

Name: \_\_\_\_\_ Class Period: \_\_\_\_\_ Due Date: \_\_\_/\_\_\_/\_\_\_

## Period 5 Term Review: Manifest Destiny, Antebellum, Civil War, & Reconstruction, 1844-1877

**Purpose:** This term review is not only an opportunity to review key concepts and themes, but it is also an exercise in historical *analysis*. This activity, **if completed in its entirety BOP (Beginning of Period) by the unit test date**, is worth 10 bonus points on the multiple choice test. ☺ Section 1 is 5 points, and sections 2 & 3 together are 5 points. **Mastery of the course and AP exam await all who choose to process the information as they read/receive.** This is an optional assignment. Complete it in **INK!**

**Directions:** Below are some key terms pulled from the College Board Concept Outline for Period 5. These include “Terms to Know,” “Illustrative Examples,” and “Other Terms.” Complete the charts by **adding definitions** and **analysis of historical significance**. When considering significance, consider causes and effects or how the item illustrates a major theme or idea from the era. Some entries have been completed for you.

### Key Concepts FOR 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.

**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.

## SECTION 1

The **Terms to Know** are items you are *likely* to see on a quiz or test. They are explicit in the College Board framework for the class, and you will be expected to *thoroughly* understand them on the AP exam. Complete the chart by defining and analyzing each item. Prompts are included to help you focus your analysis on the most tested concepts, but also make sure you know simple definitions of each term.

Terms to Know	Definition, Examples, Context, and Historical Significance
<p>Expansionist Foreign Policy</p> <p>Manifest Destiny</p> <p>Western Hemisphere</p> <p>Mexican-American War</p> <p>Slavery</p> <p>Western Resources</p> <p>American Indians</p> <p>Asia</p>	<p><b>MAIN IDEA:</b> Enthusiasm for <b>U.S. territorial expansion</b> fueled by <b>economic and national security interests</b> and supported by claims of <b>U.S. racial and cultural superiority</b>, resulted in <b>war</b>, the opening of <b>new markets</b>, acquisition of <b>new territory</b>, and increased <b>ideological conflicts</b></p> <hr/> <p>Explain the causes of Manifest Destiny. What were the forces fueling territorial expansion?            Explain the impact of the annexation of Texas and the Treaty of Guadalupe-Hidalgo.            To what extent were economic interests in Asia responsible for Manifest Destiny and territorial expansion?            How did Manifest Destiny impact American Indians? Californios? Mexicans? African Americans?</p>

Terms to Know	Definition, Examples, Context, and Historical Significance
<p><b>Westward expansion</b></p> <p><b>Migration... Asian, African American, and white peoples</b></p> <p><b>End of slavery</b></p> <p><b>International migrants</b></p> <p><b>Nativist movement</b></p> <p><b>The West</b></p> <p><b>Hispanics</b></p> <p><b>American Indians</b></p>	<p><b>MAIN IDEA:</b> <b>Westward expansion, migration</b> to and within the United States, and the <b>end of slavery</b> 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</p> <hr/> <p>Explain the impact of immigration on American politics and demographics.  What were the forces pulling migrants into the West? Who migrated?  How did migrants impact American Indians and Hispanics living in the West?  How did the federal government encourage migration during and after the Civil War?</p>
<p><b>Civil War</b></p> <p><b>Slavery</b></p> <p><b>Territorial expansion</b></p> <p><b>Sectionalism</b></p> <p><b>Abolitionists</b></p> <p><b>States rights</b></p> <p><b>Nullification</b></p> <p><b>Racist stereotyping</b></p>	<p><b>MAIN IDEA:</b> The institution of <b>slavery</b> and its attendant ideological debates, along with <b>regional economic and demographic changes, territorial expansion</b> in the 1840s and 1850s, and <b>cultural differences</b> between the North and the South, all intensified <b>sectionalism</b>.</p> <hr/> <p>Explain the political economic, demographic, geographic, and sectional causes of the Civil War.  To what extent was slavery a cause?  How did the South justify slavery?  How did Abolitionists combat slavery?</p>

