

## PERIOD 1: 1491–1607

**On a North American continent controlled by American Indians, contact among the peoples of Europe, the Americas, and West Africa created a new world.**

**Key Concept 1.1:** Before the arrival of Europeans, native populations in North America developed a wide variety of social, political, and economic structures based in part on interactions with the environment and each other.

- I. As settlers migrated and settled across the vast expanse of North America over time, they developed quite different and increasingly complex societies by adapting to and transforming their diverse environments.  
**(PEO-1) (ENV-1) (ENV-2)**

- A. The spread of maize cultivation from present-day Mexico northward into the American Southwest and beyond supported economic development and social diversification among societies in these areas; a mix of foraging and hunting did the same for societies in the Northwest and areas of California.

*Teachers have flexibility to use examples such as the following:*

- Pueblo, Chinook

- B. Societies responded to the lack of natural resources in the Great Basin and the western Great Plains by developing largely mobile lifestyles.

- C. In the Northeast and along the Atlantic Seaboard, some societies developed a mixed agricultural and hunter–gatherer economy that favored the development of permanent villages.

- Iroquois, Algonquian

**Key Concept 1.2:** European overseas expansion resulted in the Columbian Exchange, a series of interactions and adaptations among societies across the Atlantic.

- I. The arrival of Europeans in the Western Hemisphere in the 15th and 16th centuries triggered extensive demographic and social changes on both sides of the Atlantic. **(PEO-4) (PEO-5) (ENV-1) (WXT-1) (WXT-4) (WOR-1)**
- A. Spanish and Portuguese exploration and conquest of the Americas led to widespread deadly epidemics, the emergence of racially mixed populations, and a caste system defined by an intermixture among Spanish settlers, Africans, and Native Americans.

*Teachers have flexibility to use examples such as the following:*

- smallpox, Mestizo, Zambo

- B. Spanish and Portuguese traders reached West Africa and partnered with some African groups to exploit local resources and recruit slave labor for the Americas.
- C. The introduction of new crops and livestock by the Spanish had far-reaching effects on native settlement patterns as well as on economic, social, and political development in the Western Hemisphere.

- horses, cows

- D. In the economies of the Spanish colonies, Indian labor, used in the *encomienda* system to support plantation-based agriculture and extract precious metals and other resources, was gradually replaced by African slavery.

- sugar, silver

II. European expansion into the Western Hemisphere caused intense social/religious, political, and economic competition in Europe and the promotion of empire building. **(ENV-1) (ENV-4) (WXT-1) (WOR-1) (POL-1)**

A. European exploration and conquest were fueled by a desire for new sources of wealth, increased power and status, and converts to Christianity.

B. New crops from the Americas stimulated European population growth, while new sources of mineral wealth facilitated the European shift from feudalism to capitalism.

*Teachers have flexibility to use examples such as the following:*

- corn, potatoes

C. Improvements in technology and more organized methods for conducting international trade helped drive changes to economies in Europe and the Americas.

- sextant, joint-stock companies

**Key Concept 1.3:** Contacts among American Indians, Africans, and Europeans challenged the worldviews of each group.

I. European overseas expansion and sustained contacts with Africans and American Indians dramatically altered European views of social, political, and economic relationships among and between white and nonwhite peoples. **(CUL-1)**

A. With little experience dealing with people who were different from themselves, Spanish and Portuguese explorers poorly understood the native peoples they encountered in the Americas, leading to debates over how American Indians should be treated and how “civilized” these groups were compared to European standards.

- Juan de Sepúlveda, Bartolomé de Las Casas

- B. Many Europeans developed a belief in white superiority to justify their subjugation of Africans and American Indians, using several different rationales.
- II. Native peoples and Africans in the Americas strove to maintain their political and cultural autonomy in the face of European challenges to their independence and core beliefs. **(ID-4) (POL-1) (CUL-1) (ENV-2)**
- A. European attempts to change American Indian beliefs and worldviews on basic social issues such as religion, gender roles and the family, and the relationship of people with the natural environment led to American Indian resistance and conflict.

*Teachers have flexibility to use examples such as the following:*

- Spanish mission system, Pueblo, Juan de Oñate

- B. In spite of slavery, Africans' cultural and linguistic adaptations to the Western Hemisphere resulted in varying degrees of cultural preservation and autonomy.

