

## Villa Victoria Academy

### AP United States History Course Syllabus Addendum - 2014-2015

#### “APUSH”

This addendum accounts for the fact that in your first year of the AP US History curriculum, we did not complete one small part of Unit 4 and all of Unit 5, or the period from 1800 to 1877. Because we will spend three weeks on this unit, we will “borrow” from three different units in the existing syllabus.

#### **From Period 4: 1800 – 1848 (3 Days)**

#### **Chapter 16. “The South and the Slavery Controversy 1793–1860”**

##### **Topic: The Peculiar Institution**

**The invention of the cotton gin transformed cotton into America’s most valuable cash crop, thus cementing the commitment to slavery.**

Cotton culture, southern society and the impact of the plantation system became a part of the national debate over slavery and continental expansion.

**A small but powerful group of planters owned more than half of all slaves, harvesting most of the region’s cotton and tobacco while the majority of white families in antebellum South owned no slaves.**

**African American culture maintained strong kinship networks and a “separate” culture despite forced separations and uprooting of families as slavery spread westward.**

**Early efforts in the anti-slavery movement were encapsulated in the American Colonization Society’s endeavor to return freed slaves to Africa. These efforts largely failed.**

The rise of abolitionist movements at the same time as extensive national expansion further polarized the nation on the issue of slavery as Southerners defended slavery as “positive good”. William Lloyd Garrison, Frederick Douglass, and others led the abolitionist movement. Differences in perspectives on women’s rights and the necessity of taking political action to oppose slavery split the American Anti-Slavery society into factions.

Regional economic differences led to different settlement patterns and political expectations, as the country moved into both national and international world markets.

Market changes were reflected in shifting political alliances. Regional interests conflict with national concerns.

**Primary Source Readings:**

David Walker's *Appeal to the Colored Citizens of the World*  
Harriet Jacobs *The Life of a Slave Girl*, and  
*The Liberator*, September 3, 1831.

**Secondary Sources:**

**Paintings** in the text of plantation life and the lives of northern factory workers  
Excerpts from:  
U.B. Phillips' *American Negro Slavery*  
Stanley Elkins' *Slavery*, and  
Kenneth Stampp's *The Peculiar Institution: American Slavery in the South*

**Period 5: 1844 – 1877 (3 Weeks)****Textbook Reading:**

*American Pageant*

**Chapter 17. "Manifest Destiny and Its Legacy 1841–1848"**

**Chapter 18. "Renewing the Sectional Struggle 1848–1854"**

**Chapter 19. "Drifting Toward Disunion 1854–1861"**

**Chapter 20. "Girding for War: The North and the South 1861–1865"**

**Chapter 21. "The Furnace of Civil War 1861–1865"**

**Chapter 22. "The Ordeal of Reconstruction 1865–1877"**

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**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. (4 Weeks)**

**Topic: Manifest Destiny and Economic Determinism**

Texas remained an independent republic for nine years before becoming a state as President Jackson recognized that Americans were badly divided over the issue of another admission of a slave state.

Supporters of Manifest Destiny, the push for new lands and markets believed that acquisition was foreordained.

The annexation of Texas and territorial expansion emerged as key issues in the 1844 presidential campaign and James K. Polk's presidency.

Territory acquired by war led to increased ideological and political conflict and opponents, including Abraham Lincoln, Henry David Thoreau, many Whigs, and most New England

abolitionists, opposed the Mexican War as a result.

Westward expansion increasing immigration, and the debate over slavery led to questions and conflicts over cultural identity, citizenship, and access to and protection of individual rights.

**Primary Source Readings:**

Polk's War Message and Abraham Lincoln's "Spot Resolution"

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**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. (3 Weeks)**

**Topic: Renewing the Sectional Struggle**

The 1840s and 1850s saw increasing controversy over slavery, regional and demographic changes and territorial expansion. Lines were increasingly drawn between the North and the South as sectionalism intensified.

**Primary Source Readings:**

John C. Calhoun on the "Slavery Question"

William Grayson, "The Hireling and the Slave"

Henry Hammond's "Letter to an English Abolitionist, 1845."