Terms to Know	Definition, Examples, Context, and Historical Significance
<p>Political compromise</p> <p>Sectional tensions</p> <p>Compromise of 1850</p> <p>Kansas Nebraska Act</p> <p>Dred Scot decision</p> <p>Second two party system</p> <p>Republican Party</p> <p>Nativism</p> <p>Lincoln's Election</p> <p>Free soil platform</p> <p>Union</p> <p>Civil War</p>	<p><b>MAIN IDEA:</b> Repeated attempts at <b>political compromise</b> failed to calm tensions over slavery and often made <b>sectional tensions</b> worse, breaking down the trust between sectional leaders and culminating in the bitter election of 1860, followed by the secession of southern states.</p> <hr/> <p>Explain why political compromise failed to keep the nation united.          What forces caused the transition from the Second Two Party System to the Third Two Party System?          How did nativism and abolition impact sectionalism?          Why was the free-soil platform and the election of Abraham Lincoln so threatening to the South?</p>
<p>Union</p> <p>Civil War</p> <p>Confederacy</p> <p>Emancipation Proclamation</p> <p>African Americans</p> <p>Union Army</p> <p>European powers</p> <p>Confederate leadership</p>	<p><b>MAIN IDEA:</b> The <b>North's</b> greater manpower and industrial resources, its leadership, and the decision for emancipation eventually led to the Union military victory over the <b>Confederacy</b> in the devastating <b>Civil War</b>.</p> <hr/> <p>Why did the Union win the Civil War?          Explain the strategy behind the Emancipation Proclamation.          Compare and contrast Union and Confederate strategies, goals, and strengths.</p>

Terms to Know	Definition, Examples, Context, and Historical Significance
<p><b>Civil War</b></p> <p><b>Power relationships</b></p> <p><b>Slavery</b></p> <p><b>Divisible union</b></p> <p><b>Social and economic patterns</b></p> <p><b>13<sup>th</sup> Amendment</b></p> <p><b>Sharecropping</b></p> <p><b>Radical and moderate Republicans</b></p> <p><b>Relationships between white and black people</b></p> <p><b>Racial attitudes</b></p>	<p><b>MAIN IDEA:</b> The <b>Civil War</b> and <b>Reconstruction</b> altered <b>power relationships</b> between the states and the federal government and among the executive, legislative, and judicial branches, ending <b>slavery</b> and the notion of a <b>divisible union</b>, but leaving unresolved questions of relative power and largely unchanged <b>social and economic patterns</b>.</p> <hr/> <p>How did the Civil War impact the power struggle between states rights and the federal government?  What were the goals of reconstruction?  How did the South react to reconstruction?  To what extent was reconstruction successful?</p>
<p><b>Civil War Amendments</b></p> <p><b>14<sup>th</sup> Amendment</b></p> <p><b>15<sup>th</sup> Amendment</b></p> <p><b>Reconstruction</b></p> <p><b>Supreme Court Decisions</b></p> <p><b>Segregation</b></p> <p><b>Political tactics</b></p> <p><b>Violence</b></p> <p><b>Women's rights movement</b></p> <p><b>Civil rights</b></p>	<p><b>MAIN IDEA:</b> The <b>constitutional changes</b> of the <b>Reconstruction</b> period embodied a <i>Northern</i> idea of American identity and national purpose and led to conflicts over <b>new definitions</b> of citizenship, particularly regarding the rights of African Americans, women, and other minorities.</p> <hr/> <p>Compare and contrast the Northern idea of American identity to that of the South.  To what extent did the 14<sup>th</sup> and 15<sup>th</sup> Amendments politically enfranchise African Americans?  How did reconstruction impact the women's movement?</p>

You have now completed Part 1! 😊

## Part 2: Illustrative Examples

These are simply examples provided on the College Board concept outline that *could be* used to illustrate key themes, BUT will *not* show up explicitly on the AP exam (although they may show up on class quizzes and tests); they are excellent choices for outside information on short answer or essay questions. Complete the chart **by defining and analyzing** these terms using the thematic learning objectives (BAGPIPE). Some entries have been completed for you.