- maroon communities in Brazil and the Caribbean, mixing of Christianity and traditional African religions

## PERIOD 2: 1607–1754

**Europeans and American Indians maneuvered and fought for dominance, control, and security in North America, and distinctive colonial and native societies emerged.**

**Key Concept 2.1:** Differences in imperial goals, cultures, and the North American environments that different empires confronted led Europeans to develop diverse patterns of colonization.

- I. Seventeenth-century Spanish, French, Dutch, and British colonizers embraced different social and economic goals, cultural assumptions, and folkways, resulting in varied models of colonization. **(WXT-2) (PEO-1) (WOR-1) (ENV-4)**
  - A. Spain sought to establish tight control over the process of colonization in the Western Hemisphere and to convert and/or exploit the native population.
  - B. French and Dutch colonial efforts involved relatively few Europeans and used trade alliances and intermarriage with American Indians to acquire furs and other products for export to Europe.
  - C. Unlike their European competitors, the English eventually sought to establish colonies based on agriculture, sending relatively large numbers of men and women to acquire land and populate their settlements, while having relatively hostile relationships with American Indians.
- II. The British–American system of slavery developed out of the economic, demographic, and geographic characteristics of the British-controlled regions of the New World. **(WOR-1) (WXT-4) (ID-4) (POL-1) (CUL-1)**
  - A. Unlike Spanish, French, and Dutch colonies, which accepted intermarriage and cross-racial sexual unions with native peoples (and, in Spain’s case, with enslaved Africans), English colonies attracted both males and females who rarely intermarried with either native peoples or Africans, leading to the development of a rigid racial hierarchy.

- B. The abundance of land, a shortage of indentured servants, the lack of an effective means to enslave native peoples, and the growing European demand for colonial goods led to the emergence of the Atlantic slave trade.
- C. Reinforced by a strong belief in British racial and cultural superiority, the British system enslaved black people in perpetuity, altered African gender and kinship relationships in the colonies, and was one factor that led the British colonists into violent confrontations with native peoples.
- D. Africans developed both overt and covert means to resist the dehumanizing aspects of slavery.

*Teachers have flexibility to use examples such as the following:*

- rebellion, sabotage, escape

- III. Along with other factors, environmental and geographical variations, including climate and natural resources, contributed to regional differences in what would become the British colonies. **(WXT-2) (WXT-4) (ENV-2) (ID-5) (PEO-5) (CUL-4)**
  - A. The New England colonies, founded primarily by Puritans seeking to establish a community of like-minded religious believers, developed a close-knit, homogeneous society and — aided by favorable environmental conditions — a thriving mixed economy of agriculture and commerce.
  - B. The demographically, religiously, and ethnically diverse middle colonies supported a flourishing export economy based on cereal crops, while the Chesapeake colonies and North Carolina relied on the cultivation of tobacco, a labor-intensive product based on white indentured servants and African chattel.

- C. The colonies along the southernmost Atlantic coast and the British islands in the West Indies took advantage of long growing seasons by using slave labor to develop economies based on staple crops; in some cases, enslaved Africans constituted the majority of the population.

- the Carolinas (rice), Barbados (sugar)

**Key Concept 2.2:** European colonization efforts in North America stimulated intercultural contact and intensified conflict between the various groups of colonizers and native peoples.

- I. Competition over resources between European rivals led to conflict within and between North American colonial possessions and American Indians.

**(WXT-1) (PEO-1) (WOR-1) (POL-1) (ENV-1)**

- A. Conflicts in Europe spread to North America, as French, Dutch, British, and Spanish colonies allied, traded with, and armed American Indian groups, leading to continuing political instability.

*Teachers have flexibility to use examples such as the following:*

- Beaver Wars, Chickasaw Wars

- B. As European nations competed in North America, their colonies focused on gaining new sources of labor and on producing and acquiring commodities that were valued in Europe.

- furs, tobacco

- C. The goals and interests of European leaders at times diverged from those of colonial citizens, leading to growing mistrust on both sides of the Atlantic, as settlers, especially in the English colonies, expressed dissatisfaction over territorial settlements, frontier defense, and other issues.

