

**STUDY GUIDE**  
**U.S. History 1, HIST 1301**  
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**UNDERSTANDING HISTORY AND THE STUDY OF HISTORY**

History is not about “memorizing” data, facts, names, and dates. History is about knowing and understanding the past and its impact on the present: **what** happened, **when** and **where**, **who** was involved, what **motivated** the participants, **why** events happened, and the **consequences** and **significance** of those events/actions. In order to be successful in this course, you must know the “who, what, when, where and why” but also the “connections” between people and events, the “motivations”, and the “consequences (short-term and long-term)” of the events of the past. **Memorizing can be helpful, but it will not give you a complete *understanding* of history.**

**USING THIS STUDY GUIDE**

The questions in this Study Guide are designed to help you achieve a greater *understanding* of the past. Some of the questions are easy to answer; some require you to analyze what you have read and arrive at the best answer. Some answers are short; some are long (multi-part).

The study questions in this guide are provided to help you achieve success on the exams and in this course and are **not** to be turned in to me. I don't review your answers, but will be happy to discuss with you, any that you don't understand or feel unsure of. **All answers are to be found on the Textbook.** Do **NOT** “Google” the questions. Find them in the textbook.

With this in mind, here are some other **suggestions for achieving success in this course**:

- Read the chapter first, to get a good *overview* of what the chapter is about. Pay attention to the chapter subheadings (subtitles). They are often clues to the important *themes* of a chapter. Similarly, pay attention to the opening paragraph of each section - here you will usually find the *thesis*, or "main point" of a section.
- Then read the chapter again, answering the study questions.
- Write *short* but *complete* answers to each of these study questions. Use a “bulleted” format (that is, a “list”) for your answers. Some students use index cards, writing one question/answer on each card.
- Don't just highlight the answers in your textbook - write them.
- Read with a dictionary. Look up any word whose meaning you don't know.
- Approach this course as you would a job. Set aside a specific time each day - or every other day - to work on reading and study questions. This is your work schedule; honor it as you would your job schedule.

- Work on the reading and study questions gradually, completing small amounts of work each day (or every other day). Research shows that people retain information better if they work for no more than 2 hours at one task. For example, on Mondays from 2-4 pm, read half the chapter. On Tuesday, read the other half. On Wednesday, write out the first 20 study questions; on Thursday, the next 20, and so on. Don't try to do all the reading and the study questions the night before the exam. "Cramming" is not an effective, nor is it a successful study method.
- If you have any trouble understanding the questions – or finding answers, or if you are unsure of your answers, contact me for clarification.

**Additional Study Tips** are available in the dark blue section of the Course page in Blackboard, and other **"Success Tools"** will be posted in the "Announcements" link for this class in Blackboard.

## WHAT IS COVERED ON EACH EXAM?

**Exam questions are based on the questions in this Study Guide.** There are about 15 questions for each chapter. There are 3 to 5 Chapters in a "UNIT". The following table gives you the chapters that are included in the UNIT Exams. **See the Course Syllabus (in Blackboard) for more information on taking Exams.**

EXAMS
<b>Map Test</b> (see below)
<b>UNIT 1</b> (covers Chapters 1 - 5)
<b>UNIT 2</b> (covers Chapters 6 - 9)
<b>UNIT 3</b> (covers Chapters 10 - 13)
<b>UNIT 4</b> (covers Chapters 14 - 16)

## MAP TEST

Because the history of the United States was shaped and influenced to a large degree by the **geography** of the continent, it is important for you to know some **basic North American geography**.

### FORMAT & GRADING

Your first test will be a **30-question, multiple choice Map Test**.

- You'll have 35 minutes to complete the exam (most students finish in 15 minutes or less)
- When you take your exam, **you will be shown each question, along with a map of North America, with items already marked.**
- You will be asked **to identify 30 of the items that are marked** – from the list below.
- The MAP TEST is graded from 0% to 100%. Each question is worth 3.33 points.
- You do **NOT** have to draw anything. Items will already be marked.