**IF A TERM IS NOT ALREADY DEFINED... LOOK IT UP AND DEFINE IT in addition to analyzing the historical significance.**

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**A**merica in the world (global context of how United States originated and developed as well as its role in world affairs)

**G**eography (role of environment, geography, and climate on the development of United States and individual actions)

**P**eople (migration, immigration, adaptation and impact of various groups on social and physical environments)

**I**dentify (development of American national identity, including focus on subpopulations such as women and minorities)

**P**olitics and power (changing role of government/state, the development of citizenship and concept of American liberty)

**E**conomy (work, exchange, technology) (development of American economy; agriculture, manufacturing, labor, etc.)

Illustrative Examples / Definitions (YOU ARE DEFINING!)	Historical Significance for ... identify and explain broad trends using BAGPIPE thematic learning objectives, <b>highlight theme</b>
<i>Clipper ships</i>	
Commodore Matthew Perry's expedition to Japan	
Missionaries	
Parochial schools	
Know-Nothings	
Mormons	
Gold rush	
Robert Smalls	

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Illustrative Examples / Definitions YOU ARE DEFINING!	Historical Significance ... identify and explain broad trends using BAGPIPE thematic learning objectives, <b>highlight theme</b>
<b>Homestead Act</b>	
<b>Mariano Vallejo</b>	
<b>Sand Creek Massacre</b>	
<b>Little Big Horn</b>	
<b>John C. Calhoun</b>	
<b>Minstrel Shows</b>	
<b>Gettysburg</b>	
<b>March to the Sea</b>	
Though the subsequent elections produced no black governors or majorities in state senates, black political participation expanded exponentially during Reconstruction. Between 1868 and 1876, fourteen black congressmen and two black senators, <b>Hiram Revels</b> and <b>Blanche K. Bruce</b> , both of Mississippi, served in Washington, D.C.	

## Section 2 -- यह समाप्त हो गया है (it is finished)

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**Section 3: Other Terms** are simply additional facts to support your reading and review, and they MAY show up on the test. They are also valuable evidence for historical analysis (evidence for defending a thesis). This section is organized with questions... or main ideas... followed by term review and additional review.

Other Terms / Definitions If a term is not defined... YOU ARE DEFINING!	Historical Significance ... identify and explain broad trends using BAGPIPE thematic learning objectives, highlight theme
<p>On New Year's Day in 1831 <b>William Lloyd Garrison</b> released the first copy of his militantly abolitionist newspaper <i>The Liberator</i>. The release of his newspaper caused a 30-year battle of words that culminated in the Civil War, making Garrison's newspaper one of the opening barrages of the Civil War.</p> <p>The publication <i>American Negro Slavery</i>, written by Ulrich Bonnell Phillips in 1918, made three arguments regarding slavery. He said slavery was a dying economic institution in the late 1800s, planters treated their chattel with kindly paternalism, and blacks were inferior by nature and didn't hate the establishment that enslaved them. This is unlike William Garrison's newspaper, <i>The Liberator</i>, which said Garrison would never tolerate slavery and its depravity and others should feel the same.</p>	
<p>A former slave, <b>Sojourner Truth</b> was a woman from New York who was an abolitionist activist who spoke out against the sins of slavery. She spoke to audiences with a booming voice and religious fervor that refuted all ties to slavery.</p>	
<p>Born a slave in Maryland, <b>Frederick Douglass</b> escaped to the north and became the most prominent of the black abolitionists. He was gifted as a drafter, writer, and editor, he continued to battle for civil rights of his people after emancipation. Later, he served as a U.S minister to Haiti.</p>	
<p>In 1836, the <b>Gag Resolution</b> stated that antislavery appeals be ignored without debate. Eight years later, John Quincy Adams got it repealed.</p>	
<p>Not content with just assailing slavery, <b>Reverend Elijah P. Lovejoy</b> also questioned the chastity of Catholic women. His printing press was destroyed four times, and he was killed, becoming the "martyr abolitionist." He provided an example of how unpopular antislavery zealots were.</p>	
<p>By 1860, ¾ of white southerners did not own slaves, amounting to roughly 6,120,825 people. The "<b>poor white trash</b>" often lived on self-sufficient farms and were known as hillbillies among the aristocrats. They were known as listless, were misshapen, and were called "clay eaters" but were actually sick from malnutrition and parasites (sometimes garnered from actually eating clay). These people supported slavery because they wanted to maintain the dream of being wealthy and potentially owning a slave or two.</p>	