- Wool Act, Molasses Act, widespread smuggling in Spanish and English colonies

- II. Clashes between European and American Indian social and economic values caused changes in both cultures. **(ID-4) (WXT-1) (PEO-4) (PEO-5) (POL-1) (CUL-1)**
- A. Continuing contact with Europeans increased the flow of trade goods and diseases into and out of native communities, stimulating cultural and demographic changes.
- Teachers have flexibility to use examples such as the following:*

  - Catawba nation, population collapse and dispersal of Huron Confederacy, religious conversion among Wampanoag in New England leading to the outbreak of King Philip's War
- B. Spanish colonizing efforts in North America, particularly after the Pueblo Revolt, saw an accommodation with some aspects of American Indian culture; by contrast, conflict with American Indians tended to reinforce English colonists' worldviews on land and gender roles.
- praying towns, clothing
- C. By supplying American Indian allies with deadlier weapons and alcohol and by rewarding Indian military actions, Europeans helped increase the intensity and destructiveness of American Indian warfare.

**Key Concept 2.3:** The increasing political, economic, and cultural exchanges within the “Atlantic World” had a profound impact on the development of colonial societies in North America.

- I. “Atlantic World” commercial, religious, philosophical, and political interactions among Europeans, Africans, and American native peoples stimulated economic growth, expanded social networks, and reshaped labor systems. **(WXT-1) (WXT-4) (WOR-1) (WOR-2) (CUL-4)**
- A. The growth of an Atlantic economy throughout the 18th century created a shared labor market and a wide exchange of New World and European goods, as seen in the African slave trade and the shipment of products from the Americas.



- B. Several factors promoted Anglicization in the British colonies: the growth of autonomous political communities based on English models, the development of commercial ties and legal structures, the emergence of a trans-Atlantic print culture, Protestant evangelism, religious toleration, and the spread of European Enlightenment ideas.

*Teachers have flexibility to use examples such as the following:*

- Maryland Toleration Act of 1649, founding of Pennsylvania, John Locke

- C. The presence of slavery and the impact of colonial wars stimulated the growth of ideas on race in this Atlantic system, leading to the emergence of racial stereotyping and the development of strict racial categories among British colonists, which contrasted with Spanish and French acceptance of racial gradations.

- *Casta* system, mulatto, Métis

- II. Britain's desire to maintain a viable North American empire in the face of growing internal challenges and external competition inspired efforts to strengthen its imperial control, stimulating increasing resistance from colonists who had grown accustomed to a large measure of autonomy.

**(WOR-1) (WOR-2) (ID-1) (CUL-4)**

- A. As regional distinctiveness among the British colonies diminished over time, they developed largely similar patterns of culture, laws, institutions, and governance within the context of the British imperial system.
- B. Late 17th-century efforts to integrate Britain's colonies into a coherent, hierarchical imperial structure and pursue mercantilist economic aims met with scant success due largely to varied forms of colonial resistance and conflicts with American Indian groups, and were followed by nearly a half-century of the British government's relative indifference to colonial governance.

- dominion of New England, Navigation Acts

- C. Resistance to imperial control in the British colonies drew on colonial experiences of self-government, evolving local ideas of liberty, the political thought of the Enlightenment, greater religious independence and diversity, and an ideology critical of perceived corruption in the imperial system.

- Great Awakening, republicanism

## PERIOD 3: 1754–1800

**British imperial attempts to reassert control over its colonies and the colonial reaction to these attempts produced a new American republic, along with struggles over the new nation's social, political, and economic identity.**

**Key Concept 3.1:** Britain's victory over France in the imperial struggle for North America led to new conflicts among the British government, the North American colonists, and American Indians, culminating in the creation of a new nation, the United States.

- I. Throughout the second half of the 18th century, various American Indian groups repeatedly evaluated and adjusted their alliances with Europeans, other tribes, and the new U.S. government. **(ID-4) (POL-1) (ENV-2) (ENV-4) (CUL-1)**
  - A. English population growth and expansion into the interior disrupted existing French–Indian fur trade networks and caused various Indian nations to shift alliances among competing European powers.
  - B. After the British defeat of the French, white–Indian conflicts continued to erupt as native groups sought both to continue trading with Europeans and to resist the encroachment of British colonists on traditional tribal lands.

*Teachers have flexibility to use examples such as the following:*

- Pontiac's Rebellion, Proclamation of 1763

- C. During and after the colonial war for independence, various tribes attempted to forge advantageous political alliances with one another and with European powers to protect their interests, limit migration of white settlers, and maintain their tribal lands.