### WHAT YOU NEED TO KNOW

You should be able to locate these items on a map:

Canada  
Mexico  
Each of the 50 states of the United States

Appalachian Mountains  
Great Plains  
Rocky Mountains

Atlantic Ocean  
Pacific Ocean  
Gulf of Mexico  
All 5 Great Lakes  
Chesapeake Bay  
Columbia River  
Hudson River  
Mississippi River  
Missouri River  
Ohio River  
Red River  
Rio Grande River

Austin, TX  
Boston, MA  
Charleston, SC  
Chicago, IL  
New York City  
Philadelphia, PA  
Richmond, VA  
San Francisco, CA  
Washington, D.C.

Below are 3 LINKS to an interactive site that can **help you study for the Map Test**.

## Interactive Geography Practice Quizzes

- [states](#)
- [rivers](#)
- [topographical features](#)

## UNIT 1 (Chapters 1 - 5)

### Chapter 1 – Ancient America: Before 1492

**This chapter will explore the following themes and questions:**

- The diverse peoples, cultures, and civilizations of the western hemisphere (the continents that later become known as North and South America) in the years before 1492.
  - When and how did humans migrate to North America?
  - What types of cultures and civilizations developed in the Americas – and *why*?
  - In particular, how did the Mexican empire (often referred to as the “Aztec” Empire) amass – and then lose - great wealth and power?
1. **Locate the origin of the hunters who might be called the first human “pioneers” of the western hemisphere.**
  2. **Explain how environmental change and the extinction of large game (i.e., mammoths) contributed to the development of greater diversity among Native American cultures.**
  3. **Describe how Native American cultures differed from European cultures in the late 15<sup>th</sup> century.**
  4. **Identify the major weakness of Mexican society that the Spanish conquerors eventually exploited.**

### Chapter 2 – Europeans Encounter the New World, 1492-1600

**This chapter will explore the following themes and questions:**

- What prompted the “Age of Exploration” among Europeans in the 15<sup>th</sup> century? That is, why did they want to *leave* Europe for other lands?
  - What role did the Portuguese and Spanish play in this Age of Exploration?
  - How did European contact with the Americas impact both Europe and America?
5. **Explain how a demographic catastrophe along with technological advances in Europe in the 14<sup>th</sup> and 15<sup>th</sup> centuries encouraged European voyages of exploration.**
  6. **Explain the factors that motivated the Portuguese to explore foreign lands in the early 15<sup>th</sup> century.**
  7. **Define “cavel” and discuss its importance in Portuguese exploration.**
  8. **Name the first Europeans to trade on the West African coast and the objects of their journeys.**
  9. **Name the countries of the “East Indies”.**

10. List the consequences of the Portuguese exploration of Africa during the 15<sup>th</sup> century`.
11. Explain how the competing Spanish and Portuguese claims to the New World were settled.
12. Explain how “America” got its name.
13. Discuss the significance of Magellan’s voyage of 1519.
14. Define and give examples of the “Columbian exchange”.
15. Analyze how Hernán Cortés and his small army were able to successfully conquer the vast and powerful Mexica empire.
16. Locate the two geographic regions of greatest wealth in Spanish America.
17. Name the great Portuguese colony in the Western Hemisphere.
18. Define “royal fifth”.
19. Explain the goal of the “*encomienda*” system, and how *encomienda* operated in New Spain.
20. Identify the single most profitable economic activity in Spanish America during the 16<sup>th</sup> century.
21. Describe the social class hierarchy that developed in New Spain.
22. Describe the demographic and economic impact of European diseases on New Spain in the first 80 years of Spanish colonization.
23. Explain Martin Luther’s criticisms of the Catholic church and why these ideas were considered “dangerous” by church officials and other defenders of the Catholic Church.
24. Discuss how riches from New Spain resulted in short-term gains but also long-term problems for Spain.

### **Chapter 3 – The Southern Colonies in the 17<sup>th</sup> Century, 1601-1700**

**This chapter will explore the following themes and questions:**

- The establishment of the first permanent English settlements in North America.
- Who came to the Chesapeake settlements and what motivated them to come?
- What type of society developed in these early settlements?
- What was the relationship between English settlers and the Native Americans who inhabited the Chesapeake area?
- What type of economy and labor system evolved in these settlements – and why?