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**Topic: Drifting Toward Disunion**

Attempts at compromise, including oppositional perspectives of the Wilmot Proviso and popular sovereignty, the controversy of the Fugitive Slave Act in the Compromise of 1850, and the heightened sectionalism resulting from the Kansas-Nebraska Act failed to bring about solutions, leading to the bitter election of 1860 and the secession of the southern states.

**The formation of the Republican Party resulted from the repeal of the Missouri Compromise following the Supreme Court's ruling in the Dred Scott case and the declaration that black people were not citizens of the United States.**

**Primary Readings:**

**Heffner - *Documentary History of the United States: Chapters 11 and 12***

**Roger B. Taney Majority Opinion, *Dred Scott v. Sanford***

Abraham Lincoln's *First Inaugural Address*.

**Speech** of Robert Tombs to the Georgia Legislature on November 13, 1860

**Speech** of Alexander H. Stephens on November 14, 1860.

**DBQ on The Crisis of the Union and the Constitution of the United States (ETS 1990)**

“By the 1850s The Constitution, originally framed as an instrument of national unity, had become a source of sectional discord and tension and ultimately contributed to the failure of the union it had created.”

Using the documents, and your knowledge of the time period 1850-1861, assess the validity of this assessment?

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### **Topic: The Furnace of the Civil War**

Lincoln’s election ended attempts at compromise and the country moved on to war.

Delaware, Maryland, Kentucky, and Missouri were slaveholding Border states that remained in the Union and Kentucky in particular, provided essential industrial and agricultural resources.

The Confederate States of America immediately represented the seven states in the Deep South and the belief that Western territories would become free states, thus increasing the imbalance in the representation in the Senate.

The firing on Fort Sumter & Lincoln’s call for troops forced the Upper South to choose.

The North had advantages in population, industrial capacity, and railroad mileage while the South had advantages in the possession of able military commanders and having the fight in their own territory. Ultimately, the North won through greater resources, strong presidential leadership, the moral push for emancipation, and failure of European countries to come to the aid of the South.

Key Civil War battles (Caveat! only with regard to the APUSH exam) included Antietam, Vicksburg, and Sherman’s march on Atlanta.

The War changed the relationship between state and federal governments, through social and economic powers remained largely unchanged.

### **Topic: Key Congressional Actions following Secession of Southern States**

Republicans dominated Congress following the secession of the Southern states and promptly passed a series of landmark acts with far-reaching social and economic consequences.

The Homestead Act, 1862

The Morrill Land Grant Act, 1862

The First Transcontinental Railroad, 1862

The National Banking Act, 1863

### **Topic: African Americans and the Civil War**

Plantation life was disrupted by the Civil War and resulted in thousands of escaped slaves seeking refuge behind Union lines. These slaves were given an official term, Contraband and the

First Confiscation Act authorized Union troops to “seize all property”, including slaves.

The Emancipation Proclamation only freed slaves living in states that had rebelled against the Union but did not free slaves in the Border states. It also permitted blacks to join the federal army, which Frederick Douglass supported. Blacks were not paid as much as white soldiers of equal rank and many lost their lives.

**Primary Source Readings:**

**Heffner - *A Documentary History of the United States: Chapters 13 and 14***

*The Emancipation Proclamation*

*The Gettysburg Address*

“Three days of Terror: The New York City Draft Riots”

Poster urging blacks to join the war effort

<http://www.archives.gov/education/lessons/blacks-civil-war/images/recruitment-broadside.gif>

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**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 federal government power and citizenship rights. (3 Weeks)**

**Topic - The Ordeal of Reconstruction**

Restoring the Union presented many challenges and Lincoln’s response was to propose the Proclamation of Amnesty and Reconstruction in his Ten Percent Plan.

Lincoln’s Second Inaugural Address expressed forgiveness and peace but his assassination a little more than a month later prevented any fulfillment of his plan.

President Johnson issued his own Reconstruction plan which offered amnesty as well but Southern intransigence led to demands for the Black Codes.

The Black Codes enacted by Southern state legislatures were designed to limit freedom of African Americans by depriving them of civil rights.

The Radical Republican program of Reconstruction included military occupation of the South and the enactment of the Fourteenth and Fifteenth Amendments.

The Fourteenth Amendment invalidated the Dred Scott decision and also protected legislation guaranteeing civil rights to African Americans by requiring both state and federal government to provide all citizens with equal protection of the law and due process.