- Iroquois Confederation, Chief Little Turtle and the Western Confederacy

II. During and after the imperial struggles of the mid-18th century, new pressures began to unite the British colonies against perceived and real constraints on their economic activities and political rights, sparking a colonial independence movement and war with Britain. **(ID-1) (WXT-1) (POL-1) (WOR-1) (CUL-2) (CUL-4)**

- A. Great Britain's massive debt from the Seven Years' War resulted in renewed efforts to consolidate imperial control over North American markets, taxes, and political institutions — actions that were supported by some colonists but resisted by others.

*Teachers have flexibility to use examples such as the following:*

- Stamp Act, Committees of Correspondence, Intolerable Acts

- B. The resulting independence movement was fueled by established colonial elites, as well as by grassroots movements that included newly mobilized laborers, artisans, and women, and rested on arguments over the rights of British subjects, the rights of the individual, and the ideas of the Enlightenment.

- Sons of Liberty, Mercy Otis Warren, *Letters from a Farmer in Pennsylvania*

- C. Despite considerable loyalist opposition, as well as Great Britain's apparently overwhelming military and financial advantages, the patriot cause succeeded because of the colonists' greater familiarity with the land, their resilient military and political leadership, their ideological commitment, and their support from European allies.

III. In response to domestic and international tensions, the new United States debated and formulated foreign policy initiatives and asserted an international presence. **(WOR-5) (POL-2)**

- A. The continued presence of European powers in North America challenged the United States to find ways to safeguard its borders, maintain neutral trading rights, and promote its economic interests.

- B. The French Revolution's spread throughout Europe and beyond helped fuel Americans' debate not only about the nature of the United States' domestic order but also about its proper role in the world.
- C. Although George Washington's Farewell Address warned about the dangers of divisive political parties and permanent foreign alliances, European conflict and tensions with Britain and France fueled increasingly bitter partisan debates throughout the 1790s.

**Key Concept 3.2:** In the late 18th century, new experiments with democratic ideas and republican forms of government, as well as other new religious, economic, and cultural ideas, challenged traditional imperial systems across the Atlantic World.

- I. During the 18th century, new ideas about politics and society led to debates about religion and governance and ultimately inspired experiments with new governmental structures. **(ID-1) (POL-5) (WOR-2) (CUL-4)**
  - A. Protestant evangelical religious fervor strengthened many British colonists' understandings of themselves as a chosen people blessed with liberty, while Enlightenment philosophers and ideas inspired many American political thinkers to emphasize individual talent over hereditary privilege.

*Teachers have flexibility to use examples such as the following:*

- John Locke, Jean-Jacques Rousseau, Adam Smith

- B. The colonists' belief in the superiority of republican self-government based on the natural rights of the people found its clearest American expression in Thomas Paine's *Common Sense* and in the Declaration of Independence.
- C. Many new state constitutions and the national Articles of Confederation, reflecting republican fears of both centralized power and excessive popular influence, placed power in the hands of the legislative branch and maintained property qualifications for voting and citizenship.

II. After experiencing the limitations of the Articles of Confederation, American political leaders wrote a new Constitution based on the principles of federalism and separation of powers, crafted a Bill of Rights, and continued their debates about the proper balance between liberty and order. **(WXT-6) (POL-5) (WOR-5)**

- A. Difficulties over trade, finances, and interstate and foreign relations, as well as internal unrest, led to calls for significant revisions to the Articles of Confederation and a stronger central government.

*Teachers have flexibility to use examples such as the following:*

- tariff and currency disputes, Spanish restrictions on navigation of the Mississippi River

- B. Delegates from the states worked through a series of compromises to form a Constitution for a new national government while providing limits on federal power.

- C. Calls during the ratification process for greater guarantees of rights resulted in the addition of a Bill of Rights shortly after the Constitution was adopted.

- D. As the first national administrations began to govern under the Constitution, continued debates about such issues as the relationship between the national government and the states, economic policy, and the conduct of foreign affairs led to the creation of political parties.

- Kentucky and Virginia Resolutions, Hamilton's Financial Plan, Proclamation of Neutrality

III. While the new governments continued to limit rights to some groups, ideas promoting self-government and personal liberty reverberated around the world. **(ID-4) (WOR-2) (POL-5) (CUL-2)**

A. During and after the American Revolution, an increased awareness of the inequalities in society motivated some individuals and groups to call for the abolition of slavery and greater political democracy in the new state and national governments.