25. Describe the benefits that the Virginia Company and its supporters hoped to derive from its colony in North America.
26. Name the leader of the Algonquian peoples who inhabited coastal Virginia in 1607.
27. Explain how English settlers were able to survive their first year at Jamestown.
28. Discuss the circumstances that resulted in Jamestown becoming a royal colony in 1624.
29. Identify the oldest elected representative legislative assembly in the English colonies.
30. Locate the “Chesapeake” region and identify the main source of wealth in this area in the 17<sup>th</sup> century.
31. Explain what motivated English laborers to emigrate to the Chesapeake colonies.
32. Identify and describe the predominant labor system used in the Chesapeake colonies in the 17<sup>th</sup> century.
33. Show how Chesapeake planters profited from the indenture system.
34. Identify the two main social classes that had developed in Chesapeake society by the 1670s - and the relationship between the two.
35. Discuss the King’s response to Bacon’s Rebellion and how this impacted the different social classes of the Chesapeake region.
36. Explain how South Carolina was a “frontier outpost” of the British West Indies in the 17<sup>th</sup> century.
37. Compare how planters viewed the advantages of slaves over free laborers in the 17<sup>th</sup> century Chesapeake.
38. Discuss how slavery indirectly contributed to reducing class tensions between rich white plantation owners and poor white farmers.

#### **Chapter 4 – The Northern Colonies in the 17<sup>th</sup> Century, 1601-1700**

##### **This chapter will explore the following themes and questions:**

- The establishment of the northern colonies, including the regions of New England and the Middle Atlantic.
- Who came to the northern colonies and what motivated them to come?
- What type of society and economy developed in each of the northern regions?
- How did the New England and Middle Colonies differ from the Chesapeake and Carolinas colonies?

- What was the relationship between English settlers in the northern colonies and the Native Americans who inhabited these areas?
  - How did the English government (the monarch and Parliament) exert greater control over the colonies by 1700?
39. **Define 16<sup>th</sup> century “Puritanism” and its goals and principles.**
  40. **Explain how Puritans in Massachusetts Bay Colony hoped to achieve their goal of becoming “a city upon a hill”.**
  41. **Compare the demographic characteristics (race, class, gender, occupation, etc.) of Massachusetts settlers with those of Chesapeake settlers.**
  42. **Describe the relationship between the Puritan church and civil government in New England.**
  43. **Name the most prominent “dissenters” in Puritan New England and describe their fate.**
  44. **Describe the Quakers’ attitudes towards gender, race, and class.**
  45. **Locate the “middle colonies” founded in the late 17<sup>th</sup> century and the colony with the greatest ethnic diversity.**
  46. **List the goals of English economic policies towards the colonies in the mid-17<sup>th</sup> century, and how the Navigation Acts supported those goals.**
  47. **Identify the person called “King Philip” by the New England colonists and explain the consequences of King Philip’s War.**
  48. **Discuss how the Glorious Revolution affected the Massachusetts colony in the years 1689 - 1691.**

## [Chapter 5 – Colonial America in the 18<sup>th</sup> Century, 1701-1770](#)

### **[This chapter will explore the following themes and questions:](#)**

- Demographic, social, economic, and political changes in British North America (“the Colonies”) in the 18<sup>th</sup> century.
- How did the Colonies change demographically during the 18<sup>th</sup> century?
- What economic changes did the Colonies experience?
- How did slavery define the South’s economy, social life, and politics?
- How did slaves exert some power and autonomy over their own lives?
- How did Enlightenment ideas impact the Colonies?
- How did the changes in the Colonies begin to affect their relationship with England?