The Fifteenth Amendment provided suffrage for Black males while denying the vote to women.

The House of Representatives impeached President Johnson for obstructing enforcement of Reconstruction legislation enacted by Congress.

Sharecropping becomes a significant element in the South's agricultural economy and left a trap in the cycle of debt and poverty.

Civil War and Reconstruction altered the balance of power between states and the federal government, as well as the balance among the three branches of government. Many social and economic patterns remained unchanged although much change was promised.

Constitutional changes involving citizenship, particularly for African-Americans, women, and other minorities, led to new political and social conflicts.

The emergence of the Ku Klux Klan reflected the deeply entrenched racial prejudices and committed horrible crimes against blacks and resulted in the fall of Republican governments in the South because there was no support from black voters.

Southern scorn was also directed at the carpetbaggers and scalawags.

Northern interest waned in the endeavor to restructure Southern society as other issues competed for the attention of legislators and President Grant, including Western expansion, Indian wars, tariffs, and railroad construction.

The Compromise of 1877 ended Reconstruction.

**Primary Source Readings:**

**Heffner - *A Documentary of the United States: Chapter 15***

Lincoln's Second Inaugural Address

Abraham Lincoln, Ten Percent Plan

Andrew Johnson, Reconstruction Plan

**Mississippi Black Code**

<http://chnm.gmu.edu/courses/122/recon/code.html>

**Political cartoons** about Reconstruction from both northern and southern newspapers.

**DBQ on The Reconstruction Period (ETS 1996)**

In what ways, and to what extent, did the constitutional and social developments between 1860 and 1877 amount to a revolution?

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**Topic: The New South**

Led by Henry Grady, New South advocates supported developing an industrial base in the South.

Redeemer-led governments successfully used literacy tests and poll taxes to evade the Fifteenth Amendment and disfranchise black voters.

The Supreme Court decision in Plessy v. Ferguson upheld Jim Crow segregation by approving “separate but equal” facilities for African Americans.

Ida B. Wells was an early civil rights pioneer and an outspoken opponent of lynching in the South.

Booker T. Washington encouraged African Americans to avoid political agitation and pursue vocational education to promote economic progress. Conversely, W.E.B. DuBois opposed Washington’s program of accommodation and favored a program of “ceaseless agitation” to obtain full economic, social, and political equality.

### **Primary Source Readings:**

**Laws in Relation to Freedmen, U.S. Sen. 39th Congress, 2nd Sess. Senate Executive Doc. No. 6.**

**Henry Grady, "The New South" Speech (December 22, 1886)**

**Excerpt from** Ida B. Wells, *Crusade for Justice: The Autobiography of Ida B. Wells*

<http://nationalhumanitiescenter.org/tserve/nineteen/nkeyinfo/aarwellsexrpt.htm>

Booker T. Washington, "Signs of Progress Among the Negroes," "Awakening of the Negro”

W.E.B. DuBois, "Strivings of the Negro People" (August, 1897, *Atlantic*)

### **Topic: The West: A Clash of Cultures**

The West was no longer seen as The Great American Desert and the opportunities offered to the miners, farmers and ranchers altered the landscape. But the mythical “frontier” popularized by dime store novels and movies bore little resemblance to these images.

A diverse group of miners, cattlemen, and farmers, settled the West in the decades following the Civil War.

Significantly, Irish and Chinese workers helped build the transcontinental railroads and that black pioneers called Exodusters settled in Kansas.

Helen Hunt Jackson’s *A Century of Dishonor* documented the wrongs inflicted on Native Americans including broken treaties and corrupt government practices.

The Dawes Act forced Native Americans to give up tribal lands and become self-supporting farmers, forcing assimilation into mainstream American culture.

Turner’s famous Frontier Thesis, posited the frontier experience as having profound effect on the American character by promoting individualism and democracy.

**Primary Source Readings:**

**Hofstadter**, “Myth of the yeoman farmer”

**Frederick Jackson Turner** “Frontier Thesis.”

Excerpt from Jackson’s *A Century of Dishonor*

**DBQ on The Development of the West; 1840-1890 (ETS 1992)**

To what extent did the natural environment shape the development of the West beyond the Mississippi and the lives of those who lived and settled there? How important were other factors?