- Abigail Adams, Pennsylvania Gradual Emancipation Law

B. The constitutional framers postponed a solution to the problems of slavery and the slave trade, setting the stage for recurring conflicts over these issues in later years.

C. The American Revolution and the ideals set forth in the Declaration of Independence had reverberations in France, Haiti, and Latin America, inspiring future rebellions.

**Key Concept 3.3:** Migration within North America, cooperative interaction, and competition for resources raised questions about boundaries and policies, intensified conflicts among peoples and nations, and led to contests over the creation of a multiethnic, multiracial national identity.

I. As migrants streamed westward from the British colonies along the Atlantic seaboard, interactions among different groups that would continue under an independent United States resulted in competition for resources, shifting alliances, and cultural blending. **(ID-5) (ID-6) (PEO-5) (POL-1) (WOR-1) (WOR-5)**

A. The French withdrawal from North America and the subsequent attempt of various native groups to reassert their power over the interior of the continent resulted in new white–Indian conflicts along the western borders of British and, later, the U.S. colonial settlement and among settlers looking to assert more power in interior regions.

*Teachers have flexibility to use examples such as the following:*

- march of the Paxton Boys, Battle of Fallen Timbers

- B. Migrants from within North America and around the world continued to launch new settlements in the West, creating new distinctive backcountry cultures and fueling social and ethnic tensions.

- Scots-Irish; Shays' Rebellion, frontier vs. tidewater Virginia

- C. The Spanish, supported by the bonded labor of the local Indians, expanded their mission settlements into California, providing opportunities for social mobility among enterprising soldiers and settlers that led to new cultural blending.

- *corridos*, architecture of Spanish missions, *vaqueros*

- II. The policies of the United States that encouraged western migration and the orderly incorporation of new territories into the nation both extended republican institutions and intensified conflicts among American Indians and Europeans in the trans-Appalachian West. **(POL-1) (PEO-4) (WOR-5)**

- A. As settlers moved westward during the 1780s, Congress enacted the Northwest Ordinance for admitting new states and sought to promote public education, the protection of private property, and the restriction of slavery in the Northwest Territory.
- B. The Constitution's failure to precisely define the relationship between American Indian tribes and the national government led to problems regarding treaties and Indian legal claims relating to the seizure of Indian lands.
- C. As western settlers sought free navigation of the Mississippi River, the United States forged diplomatic initiatives to manage the conflict with Spain and to deal with the continued British presence on the American continent.

*Teachers have flexibility to use examples such as the following:*

- Jay's Treaty, Pinckney's Treaty



- III. New voices for national identity challenged tendencies to cling to regional identities, contributing to the emergence of distinctly American cultural expressions. **(ID-5) (WXT-2) (WXT-4) (POL-2) (CUL-2) (ENV-3)**
- A. As national political institutions developed in the new United States, varying regionally based positions on economic, political, social, and foreign policy issues promoted the development of political parties.
  - B. The expansion of slavery in the lower South and adjacent western lands, and its gradual disappearance elsewhere, began to create distinctive regional attitudes toward the institution.
  - C. Enlightenment ideas and women's experiences in the movement for independence promoted an ideal of "republican motherhood," which called on white women to maintain and teach republican values within the family and granted women a new importance in American political culture.

## PERIOD 4: 1800–1848

**The new republic struggled to define and extend democratic ideals in the face of rapid economic, territorial, and demographic changes.**

**Key Concept 4.1:** The United States developed the world's first modern mass democracy and celebrated a new national culture, while Americans sought to define the nation's democratic ideals and to reform its institutions to match them.

- I. The nation's transformation to a more participatory democracy was accompanied by continued debates over federal power, the relationship between the federal government and the states, the authority of different branches of the federal government, and the rights and responsibilities of individual citizens. **(POL-2) (POL-5) (POL-6) (ID-5)**
  - A. As various constituencies and interest groups coalesced and defined their agendas, various political parties, most significantly the Federalists and Democratic-Republicans in the 1790s and the Democrats and Whigs in the 1830s, were created or transformed to reflect and/or promote those agendas.
  - B. Supreme Court decisions sought to assert federal power over state laws and the primacy of the judiciary in determining the meaning of the Constitution.