49. Enumerate the population growth of the colonies in the 18<sup>th</sup> century and discuss its significance.
50. Explain the significance of increased immigration to the colonies in the 18<sup>th</sup> century.
51. Explain how “partible inheritance” resulted in the growth and expansion of New England settlements.
52. Locate the geographic origins of the immigrants known as “Pennsylvania-Dutch” and “Scots-Irish” and explain why they often felt compelled to leave their homelands.
53. Identify the demographic and economic differences between the “upper South” and the “Lower South” in the 18<sup>th</sup> century.
54. Define and describe the “Middle Passage”.
55. Identify colonial America’s only slave rebellion and evaluate its consequences.
56. Explain how slaves established family ties and preserved their African heritage.
57. Explain how the slaveholding gentry of the south dominated politics and culture in that region.
58. Identify the experiences that unified British colonists in the 18<sup>th</sup> century.
59. Define the “Great Awakening” and its impact in the Colonies.
60. Describe the relationship between colonial governors and colonial assemblies and how this shaped colonists’ expectations concerning power.

## **UNIT 2 (Chapters 6 - 9)**

### **Chapter 6 – The British Empire and the Colonial Crisis, 1754-1775**

#### **This chapter will explore the following themes and questions:**

- In the 18<sup>th</sup> century, the escalating conflict between the British government/monarchy and American colonists resulted in the American Declaration of Independence and Revolutionary War.
- How did the Seven Years’ War contribute to conflict between the British government and the Colonists?
- What was the role of Native Americans in the struggle between two major European powers in North America?
- How did slaves take advantage of the conflict between Great Britain and the American colonies?
- What were the problems, issues, and events that ultimately led the Colonists’ to pursue independence from Britain?

1. Identify the various groups who clashed in Ohio Country beginning in the 1740s, and what each group hoped to accomplish.
2. Discuss the goal(s) of the Albany Conference.
3. Explain how the 1763 Treaty of Paris changed the political map of North America.
4. Identify the Proclamation of 1763 and explain how it provoked anger among colonists.
5. Identify the reason(s) for colonial opposition to the Stamp Act of 1765.
6. Explain what colonists meant when they distinguished between Parliament's authority to levy "internal" and "external" taxes.
7. Identify and discuss the results of the Stamp Act Congress.
8. Name the political principle upheld by the Declaratory Act.
9. Define "non-consumption agreements" and what they hoped to accomplish.
10. Compare the actions of the "Sons of Liberty" with the "Daughters of Liberty" during protests against British policies.
11. Identify the most prominent victim of the Boston Massacre.
12. Define "committee of correspondence" and explain the significance of these committees.
13. Describe Boston colonists' reaction to the Tea Act and Britain's subsequent response.
14. Identify the goals and outcomes of the First Continental Congress of 1774.
15. Name the young domestic slave from Boston who wrote so eloquently of the hypocrisy of Africans enslaved in a liberty-loving America.

## **Chapter 7 – The War for America, 1775-1783**

**This chapter will explore the following themes and questions:**

- The American Revolution can be understood as at least 3 separate conflicts: as a civil war lacking universal support in the colonies, as a war for political independence from Britain, and as a global war between major European powers.
  - What strategies and tactics did each side employ in the War – and how/why did the strategies change over time?
  - How did the Revolutionary War impact Native Americans?
  - How did the Revolutionary War inspire and empower enslaved peoples in America?
  - How and why did the Revolutionary War become a global conflict?
16. Identify the objectives and the results of the Second Continental Congress.

17. Explain why George Washington was chosen to command the Continental Army.
18. Describe how delegates to the Second Continental Congress sought reconciliation with Britain.
19. Discuss Thomas Paine's role in American independence.
20. Explain what Abigail Adams meant when she urged her husband to "Remember the Ladies".
21. Explain why printed copies of the Declaration of Independence initially did not include the signers' names.
22. Define "militia" and discuss the traditional roles played by militias in the colonies.
23. Enumerate the number of African Americans men who served the American cause in the Revolutionary War.
24. Discuss the American and the British strategies for winning the War.
25. Explain the Continental Army's failure to achieve victory in the battle for Quebec.
26. Analyze how local "committees" were used to compel allegiance to the American cause.
27. Define and enumerate "loyalists".
28. Explain why Joseph Brant and some other Native American leaders pledged Indian support for the British.
29. Summarize the financial problems plaguing the colonies during the war years.
30. Explain the significance of the battle at Saratoga in 1777 as a turning point in the Revolutionary War.
31. Explain why the British "southern strategy" succeeded at first.
32. Identify the terms of the Treaty of Paris.