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<p>The “<b>third race</b>” was made up of the free blacks in the south. They had freedom but not some rights, such as the right to testify against whites or the ability to hold some occupations.</p>	
<p><b>Denmark Vessey</b> was a free black who led a slave rebellion in Charleston, South Carolina in 1822. The rebellion failed, partly due to betrayal by informers, and Vessey, along with more than thirty followers was strung from the gallows.</p>	
<p><b>Nat Turner</b> led a slave uprising in Virginia in 1831, killing about 60 Virginians. The punishment was quick and bloody.</p>	
<p>The <b>American Colonization Society</b> was founded in 1817 with the purpose of sending blacks back to Africa as part of the abolitionist movement. In 1822, the Republic of Liberia in Africa was created for liberated slaves. Around fifteen thousand slaves were moved there over the following forty years. By 1860, almost all southern slaves were no longer Africans, but African Americans, but the idea, still appealed to many anti-slaveryites.</p>	
<p>Greatly inspired by William Lloyd Finney, <b>Theodore Dwight Weld</b> was a major part in the abolitionist movement. He had a famous propaganda pamphlet <i>American Slavery as It Is</i>.</p>	
<p>Before the Civil War the South was run by a government of the few, an <b>oligarchy or “cottonocracy”</b> of a small group of aristocratic cotton planters. They filled all of the political and social leadership roles of the South. They lived in large mansions and their families owned over 100 slaves. They could give their kids a good education—often in the north. They had time and money for study and leisure activities and widened the gap between rich and poor, as by reducing support for tax-supported public education.</p>	
<p><b>Sir Walter Scott</b> was a favorite author of many elite southerners. Accused by Mark Twain of having a hand in the Civil War, Scott supposedly aroused southerners to fight for a deteriorating social structure.</p>	
<p><b>Texas War for Independence</b></p>	



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<b>Other Terms / Definitions</b> If a term is not defined... YOU ARE DEFINING!	<b>Historical Significance ... identify and explain broad trends using BAGPIPE thematic learning objectives, highlight theme</b>
Oregon Territory and Oregon Trail	
54 40 or Fight!	
Webster-Ashburton Treaty	
Treaty of Guadalupe-Hidalgo	
Gadsden Purchase	
James K. Polk	
Ralph Waldo Emerson's reaction to the Mexican-American War	
Whigs	
Spot Resolutions	

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Wilmot Proviso	
Mexican Cession	
Henry David Thoreau's reaction to the Mexican-American War	
Walker Tariff of 1846	
Free Soil Party	
Liberty Party	
Aroostook War	
John Slidell	