*Teachers have flexibility to use examples such as the following:*

- *McCulloch v. Maryland, Worcester v. Georgia*

- C. With the acceleration of a national and international market economy, Americans debated the scope of government's role in the economy, while diverging economic systems meant that regional political and economic loyalties often continued to overshadow national concerns.

- New England opposition to the Embargo Act, debates over the tariff and internal improvements

- D. Many white Americans in the South asserted their regional identity through pride in the institution of slavery, insisting that the federal government should defend that institution.
- II. Concurrent with an increasing international exchange of goods and ideas, larger numbers of Americans began struggling with how to match democratic political ideals to political institutions and social realities.  
**(CUL-2) (POL-3) (POL-6) (WOR-2)**

- A. The Second Great Awakening, liberal social ideas from abroad, and Romantic beliefs in human perfectibility fostered the rise of voluntary organizations to promote religious and secular reforms, including abolition and women's rights.

*Teachers have flexibility to use examples such as the following:*

- Charles G. Finney, Seneca Falls convention, Utopian communities

- B. Despite the outlawing of the international slave trade, the rise in the number of free African Americans in both the North and the South, and widespread discussion of various emancipation plans, the United States and many state governments continued to restrict African Americans' citizenship possibilities.

- American Colonization Society, Frederick Douglass

- C. Resistance to initiatives for democracy and inclusion included proslavery arguments, rising xenophobia, antiblack sentiments in political and popular culture, and restrictive anti-Indian policies.

- III. While Americans celebrated their nation's progress toward a unified new national culture that blended Old World forms with New World ideas, various groups of the nation's inhabitants developed distinctive cultures of their own. **(ID-1) (ID-2) (ID-5) (CUL-2) (CUL-5)**

- A. A new national culture emerged, with various Americans creating art, architecture, and literature that combined European forms with local and regional cultural sensibilities.

- the Hudson River School, John James Audubon

- B. Various groups of American Indians, women, and religious followers developed cultures reflecting their interests and experiences, as did regional groups and an emerging urban middle class.
- C. Enslaved and free African Americans, isolated at the bottom of the social hierarchy, created communities and strategies to protect their dignity and their family structures, even as some launched abolitionist and reform movements aimed at changing their status.

*Teachers have flexibility to use examples such as the following:*

- Richard Allen, David Walker, slave music

**Key Concept 4.2:** Developments in technology, agriculture, and commerce precipitated profound changes in U.S. settlement patterns, regional identities, gender and family relations, political power, and distribution of consumer goods.

- I. A global market and communications revolution, influencing and influenced by technological innovations, led to dramatic shifts in the nature of agriculture and manufacturing. **(WXT-2) (WXT-5)**
  - A. Innovations including textile machinery, steam engines, interchangeable parts, canals, railroads, and the telegraph, as well as agricultural inventions, both extended markets and brought efficiency to production for those markets.
- B. Increasing numbers of Americans, especially women in factories and low-skilled male workers, no longer relied on semisubsistence agriculture but made their livelihoods producing goods for distant markets, even as some urban entrepreneurs went into finance rather than manufacturing.

- steel plow, mechanical reaper, Samuel Slater

- Lowell system, Baldwin Locomotive Works, anthracite coal mining

- II. Regional economic specialization, especially the demands of cultivating southern cotton, shaped settlement patterns and the national and international economy. **(PEO-2) (PEO-3) (WXT-2) (WXT-5) (WXT-6)**
- A. Southern cotton furnished the raw material for manufacturing in the Northeast, while the growth in cotton production and trade promoted the development of national economic ties, shaped the international economy, and fueled the internal slave trade.
  - B. Despite some governmental and private efforts to create a unified national economy, most notably the American System, the shift to market production linked the North and the Midwest more closely than either was linked to the South.
  - C. Efforts to exploit the nation's natural resources led to government efforts to promote free and forced migration of various American peoples across the continent as well as to competing ideas about defining and managing labor systems, geographical boundaries, and natural resources.
- III. The economic changes caused by the market revolution had significant effects on migration patterns, gender and family relations, and the distribution of political power. **(WXT-2) (WXT-7) (PEO-2) (PEO-3) (ID-5) (ID-6)**
- A. With the opening of canals and new roads into the western territories, native-born white citizens relocated westward, relying on new community systems to replace their old family and local relationships.
  - B. Migrants from Europe increased the population in the East and the Midwest, forging strong bonds of interdependence between the Northeast and the Old Northwest.
  - C. The South remained politically, culturally, and ideologically distinct from the other sections while continuing to rely on its exports to Europe for economic growth.