## [Chapter 8 – Building a Republic, 1775-1789](#)

### **This chapter will explore the following themes and questions:**

- This chapter explores some of the ideas and principles – political, social, and economic – upon which the new nation is founded.
- Who governs the new nation, and by what authority do they govern?
- What prompted the need to create a new plan for governing?
- What principles and concerns of the founders are reflected in the U.S. Constitution?
- In what ways is the U.S. Constitution a "compromise" document?

33. Explain how the Articles of Confederation provided for a weak central (“confederation”) government with very little authority.
34. Discuss what early Americans meant by “republicanism” as they wrote new state constitutions.
35. Define “bill of rights” and identify the basic rights guaranteed in the state constitutions.
36. Define “suffrage,” and “disfranchise” and identify the basic requirement(s) for political participation in every state of the new Republic by the 1780s.
37. Compare the actions taken towards slavery in the north and in the south during the 1770s and 1780s.
38. Identify the main problems faced by the Confederation government in the early 1780s.
39. Describe how the Northwest Ordinance addressed the rights of Native Americans in the west.
40. Identify the event in Massachusetts that revealed the Confederation government’s inability to suppress armed insurrection and to maintain civil order.
41. Discuss the differences between the Virginia Plan and the New Jersey Plan.
42. Describe how the U.S. Constitution addressed slavery.
43. Name the groups who supported, and those who opposed ratification of the Constitution.
44. Identify the most widespread objection to the Constitution by those who opposed its ratification.
45. Explain how New Yorkers were urged to ratify the U.S. Constitution.

## [Chapter 9 – The New Nation Takes Form, 1789-1800](#)

**This chapter will explore the following themes and questions:**

- What were the major problems and challenges facing the young Republic in the 1790s – and how would these problems be solved?
  - How did European conflicts provoke deep political divisions in the United States?
  - What prompted the development of political parties in the United State
46. Name the first departments of government created by Congress, and the men appointed to lead them.

47. Explain why formal education for women became a priority in the new republic.
48. Compare how “virtue” was defined differently for men and for women in the new republic.
49. List the three areas in which the U.S. experienced significant growth in the 1790s.
50. Identify the reasons for a “boom” in cotton production in the 1790s.
51. Identify the subjects and the goals of the three plans that Hamilton presented to Congress.
52. Discuss the compromise between Hamilton and Madison that resolved how the U.S. would pay its (state and federal) wartime debts.
53. Discuss the opposition to a national bank, as offered by Madison and Jefferson.
54. Define “tariff” and explain why Hamilton favored tariffs.
55. Show how the Whiskey Rebellion tested the federal government’s power to maintain civil order.
56. List the terms of the Treaty of New York.
57. Show the results of the U.S.’s attempts to maintain peace and resolve several long-standing problems with England in the 1790s.
58. Explain the difference(s) in how Black and White Americans viewed the Haitian Revolution.
59. Discuss the positions of the two rival political parties that developed in response to economic and foreign policy debates in the 1790s.
60. Analyze the stated and the intended purposes of the Alien and Sedition Acts.

## UNIT 3 (Chapters 10 - 13)

### Chapter 10 – Republicans in Power, 1800-1828

**This chapter will explore the following themes and questions:**

- With the election of 1800, Jeffersonian Republicans gain and hold on to power for the first quarter of the new century.
  - What were the ideas and principles that guided Jefferson’s vision for America?
  - How was the U.S. drawn into foreign affairs and conflicts in the new century?
  - What were the issues that prompted political divisions in the U.S. and how were they resolved?
1. Explain why the presidential election of 1800 was considered “historic”.
  2. Describe how Jefferson limited the size and power of the federal government.
  3. Discuss the historical significance of the Supreme Court case *Marbury v. Madison*.
  4. Locate the geographic area in which the Barbary Wars were fought.
  5. Discuss Jefferson’s urgency in acquiring the Louisiana Territory.
  6. Name the explorers who led the scientific and military expedition into the Louisiana Territory, and their goals.
  7. Discuss the goals and the consequences of the Embargo Act of 1807.
  8. Name the leaders who worked to strengthen Native American rights and identity on the northwestern frontier.
  9. Identify the leaders and the goals of the War Hawks.
  10. Discuss the diplomatic and political results of the War of 1812.
  11. Describe Dolley Madison’s role in ensuring her husband’s successful governance.
  12. Define “*feme covert*” and discuss how it applied to married women in the U.S.
  13. Explain why the south insisted on Missouri being admitted to the Union as a slave state.
  14. Summarize the principles of the Monroe Doctrine.
  15. Discuss the results of the Election of 1824.