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<p>Written by <b>Harriet Beecher Stowe</b> in 1852, <i><b>Uncle Tom's Cabin</b></i> sold millions of copies. Its exposure of slavery helped sway popular opinion toward abolition.</p>	
<p>Five years after the introduction of <i>Uncle Tom's Cabin</i>, <b>Hinton R. Helper</b> wrote <i><b>The Impending Crisis of the South</b></i> in 1857. Helper hated both slavery and blacks so he attempted to prove by statistics that indirectly the nonslave-holding whites were the ones who suffered most from the millstone of slavery. Helper was unable to secure a publisher for the book in the South but was finally able to find one in the North. These "dirty allusions" made the book banned in the South while Republicans distributed the book in the North as campaign literature.</p>	
<p>The <b>New England Emigrant Aid Co.</b> was the most famous antislavery organization that sent about two thousand people to the troubled area to forestall the South, but also to make a profit. It was a transportation company (profit) that helped populate <b>Kansas</b> with <b>abolitionists</b>.</p>	
<p><b>Seventh of March Speech</b></p>	
<p><b>Lewis Cass</b>, Democratic senator from Michigan, proposed a compromise to the conflict over western territory based on <b>Popular Sovereignty</b>, where the voters of a territory would decide the fate of their state.</p>	
<p>"Old <b>John Brown</b>" led a band of his followers to <b>Pottawatomie Creek</b>, Kansas in May 1856. There they literally hacked five surprised men to pieces who were pro-slaveryites. <b>Bleeding Kansas</b> was truly bleeding. "Saint John" Brown also led the attacks at <b>Harper's Ferry</b>, a federal arsenal in Virginia, trying to begin a rebellion of slaves. He was tried and convicted for murder and treason, but there was much protest against his execution. His unflinching devotion to his work and the poise and character that he showed up until the second he died helped send Brown into martyrdom.</p>	
<p>Following the <b>Kansas Nebraska Act</b>, it was time to elect members of the first territorial legislature (Kansas) and proslavery "<b>border ruffians</b>" poured in from Missouri to vote early and often. Slavery supporters triumphed, setting up their own government at Shawnee Mission; <b>free-soilers</b> established their own regime in <b>Topeka</b>.</p>	

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Other Terms / Definitions If a term is not defined... YOU ARE DEFINING!	Historical Significance ... identify and explain broad trends using BAGPIPE thematic learning objectives, <b>highlight theme</b>
<p>Proslavery forces in <b>Kansas</b> created the <b>Lecompton Constitution</b> which said people were not allowed to vote for or against the constitution as a whole, but for the constitution "with slavery" or "without slavery". If the people voted against slavery, the constitution would protect the owners of slaves already in Kansas, so whichever way the people voted slavery would still exist in Kansas.</p>	
<p>An abolitionist, Massachusetts Senator <b>Charles Sumner</b> delivered an infamous speech, "<b>The Crime Against Kansas</b>," in which he condemned supporters of slavery. After he insulted Senator Andrew Butler of South Carolina, <b>Preston S. Brooks</b>, a Representative from South Carolina, approached Sumner and beat him with a cane until it broke. Sumner fell bleeding and unconscious. This is known as the Brooks-Sumner incident.</p>	<p><b>Beliefs/Culture:</b> This attack showed how dangerously unstable the Northern and Southern relations were.</p>
<p>The <b>Panic of 1857</b> was caused by the inflation that resulted from the flow of <b>California gold</b>. The demands of the Crimean War overstimulated the growing of grain while frenzied speculation in land and railroads further ripped the economy. The <b>Tariff of 1857</b> was passed before the crash... due to budget surplus, the bill passed to reduce tariffs, which pleased the South (farmers) but when the panic hit a few months later... some blamed the tariff.</p>	
<p>In the <b>Lincoln-Douglas Debates</b>, Lincoln asked Douglas what would happen if the people of a territory should vote slavery down. Douglas's reply is known as the <b>Freeport Doctrine</b>. Douglas argued no matter how the Supreme Court ruled slavery would stay down if the people voted it down. Laws to protect slavery would have to be passed by the territorial legislature.</p>	
<p>Following the <b>election of 1860</b>, southern states began to secede. Following secession, <b>Jefferson Davis</b> was elected the president of the <b>Confederate States of America</b>. Davis was a member of the U.S. Senate from Mississippi who was skilled in both military and administration. He also suffered from chronic ill health and a frustrated ambition to be a Napoleonic strategist. His attempts at leadership were severely thwarted by a <b>confederation</b>.</p> <p>The <b>states' rights</b> supporters fought both the Union and the federal government. They argued that since the Confederacy had seceded from the Union, the government could not deny the right for Confederate states to secede from it. Confederate President <b>Jefferson Davis</b> believed in a strong central government that defied the popular opinion of the South who, in their eyes, had just seceded from an overly powerful federal government. The supporters of states' rights fought him by refusing to fight outside their states' boundaries or threatening to secede, as the governor of Georgia did.</p>	<p><b>Politics and Power:</b> One reason the North won was because they had a stronger central government (federal gov) instead of a weak confederation of states who resisted taxes and war and some even threatened to secede from the CSA.</p>
<p>The <b>Crittenden amendments (Crittenden Compromise)</b> were designed by Senator Crittenden to appease the South from seceding. Slavery was to be prohibited in the territories north of the 36° 30' but south of that line it was to be given federal protection in all territories existing or "hereafter to be acquired" (like Cuba). Future states could choose whether they did or didn't want slavery. It failed to pass.</p>	

