



ISD Virtual Learning

APUSH: Period 5, The Mexican American War

April 16, 2020



APUSH

Period 5: The Mexican American War: April 16, 2020

Objective/Learning Target:

Explain the causes and effects of the Mexican-American War.

Warm Up: Review Manifest Destiny

In your notebooks answer the following questions about the painting:

1. What is the concept of Manifest Destiny?
2. Choose 3 Objects in the picture and describe those objects and how those relate to the concept of Manifest Destiny.



Warm Up: Review Manifest Destiny

In your notebooks answer the following questions about the painting:

1. What is the concept of Manifest Destiny?
2. Choose 3 Objects in the picture and describe those objects and how those relate to the concept of Manifest Destiny.

Manifest Destiny was the concept that it was God's plan for the United States to expand to the west.



Lesson Activity: The Mexican American War 1846-1848

Let's start with the Causes of the War:

1. Manifest Destiny: it was our destiny to expand west. (This also gave the US the justification to remove Native Americans and Mexicans from their lands)

Now find more Causes by Reading the "[Arguments to To to War](#)" and the "ARguments Against the War" (They are linked together)

-As your read the documents make sure you are listing the arguments for and against war in your notebooks. (You do not need to answer the attached questions, but you can)

Practice The Mexican American War

The Effects:

- 1848 The Treaty of Guadalupe-Hidalgo

- in this treaty we added the land from Mexico to the territory in the US west.



Now that you know the cause and the effects of the war you are going to write a short argumentative statement (one or two paragraphs) about this war:

Was the Mexican American War a justified war?

- Use evidence from the documents, and historical evidence, to justify your arguments.

Reflection

Now think about the time in between the Mexican American War and the Civil War. Try and recall TWO events/decision that happened after the Mexican American War that led to the Civil War.

(We will be talking about this in the upcoming lessons as well)



ISD Virtual Learning

APUSH Period 5 Review: Causes of the Civil War

April 16, 2020

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Lesson: April 16, 2020

Objective/Learning Target: Students will explain how regional differences related to slavery caused tension in the years leading up to the Civil War and explain the political causes of the Civil War.

Warm Up

Describe three details you notice about the painting.

Who is the man in the middle?
How does the painter portray this man?

What is overall message of the painting? Is the artist supportive or against the actions taken by the man in this image?



Lesson Activity - Comparing Arguments

The following six primary sources are written by both slavery supporters and abolitionists. Read them and answer the following questions in full sentences

1. What does Thomas Jefferson mean when he says the debate over the Missouri Compromise is “a firebell in the night” and the United States have the “wolf by the ear?”
2. Why does the American Colonization Society advocate for the colonization of Africa by former slaves?
3. Describe William Lloyd Garrison’s opinion on “moderation” and “gradual emancipation” in your own words.
4. How does John C. Calhoun argue that slavery is a “positive good?”
5. How does Frederick Douglass characterize the Fourth of July?
6. How does Harriet Beecher Stowe appeal to the mothers of America?

Thomas Jefferson to John Holmes Apr. 22. 1820.

I thank you, Dear Sir, for the copy you have been so kind as to send me of the letter to your constituents on the Missouri question...I had for a long time ceased to read the newspapers or pay any attention to public affairs, confident they were in good hands...but this momentous question, like a fire bell in the night, awakened and filled me with terror. I considered it at once as the knell of the Union. It is hushed indeed for the moment. but this is a reprieve only, not a final sentence... I can say with conscious truth that there is not a man on earth who would sacrifice more than I would, to relieve us from this heavy reproach, in any practicable way. the cession of that kind of property, for so it is misnamed, is a bagatelle which would not cost me in a second thought, if, in that way, a general emancipation and expatriation could be effected: and, gradually, and with due sacrifices, I think it might be. but, as it is, we have the wolf by the ear, and we can neither hold him, nor safely let him go. justice is in one scale, and self-preservation in the other.

To yourself as the faithful advocate of union I tender the offering of my high esteem and respect.