### Chapter 11 – The Expanding Republic, 1815-1840

**This chapter will explore the following themes and questions:**

- The growth and expansion of the U.S.- economic, geographic, demographic, & political.
- How did issues that were associated with growth and expansion prompt *political* conflicts?
- In what ways did political parties and electoral politics change during this period?
- How did events during Andrew Jackson's presidency change the power and role of the federal government?
- How did changes in the country's economy and politics impact the social and cultural lives of Americans?

16. **Identify the components that transformed the economy after the War of 1812.**
17. **Identify the political and economic advantages of improved transportation.**
18. **Discuss the consequences of the steamboat "craze" between 1815 and 1840.**
19. **Explain why an all-female factory labor force was appealing to American factory owners.**
20. **Discuss the role of banks in the growth of the market economy.**
21. **Discuss the role of commercial law in economic growth and development.**
22. **Describe the new campaign styles and activities that appeared in the 1828 presidential election.**
23. **Name the main political parties in the U.S. in the mid-1830s.**
24. **Define the "spoils system" first employed by Andrew Jackson.**
25. **Describe Andrew Jackson's Indian policy and its consequences for the Cherokee in Georgia.**
26. **Identify the issue(s), both stated and implied, at the heart of the Nullification Crisis.**
27. **Show how Andrew Jackson destroyed the Bank of the U.S.**
28. **Describe how the concept of a "separate spheres" served both men and women in the highly competitive world of market relations.**
29. **Describe the changes in education brought about by the "market economy".**
30. **Explain how participants in the Second Great Awakening sought to improve society, especially in towns.**
31. **Describe the philosophy and goals of the Female Moral Reform Society.**
32. **Explain how the American Colonization Society sought to abolish slavery.**

33. Name the nationally-circulated abolitionist newspaper and its prominent Bostonian publisher.
34. Identify the most prominent issue of the Van Buren presidency.

## [Chapter 12 - The North and West, 1840-1860](#)

### **This chapter will explore the following themes and questions:**

- This chapter will address the “Antebellum” (before the War) period in the North and the West – and how these regions developed very differently from the South (see Chapter 13 for details on the Antebellum South).
  - How did economic development, specifically, the Industrial Revolution, change the north and the west?
  - In what ways did westward expansion bring the U.S. into conflict with other nations – and how were these conflicts resolved?
  - How did Americans view the social problems of the Antebellum era and how did they propose to resolve these problems?
35. Name the first American president born west of the Appalachian Mountains.
  36. Discuss the fundamental changes in American society that fueled an “industrial evolution” between 1840 and 1860.
  37. Identify the factors that boosted agricultural productivity in the U.S. as farming expanded to the Midwest.
  38. Define the “American system” of manufacturing and its significance.
  39. Show how the federal government contributed to the growth of railroads.
  40. Discuss the characteristics of the “free-labor” philosophy and its significance for the average American.
  41. Name the largest immigrant group in antebellum America and why many came to America in the 1840s.
  42. Explain the philosophy of “manifest destiny”.
  43. Describe the nature of the conflicts between Anglo-Americans in Texas and the Mexican government that prompted the Americans to establish the Lone Star Republic.
  44. Identify the issue at the center of the 1844 election and which set the stage for war between the U.S. and Mexico.
  45. Show how “manifest destiny” impacted Chinese immigrants in California.
  46. Explain what participants hoped to accomplish at a convention at Seneca Falls in 1848 and evaluate the convention’s outcomes.