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<p><b>Fort Sumter</b>, located in the already seceded state of South Carolina, was the most important fort in the south that still flew the Union flag following secession...and was run and occupied by Unionists. The soldiers there only had enough provisions to last until April 12, 1861; without supplies they would have to surrender. Lincoln, having promised not to abandon any federal territories sent a Union naval force to "provision" the fort, but the Confederates saw this as an act of aggression against them. That same day, South Carolinian Confederates opened fire on the fort.</p>	
<p>The <b>border states</b> were the only slave states still in the Union: Missouri, Kentucky, Maryland, Delaware, and later West Virginia.* They contained a white population that was more than half that of the entire Confederacy. They also contained control of the Ohio River and many natural resources and agricultural assets. *West Virginia split off of Virginia during the war and was admitted as its own state while the South was "away."</p>	
<p>An example of the South's talented officers, General <b>Robert E. Lee</b> embodied the Southern ideal of chivalric honor and knightly bearing. Although Lincoln had offered him command of the Northern army, Lee sided with the Confederacy when his native state Virginia seceded.</p>	
<p><b>Thomas J. "Stonewall" Jackson</b> was Lee's chief lieutenant for most of the war. Another exceptional Confederate officer, he was a gifted tactical theorist and master of speed and deception. He devised the tactics and strategy that Lee then ordered out.</p>	
<p>During the Civil War, Lincoln suspended the precious privilege of the writ of <b>habeas corpus</b> so that the anti-Unionists could be arrested. Habeas corpus is a right that says that no one may be unnecessarily jailed without a trial and other legal action. By suspending this writ, Lincoln defied a ruling by the Chief Justice that said that its safeguards could be set aside only by authorization by Congress.</p>	
<p>Caused by anger over the Union draft passed by Congress, the <b>New York Draft Riots</b> broke out in 1863 and were led by the underprivileged and anti-black Irish Americans who shouted, "Down with Lincoln!" and "Down with the draft!" The poorer people of the North resented the fact that the wealthy could buy out of the army by paying \$300. For several days the city of New York was at the mercy of a burning, drunken pillaging mob of angry Irishmen wanting revenge.</p>	
<p>Passed almost immediately after the South had seceded, the <b>Morrill Tariff Act</b> (1861) increased tariff rates by about 10 percent. It was designed to raise revenue and protect manufacturers. Later it became identified with the Republican party.</p>	
<p>The Union's <b>National Banking Act (1863)</b> during Abraham Lincoln's presidency established a standard bank-note currency by selling government bonds and paper money to banks that joined the network, eliminated "rag money" (issued by unreliable banks), and was a stimulant for the sale of government bonds.</p>	<p><b>Economic:</b> Lasting for fifty years until the Federal Reserve System took over, it was another step toward a united banking system and a united country, after Jackson's destruction of the Bank of the United States in 1836.</p>