- D. The market revolution helped to widen a gap between rich and poor, shaped emerging middle and working classes, and caused an increasing separation between home and workplace, which led to dramatic transformations in gender and in family roles and expectations.

*Teachers have flexibility to use examples such as the following:*

- cult of domesticity, Lydia Maria Child, early labor unions

- E. Regional interests continued to trump national concerns as the basis for many political leaders' positions on economic issues including slavery, the national bank, tariffs, and internal improvements.

**Key Concept 4.3:** U.S. interest in increasing foreign trade, expanding its national borders, and isolating itself from European conflicts shaped the nation's foreign policy and spurred government and private initiatives.

- I. Struggling to create an independent global presence, U.S. policymakers sought to dominate the North American continent and to promote its foreign trade. **(WOR-5) (WOR-6)**
- A. Following the Louisiana Purchase, the drive to acquire, survey, and open up new lands and markets led Americans into numerous economic, diplomatic, and military initiatives in the Western Hemisphere and Asia.

*Teachers have flexibility to use examples such as the following:*

- negotiating the Oregon border, annexing Texas, trading with China

- B. The United States sought dominance over the North American continent through a variety of means, including military actions, judicial decisions, and diplomatic efforts.

- Monroe Doctrine, Webster-Ashburton Treaty

II. Various American groups and individuals initiated, championed, and/or resisted the expansion of territory and/or government powers. **(WOR-6) (POL-6)**

- A. With expanding borders came public debates about whether to expand and how to define and use the new territories.

- designating slave/nonslave areas, defining territories for American Indians

- B. Federal government attempts to assert authority over the states brought resistance from state governments in the North and the South at different times.

- Hartford Convention, nullification crisis

- C. Whites living on the frontier tended to champion expansion efforts, while resistance by American Indians led to a sequence of wars and federal efforts to control American Indian populations.

*Teachers have flexibility to use examples such as the following:*

- War Hawks, Indian Removal Act, Seminole Wars

III. The American acquisition of lands in the West gave rise to a contest over the extension of slavery into the western territories as well as a series of attempts at national compromise. **(ENV-3) (POL-6)**

- A. The 1820 Missouri Compromise created a truce over the issue of slavery that gradually broke down as confrontations over slavery became increasingly bitter.
- B. As overcultivation depleted arable land in the Southeast, slaveholders relocated their agricultural enterprises to the new Southwest, increasing sectional tensions over the institution of slavery and sparking a broadscale debate about how to set national goals, priorities, and strategies.

## PERIOD 5: 1844–1877

**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.

- I. Enthusiasm for U.S. territorial expansion, fueled by economic and national security interests and supported by claims of U.S. racial and cultural superiority, resulted in war, the opening of new markets, acquisition of new territory, and increased ideological conflicts. **(ID-2) (WXT-2) (WOR-5) (WOR-6) (ENV-3) (ENV-4)**
  - A. The idea of Manifest Destiny, which asserted U.S. power in the Western Hemisphere and supported U.S. expansion westward, was built on a belief in white racial superiority and a sense of American cultural superiority, and helped to shape the era's political debates.
  - B. The acquisition of new territory in the West and the U.S. victory in the Mexican-American War were accompanied by a heated controversy over allowing or forbidding slavery in newly acquired territories.
  - C. The desire for access to western resources led to the environmental transformation of the region, new economic activities, and increased settlement in areas forcibly taken from American Indians.
  - D. U.S. interest in expanding trade led to economic, diplomatic, and cultural initiatives westward to Asia.

*Teachers have flexibility to use examples such as the following:*

- clipper ships, Commodore Matthew Perry's expedition to Japan, missionaries



- II. Westward expansion, migration to and within the United States, and the end of slavery 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.  
**(ID-6) (WXT-6) (PEO-2) (PEO-5) (PEO-6) (POL-6)**

- A. Substantial numbers of new international migrants — who often lived in ethnic communities and retained their religion, language, and customs — entered the country prior to the Civil War, giving rise to a major, often violent nativist movement that was strongly anti-Catholic and aimed at limiting immigrants’ cultural influence and political and economic power.