47. Describe the treatment of free African Americans in the North.
48. Define “underground railroad”.

### [Chapter 13 – The Slave South, 1820-1860](#)

#### **This chapter will explore the following themes and questions:**

- This chapter will address the “Antebellum” (before the War) period in the South: HOW and WHY this region was very different from the North and West (see Chapter 12 for details on the Antebellum North and West).
  - How slavery shape the South’s economy, politics, and culture?
  - How did slave masters justify slavery?
  - How did enslaved peoples live, love, work, and worship?
  - Why did slaves often *resist* – but seldom *rebel* – against slavery?
  - Most whites in the south did not own slaves, yet they supported slavery. Why?
  - In what ways did westward expansion bring the south into conflict with the north – and how was the conflict resolved?
49. Locate and define the Mason-Dixon Line.
  50. Explain how the Lower South had become the “cotton kingdom” by 1860.
  51. Show how white southerners worked to defend and strengthen slavery.
  52. Define “miscegenation” (mis-uh-juh-NAY-shun)
  53. Discuss how slavery supported a sense of unity among whites of varying socioeconomic classes.
  54. Enumerate the percentage of families in the south that owned slaves and the percentage that were considered “planters”.
  55. Describe how plantation slavery in the south benefited the north.
  56. Define the concept of “Christian guardianship” and its perceived economic benefits to southern planters.
  57. Describe how slaves adapted the Christian religion to sustain their spiritual, emotional, and worldly needs.
  58. Describe the ways in which slaves resisted the will of their masters.
  59. Enumerate and describe the condition of free Blacks in the South in the 1820s and 1830s.
  60. Identify the political and cultural beliefs shared by both slaveholding and non-slaveholding White southern men.



## UNIT 4 (Chapters 14 - 16)

### Chapter 14 – The House Divided, 1846-1861

#### **This chapter will explore the following themes and questions:**

- In the late 1840s and 1850s, an intense “sectionalism” – regional differences and regional priorities (see Chapters 12 and 13) - contributed to a growing chasm between north and south.
  - What was the major issue dividing the country in the aftermath of the Mexican War – and how was this issue resolved?
  - What events of the 1850s escalated the conflicts between north and south?
  - What event finally provoked the secession “crisis”?
1. **Identify the slavery-related issue that divided north and South after the Mexican War.**
  2. **Explain why northerners supported the Wilmot Proviso and why southerners opposed the bill.**
  3. **Define “popular sovereignty” as proposed by Senator Lewis Cass.**
  4. **List the provisions of the Compromise of 1850.**
  5. **Show how *Uncle Tom’s Cabin* contributed to the conflict between north and south.**
  6. **Show how the Kansas-Nebraska Act impacted political parties in the U.S.**
  7. **Describe the basic beliefs and goals of the “Know-Nothings”.**
  8. **Describe the basic beliefs and goals of the Republican Party.**
  9. **Discuss the issues that led to a “Bleeding Kansas” in the mid-1850s.**
  10. **List the results of the *Dred Scott* case.**
  11. **Describe Abraham Lincoln’s views on slavery and racial equality.**
  12. **List the events that northerners believed were evidence of a slave power conspiracy.**
  13. **Name the leader of the raid at Harper’s Ferry, VA in 1859.**
  14. **Discuss southerners’ reactions to Lincoln’s election in 1860.**
  15. **Discuss Lincoln’s reaction to secession.**