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<p>The Civil War opened opportunities for women to contribute to the war effort as nurses in the fields. <b>Clara Barton</b>, along with <b>Dorothea Dix</b>, superintendent of nurses for the Union army, and the first woman doctor, <b>Elizabeth Blackwell</b> helped by organizing the <b>U.S. Sanitary Commission</b> that set up hospitals, trained nurses and collected medical supplies. Barton's work on the war front not only helped the soldiers but also helped make nursing a respectable profession as well as an employment opportunity for women.</p>	
<p><b>General Winfield Scott's Anaconda Plan</b></p>	
<p><b>Lincoln's 10% Plan</b></p>	
<p><b>Johnson's Plan</b></p>	
<p>Radical Republicans' Plan included the <b>Reconstruction Acts on of 1867</b>. Against a backdrop of vicious and bloody race riots that had erupted in several Southern cities, Congress passed these acts,, drastic legislation divided the South into five military districts, each commanded by a Union general and policed by blue-clad soldiers. The act also temporarily disfranchised tens of thousands of former Confederates.</p>	
<p><b>Black Codes</b></p>	
<p><b>Jim Crow Laws</b></p>	
<p><b>Swing Around the Circle</b></p>	

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<p>Congress in 1867 passed the <b>Tenure of Office Act</b> – as usual, over Johnson's veto. Contrary to precedent, the new law required the president to secure the consent of the Senate before he could remove his appointees once they had been approved by that body. Once purpose was to freeze into the cabinet the secretary of war, Edwin M. Stanton, a holdover from the Lincoln administration.</p> <p>Johnson fired Stanton and then the House impeached Johnson. The Senate failed by only one vote to remove him from office. Although Congress did not remove Johnson from office, his time as President was limited. In 1868, the former Union General <b>Ulysses S. Grant</b> was elected as the new, Republican President. Grant supported radical goals.</p>	
<p><b>The Civil Rights Act (1866)</b> was passed by Republicans in Congress, which gave blacks the privilege of American citizenship and struck at the Black Codes. Although vetoed by Johnson, congressmen got it passed anyway.</p>	
<p>The <b>Fourteenth Amendment</b> (1866) was meant to secure the principles of the Civil Rights Bill into the Constitution. It conferred civil rights, including citizenship, on blacks, reduced proportionately the representation of a state in Congress and Electoral College if it denied blacks the ballot, disqualified from federal and state office former Confederates, and lastly guaranteed the federal debt while repudiating all Confederate debts.</p> <p><i>Section 2. Representatives shall be apportioned among the several States according to their respective numbers, counting the whole number of persons in each State, excluding Indians not taxed. But when the right to vote... is denied to any of the male inhabitants of such State, being twenty-one years of age, and citizens of the United States ... the basis of representation therein shall be reduced in the proportion which the number of such male citizens shall bear to the whole number of male citizens twenty-one years of age in such State."</i></p> <p>The <b>Fifteenth Amendment</b> (1869) secured nationwide black suffrage in the Federal Constitution. Radical Republicans were relieved that unapologetic states readmitted to the Union could not take the ballot away from blacks by changing their constitutions. Nevertheless, blockades, like <b>poll taxes</b>, <b>literacy tests</b>, and the <b>KKK</b>, were still able to prevent many blacks from voting.</p>	<p><b>Politics and Power:</b> The 3/5 Compromise was now void, and southern states would have more seats in the House as all Blacks would now be counted. Republicans worked hard to secure the Black vote in order to prevent Democrats from gaining too much power.</p> <p><b>Beliefs/Culture:</b> African Americans would no longer be defined as chattel... they were now defined as American citizens.</p> <p><b>Identity:</b> women were still left out of American electorate</p>
<p>The <b>1875 Civil Rights Act</b> guaranteed equal access to public places and protected African American rights secured by the Constitution.</p> <p>The <b>Civil Rights Cases</b> were a group of five similar cases consolidated into one issue for the United States Supreme Court to review. The Court held that Congress lacked the constitutional authority under the enforcement provisions of the Fourteenth Amendment to outlaw racial discrimination by private individuals and organizations, rather than state and local governments. More particularly, the Court held that the Civil Rights Act of 1875, which provided that "all persons within the jurisdiction of the United States shall be entitled to the full and equal enjoyment of the accommodations, advantages, facilities, and privileges of inns, public conveyances on land or water, theaters, and other places of public amusement; subject only to the conditions and limitations established by law, and applicable alike to citizens of every race and color, regardless of any previous condition of servitude" was unconstitutional.</p>	