*Teachers have flexibility to use examples such as the following:*

- parochial schools, Know-Nothings

- B. Asian, African American, and white peoples sought new economic opportunities or religious refuge in the West, efforts that were boosted during and after the Civil War with the passage of new legislation promoting national economic development.

- Mormons, the gold rush, the Homestead Act

- C. As the territorial boundaries of the United States expanded and the migrant population increased, U.S. government interaction and conflict with Hispanics and American Indians increased, altering these groups’ cultures and ways of life and raising questions about their status and legal rights.

- Mariano Vallejo, Sand Creek Massacre, Little Big Horn

**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. The institution of slavery and its attendant ideological debates, along with regional economic and demographic changes, territorial expansion in the 1840s and 1850s, and cultural differences between the North and the South, all intensified sectionalism. **(ID-5) (POL-3) (POL-5) (POL-6) (CUL-2) (CUL-6)**
  - A. The North's expanding economy and its increasing reliance on a free-labor manufacturing economy contrasted with the South's dependence on an economic system characterized by slave-based agriculture and slow population growth.
  - B. Abolitionists, although a minority in the North, mounted a highly visible campaign against slavery, adopting strategies of resistance ranging from fierce arguments against the institution and assistance in helping slaves escape to willingness to use violence to achieve their goals.
  - C. States' rights, nullification, and racist stereotyping provided the foundation for the Southern defense of slavery as a positive good.

*Teachers have flexibility to use examples such as the following:*

- John C. Calhoun, minstrel shows

- II. Repeated attempts at political compromise failed to calm tensions over slavery and often made sectional tensions worse, breaking down the trust between sectional leaders and culminating in the bitter election of 1860, followed by the secession of southern states. **(POL-2) (POL-6) (PEO-5) (ID-5)**
  - A. National leaders made a variety of proposals 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 sectional conflict.

- B. 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 and the Midwest.
- C. Lincoln's election on a free soil platform in the election of 1860 led various Southern leaders to conclude that their states must secede from the Union, precipitating 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.

- I. The North's greater manpower and industrial resources, its leadership, and the decision for emancipation eventually led to the Union military victory over the Confederacy in the devastating Civil War. **(POL-5) (CUL-2) (ENV-3)**
  - 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's decision to issue the Emancipation Proclamation changed the purpose of the war, enabling many African Americans to fight in the Union Army and helping prevent the Confederacy from gaining full diplomatic support from European powers.
  - C. Although Confederate leadership showed initiative and daring early in the war, the Union ultimately succeeded due to improved military leadership, more effective strategies, key victories, greater resources, and the wartime destruction of the South's environment and infrastructure.

*Teachers have flexibility to use examples such as the following:*

- Gettysburg, March to the Sea

II. The Civil War and Reconstruction altered power relationships between the states and the federal government and among the executive, legislative, and judicial branches, ending slavery and the notion of a divisible union but leaving unresolved questions of relative power and largely unchanged social and economic patterns. **(POL-5) (POL-6) (ID-5)**

- A. The 13th Amendment abolished slavery, bringing about the war's most dramatic social and economic change, but the exploitative and soil-intensive sharecropping system endured for several generations.
- B. Efforts by radical and moderate Republicans to reconstruct the defeated South changed the balance of power between Congress and the presidency and yielded some short-term successes, reuniting the union, opening up political opportunities and other leadership roles to former slaves, and temporarily rearranging the relationships between white and black people in the South.

*Teachers have flexibility to use examples such as the following:*

- Hiram Revels, Blanche K. Bruce, Robert Smalls

- C. Radical Republicans' efforts to change southern racial attitudes and culture and establish a base for their party in the South ultimately failed due both to determined southern resistance and to the North's waning resolve.

III. The constitutional changes of the Reconstruction period embodied a Northern idea of American identity and national purpose and led to conflicts over new definitions of citizenship, particularly regarding the rights of African Americans, women, and other minorities. **(ID-2) (POL-6)**

- A. Although citizenship, equal protection of the laws, and voting rights were granted to African Americans in the 14th and 15th Amendments, these rights were progressively stripped away through segregation, violence, Supreme Court decisions, and local political tactics.

- B. The women's rights movement was both emboldened and divided over the 14th and 15th Amendments to the Constitution.
- C. The Civil War Amendments established judicial principles that were stalled for many decades but eventually became the basis for court decisions upholding civil rights.