### Chapter 15 – The Crucible of War, 1861-1865

**This chapter will explore the following themes and questions:**

- The Civil War was a conflict fought on the battlefield and on the homefront.
  - What were the war objectives of both the Union and the Confederacy? How did these objectives change over time?
  - What were the strengths and weaknesses of each side – Union and Confederacy?
  - What strategies did the Union and Confederacy employ, to support their objectives? How did these strategies change over time?
  - For what reasons did the Union and the Confederacy engage in international diplomacy?
  - What did the Civil War represent for African Americans, both slave and free?
  - In what ways did the Civil War represent a “Second American Revolution”?
16. **Discuss the significance of Robert Smalls’ courageous actions in delivering a Confederate ship into the hands of the Union in May, 1862.**
  17. **Explain how the “world’s first modern war” transformed America.**
  18. **Name the president of the Confederate States of America and his fateful decision concerning Fort Sumter.**
  19. **Identify the outcome of the secession conflict in the western part of Virginia.**
  20. **Compare Union and Confederate advantages in the Civil War.**
  21. **Explain how the Union and the Confederacy financed the War.**
  22. **Assess the significance of the July, 1861 Confederate victory at the battle at Bull Run (Manassas).**
  23. **Locate the capital of the Confederacy.**
  24. **Evaluate the success of the Union’s naval blockade on the Atlantic coast.**
  25. **Explain and assess the effectiveness of “King Cotton diplomacy”.**
  
  26. **Explain the Union’s realization that it would have to destroy slavery in order to defeat the Confederacy.**
  27. **Identify the limitations of the Emancipation Proclamation.**
  28. **Describe the military experiences of African American soldiers.**
  29. **Describe how the Civil War affected the lives and work of enslaved people on plantations.**
  30. **Discuss how a Republican-dominated Congress changed the U.S. economy during the Civil War.**

31. Show how women contributed to the war effort.
32. Name the founder of the American Red Cross.
33. Locate the turning points of the Civil War in the east and in the west.
34. Identify General Sherman's goal(s) in his march across Georgia in 1864.
35. Explain the historical significance of actor John Wilkes Booth.
36. Discuss why the Civil War has been called the "Second American Revolution".

## [Chapter 16 – Reconstruction, 1863-1877](#)

**This chapter will explore the following themes and questions:**

- "Reconstruction" is about rebuilding:
    - the physical landscape of railroad tracks, bridges, homes, churches, etc.
    - the economy of both north and south
    - state governments of the former Confederacy
    - the U.S. Congress, as it readmitted senators and representatives from the former Confederate states
    - relationships; overcoming the hatred, resentment and bitterness that had divided a nation and in some cases, divided families
    - demographically, after the significant loss of life, especially among young men
  - HOW would rebuilding take place? With all that had happened over 4 years, COULD it be accomplished?
  - WHO would determine the terms of political "reconstruction"? And what would those terms be?
  - What did the Confederate defeat mean for enslaved African Americans? How did it impact all African Americans?
  - What opportunities did it provide women?
37. Identify the central questions of the turbulent Reconstruction Era.
  38. Compare the "terms" of Reconstruction offered by Lincoln in 1863 and by Congress in 1864.
  39. Describe the "compulsory free labor" system of the Mississippi Valley and its purpose.
  40. List the activities of the Freedmen's Bureau.
  41. List the goals that freedmen and freedwomen adopted as priorities.
  42. Name Lincoln's successor to the presidency and discuss his goals for Reconstruction.
  43. List the provision(s) of the 13<sup>th</sup> amendment to the U.S. Constitution.

44. Discuss the intent of black codes.
45. Identify the goal(s) of the minority “radical” wing of the Republican Party.
46. Explain how the most important provisions of the 14<sup>th</sup> Amendment impacted African Americans.
47. Name the founders of the American Equal Rights Association.
48. Explain the action that led to Andrew Johnson’s impeachment.
49. List the provision(s) of the 15<sup>th</sup> amendment to the U.S. Constitution.
50. Discuss the impact of the 15th Amendment on the post-War feminist movement.
51. Define “carpetbagger” and “scalawag”.
52. Describe the goals and methods of the Ku Klux Klan.
53. Explain what is meant by “Jim Crow” laws.
54. Analyze how the “crop lien” system contributed to a near-permanent state of poverty and dependence for sharecroppers.
55. Name the Reconstruction-era president whose administration was plagued by scandal and corruption.
56. Explain why Northern support for Reconstruction “withered”.
57. Define and identify the goals of the “Redeemers”.
58. Evaluate the successes of the Redeemers, by 1876.
59. Explain why Congress had to decide who would be president in 1876.
60. Discuss the provisions of the Compromise of 1877.