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<p>The Supreme Court had already ruled, in the case <b>Ex parte Milligan</b> (1866), that military tribunals could not try civilians, even during wartime, in areas where the civil courts were open. This resulted in those being tried by the military in states where civil courts were still operating (such as Milligan who was arrested for conspiring to free Confederate soldiers from prisons in the north and then take over northern governments one state at a time having sentences overturned.</p>	
<p>When the federal troops finally left a state, control of its state legislature was quickly returned to the hands of white "<b>Redeemers</b>," or "Home Rule" regimes, which were inevitably Democratic. These Southern whites sought to go back in time and undo Reconstruction.</p>	
<p>The primary political organization for Southern black men was the <b>Union League</b>. The league was originally a pro-Union organization based in the North. Assisted by Northern blacks, freedmen turned the League into a network of political clubs that educated members in their civic duties and campaigned for Republican candidates. The league's mission soon expanded to include building black churches and schools, representing black grievances before local employers and government, and recruiting militias to protect black communities from white retaliation.</p>	
<p>The "<b>Exodusters</b>" were the approximately 25,000 blacks that surged into Kansas from Louisiana, Texas, and Mississippi between the years of 1878 and 1880.</p>	
<p>The <b>scalawags</b> were southerners who supported the Union or Whig party. They were detested by fellow southerners as traitors, even though <i>legally</i> those loyal to the south were treasonous.</p>	
<p>The <b>election of 1876</b> nearly went to the House of Representatives, because no candidate got the needed majority of electoral votes. Although the Democrat, <b>Tilden</b>, only needed one more vote, the special electoral commission gave the electoral votes in three contested states to <b>Hayes</b>, the Republican. In order to prevent filibuster in the House, the <b>Compromise of 1877</b> was crafted. This led to the Republican Hayes becoming president and the South receiving the coveted exodus of the military.</p>	
<p>The <b>carpetbaggers</b> were the <i>supposedly</i> sleazy Northerners who packed all of their worldly goods into a suitcase and went South to gain personal power and profit.</p>	
<p>The "<b>Invisible Empire of the South</b>," also called the <b>Ku Klux Klan</b> (KKK), was the most notable of many secret organizations resenting the rising status of African Americans. This group of night-riding masked terrorists, founded in Tennessee in 1866, went against many abolitionist goals by intimidating and lynching Blacks.</p>	



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Congress passed the harsh <b>Force Acts of 1870 and 1871</b> to undermine the power of the lawless KKK, among other groups. Federal troops were able to stamp out much of the "lash law" by controlling violence and protecting voting blacks.	
<b>Seward's Folly</b> was what ignorant countrymen called the purchase of Alaska for \$7.2 million. The American people were still preoccupied with Reconstruction and other vexations with the economy and anti-expansionism. It was like "Fulton's Folly" because both were mocked at first but eventually proved to be intelligent choices.	
Overspeculation, overbuilding, and overprinting of paper money (Greenbacks) led to the <b>Panic of 1873</b> . This economic depression crippled the economy.	
The <b>Amnesty Act of 1872</b> removed all limitations on former Confederates (except for about 500 top leaders). It was attempt to move on past the hatred and resentment between North and South.	

**That wasn't so bad, was it? 😊**