; honors fallen soldiers; encourages union to continue the fight for unification * **Second Inaugural Address**: Lincoln gives speech; after reelection & end of war; encourages forgiveness & reconciliation |
| **c. Examine the influences of Ulysses S. Grant, Robert E. Lee, Thomas “Stonewall” Jackson, William T. Sherman, and Jefferson Davis.** |
| * **Ulysses S Grant:** Commander of Union army * **Robert E Lee:** Commander of Confederate Army * **Stonewall Jackson:** General of Confederate Army; his death marks turning point * **William T Sherman**: General of Union Army; burns Atlanta to Savannah * **Jefferson Davis:** President of Confederacy |
| **d. Explain the importance of Fort Sumter, Antietam, Vicksburg, Gettysburg, Atlanta as well as the impact of geography on these battles.** |
| * **Ft Sumter:** start of Civil War; South fires on Northern troops in South Carolina (S) * **Antietam:** bloodiest one-day battle; Northern victory; Lincoln issues Emancipation Proclamation after this in Maryland (Border State) * **Vicksburg:** Northern victory; Confederate West & East divided in Mississippi (S) * **Gettysburg:** Northern victory; last major battle; Lincoln gives Gettysburg Address in Pennsylvania (N) * **Atlanta:** Northern victory; Sherman burns Atlanta to Savannah; destroys railroads (supply lines) in Georgia |

**SSUSH10**

**Identify legal, political, and social dimensions of Reconstruction.**

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| **a. Compare and contrast Presidential Reconstruction with Congressional Reconstruction, including the significance of Lincoln’s assassination and Johnson’s impeachment.** |
| * **Presidential Reconstruction:** lenient policy of readmitting South to the union; 10% plan – citizens pledge allegiance to be readmitted as a state * **Congressional Reconstruction:** strict policy of making South pay for the war; federal military districts in South * **Lincoln’s assassination:** ends lenient reconstruction * **Johnson’s impeachment:** Congress (unconstitutionally) passes Tenure of Office Act; forbids Johnson from firing cabinet members; impeaches Johnson when he fires Sec of War |
| **b. Investigate the efforts of the Bureau of Refugees, Freedmen, and Abandoned Lands (the Freedmen’s Bureau) to support poor whites, former slaves, and American Indians.** |
| * **Freedmen’s Bureau:** govt organization to help AA gain education & training, as well as food & clothing |
| **c. Describe the significance of the Thirteenth, Fourteenth, and Fifteenth amendments.** |
| * **13th Amendment:** slavery outlawed in all states * **14th Amendment:** Citizenship for former slaves and equal protection of law for all citizens. To end black codes. * **15th Amendment:** voting rights for all male citizens. |
| **d. Explain the Black Codes, the Ku Klux Klan, and other forms of resistance to racial equality during Reconstruction.** |
| * **Black Codes:** denied AA their legal rights in the South * **Ku Klux Klan:** intimidated black voters through violence |
| **e. Analyze how the Presidential Election of 1876 marked the end of Reconstruction.** |
| * **Election of 1876:** Tie between Hayes (Republican) & Tilden (Democrat) * **End of Reconstruction: Compromise of 1877**; federal troops removed from South, Hayes (Republican) wins election tie over Tilden |