**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.

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| **Sub Concept 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. |
| **Topics** | **Notes** |
| A) The desire for access to natural and mineral resources and the hope of many settlers for economic opportunities orreligious refuge led to anincreased migration to andsettlement in the West. |  |
| B) Advocates of annexingwestern lands argued thatManifest Destiny and thesuperiority of Americaninstitutions compelled theUnited States to expand its borders westward to the Pacific Ocean. |  |
| C) The U.S. added largeterritories 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 wasboosted during and after theCivil War by the passage ofnew legislation promotingWestern transportation andeconomic development. |  |
| E) U.S. interest in expandingtrade led to economic,diplomatic, and culturalinitiatives to create more ties with Asia. |  |
| **Related Thematic Learning Objectives (Focus of Exam Questions)** | **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 hasaffected American life.**GEO-1.0:** Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for anddebates 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 influencedpolitical, 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.

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| **Sub Concept II:** In the 1840s and 1850s, Americans continued to debate questions about rights and citizenship for various groups of  U.S. inhabitants. |
| **Topics** | **Notes** |
| A) Substantial numbers ofinternational migrantscontinued to arrive in the United States from Europe and Asia, mainly from Ireland and Germany, often settling in ethnic communities where theycould preserve elements oftheir languages and customs. |  |
| B) A strongly anti-Catholicnativist 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. |  |
| **Related Thematic Learning Objectives (Focus of Exam Questions)** | **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 effectson 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.

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| **Sub Concept I:** Ideological and economic differences over slavery produced an array of diverging responses from Americans in the  North and the South. |
| **Topics** | **Notes** |
| A.) The North’s expandingmanufacturing 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 thatportrayed the expansion of slavery as incompatible with free labor. |  |
| B) African American andwhite abolitionists, although a minority in the North, mounted a highly visible campaign against slavery, presenting moral arguments against the institution, assisting slaves’ escapes, andsometimes expressing awillingness to use violence to achieve their goals. |  |
| C) Defenders of slavery based their arguments on racial doctrines, the view thatslavery was a positive social good, and the belief that slavery and states’ rights were protected by the Constitution. |  |
| **Related Thematic Learning Objectives (Focus of Exam Questions)** | **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’ livesand 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.

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| **Sub Concept 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. |
| **Topics** | **Notes** |
| A.) Both the Union and theConfederacy mobilized theireconomies and societies to wage the war even while facing considerable home front opposition. |  |
| B) Lincoln and most Unionsupporters began the CivilWar to preserve the Union,but Lincoln’s decision toissue the EmancipationProclamation reframed thepurpose of the war and helpedprevent the Confederacy from gaining full diplomatic support from Europeanpowers. Many AfricanAmericans fled southernplantations and enlisted inthe Union Army, helping toundermine the Confederacy. |  |
| C) Lincoln sought to reunify the country and used speechessuch as the GettysburgAddress to portray the struggle against slavery asthe fulfillment of America’sfounding democratic ideals. |  |
| D) Although the Confederacyshowed military initiative anddaring early in the war, theUnion ultimately succeededdue to improvements inleadership and strategy, keyvictories, greater resources,and the wartime destructionof the South’s infrastructure. |  |
| **Related Thematic Learning Objectives (Focus of Exam Questions)** | **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.

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| **Sub Concept I:** 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. |
| **Topics** | **Notes** |
| 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 reorderrace relations in the defeatedSouth yielded some short-term successes. Reconstruction opened up political opportunities and other leadership roles to former slaves, but it ultimately failed, due both todetermined Southern resistance and the North’s waning resolve.  |  |
| D) Southern plantation owners continued to own themajority of the region’s landeven after Reconstruction.Former slaves sought landownership but generally fellshort of self-sufficiency, as anexploitative and soil-intensivesharecropping system limitedblacks’ 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. |  |
| **Related Thematic Learning Objectives (Focus of Exam Questions)** | **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 |