**APUSH Period 5 Study Guide**

**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.

**Essential Questions/ Vocabulary:**

**Ch. 17: *Manifest Destiny and Its Legacy*, 1841-1848**

How did the U.S. interest in expanding national borders shape the nation’s foreign policy and spur government and private initiatives?

Why *AND* how did the United States seek dominance over the North American continent through a variety of means, including military actions, judicial decisions, and diplomatic efforts?

To what extent did various American groups and individuals initiate, champion, and/or resist the expansion of territory and/or government powers?

How did the American acquisition of land in the West give rise to a contest over the extension of slavery into the western territories as well as a series of attempts at national compromise?

|  |  |  |  |
| --- | --- | --- | --- |
| ***Tell the Story of…*** | | | |
| **- Tariff of 1842**  **- *Caroline***  **- *Creole***  **- Aroostook War** | **- Manifest Destiny**  **- “Fifty-four forty or**  **fight”**  **- Liberty Party** | **- Walker Tariff**  **- Spot Resolutions**  **- California Bear Flag**  **Republic**  **- Buena Vista** | **- Treaty of Guadalupe**  **Hidalgo**  **- Conscience Whigs**  **- Wilmot Proviso** |

**Ch. 16: *The South and the Slavery Controversy*, 1793-1860**

How did many white Americans in the South assert their regional identity through pride in the institution of slavery and insist that the federal government should defend the institution?

Discuss how the U.S. and many state governments continued to restrict African Americans’ citizenship possibilities?

To what extent did enslaved and free African Americans create communities and strategies to protect their dignity and their family structures?

How did some enslaved and free African Americans launch abolitionist and reform movements aimed at changing their status?

|  |  |  |  |
| --- | --- | --- | --- |
| ***Tell the Story of…*** | | | |
| **- West Africa Squadron**  **- Breakers**  **- Black Belt**  **- Responsorial** | **- Nat Turner’s Rebellion**  **- *Amistad***  **- American Colonization Society**  **- Liberia** | **- The Liberator**  **- American Anti-Slavery Society**  **- Appeal to the Colored Citizens of the World**  **- Narrative of the Life of Frederick Douglass** | **- Mason-Dixon Line**  **- Gag Resolution**  **- North vs. South beliefs** |