Thomas. Jefferson

Excerpts from The African Repository and Colonial Journal (1820's)

... it is a sadly demonstrated truth, that the negro cannot, in this country, become an enlightened and useful citizen. Driven to the lowest stratum of society, and enthralled there for melancholy ages, his mind becomes proportionally grovelling, and to gratify his animal desires is his most exalted aspiration.

...If, then, they are a useless and dangerous species of population, we would ask, is it generous in our southern friends to burthen us with them? Knowing themselves the evils of slavery, can they wish to impose upon us an evil scarcely less tolerable? We think it a mistaken philanthropy, which would liberate the slave, unfitted by education and habit for freedom, and cast him upon a merciless and despising world, where his only fortune must be poverty, his only distinction degradation, and his only comfort insensibility. And at the same time that the Negro's condition is not alleviated, an unkindly act is done to the free states in throwing upon them a population which cannot be useful, but must be dangerous...

... We would say, liberate them only on condition of their going to Africa or Haiti. But because we say so, we must not be deemed advocates for slavery. No, Heaven forbid! ...But the evil is now pending over our land, and it should be averted by prudent and cautious measures. The Negro, while in this country, will be treated as an inferior being--but send him to his native Africa, and he may, he will, walk forth in all the equal rights and conscious superiority of man.

William Lloyd Garrison, First Issue of *The Liberator* (1831)

Assenting to the "self-evident truth" maintained in the American Declaration of Independence "that all men are created equal, and endowed by their Creator with certain inalienable rights-among which are life, liberty, and the pursuit of happiness," I shall strenuously contend for the *immediate* enfranchisement of our slave population. . . . In Park Street Church, on the Fourth of July, 1829, in an address on slavery, I unreflectingly assented to the popular but pernicious doctrine of gradual abolition. I seize this opportunity to make a full and unequivocal recantation, and thus publicly to ask pardon of my God, of my country, and of my brethren the poor slaves, for having uttered a sentiment so full of timidity, injustice, and absurdity. . . .

I am aware that many object to the severity of my language; but is there not cause for severity? I will be as harsh as truth, and as uncompromising as justice. On this subject I do not wish to think, or speak, or write, with moderation. No! No! Tell a man whose house is on fire to give a moderate alarm; tell him to moderately rescue his wife from the hands of the ravisher; tell the mother to gradually extricate her babe from the fire into which it has fallen-but urge me not to use moderation in a cause like the present. I am in earnest-will not equivocate-I will not excuse-I will not retreat in a single inch-and I will be heard. The apathy of the people is enough to make every statue leap from its pedestal, and to hasten the resurrection of the dead.

JOHN C. CALHOUN *Speech in the U.S. Senate, 1837*

The peculiar institution of the South--that, on the maintenance of which the very existence of the slaveholding States depends, is pronounced to be sinful and odious, in the sight of God and man; and this with a systematic design of rendering us hateful in the eyes of the world--with a view to a general crusade against us and our institutions...

...A large portion of the Northern States believe slavery to be a sin, and would consider it as an obligation of conscience to abolish it if they should feel themselves in any degree responsible for its continuance, --and that this doctrine would necessarily lead to the belief of such responsibility.

...However sound the great body of the non-slaveholding States are at present, in the course of a few years they will be succeeded by those who will have been taught to hate the people and institutions of nearly one-half of this Union, with a hatred more deadly than one hostile nation ever entertained towards another. It is easy to see the end. By the necessary course of events, if left to themselves, we must become, finally, two people.

...Be it good or bad, it has grown up with our society and institutions, and is so interwoven with them, that to destroy it would be to destroy us as a people. But let me not be understood as admitting, even by implication, that the existing relations between the two races in the slaveholding States is an evil: - far otherwise; I hold it to be a good, as it has thus far proved itself to be to both, and will continue to prove so if not disturbed by the fell spirit of abolition. I appeal to facts. Never before has the black race of Central Africa, from the dawn of history to the present day, attained a condition so civilized and so improved, not only physically, but morally and intellectually. It came among us in a low, degraded, and savage condition, and in the course of a few generations it has grown up under the fostering care of our institutions, reviled as they have been, to its present comparatively civilized condition. This, with the rapid increase of numbers, is conclusive proof of the general happiness of the race, in spite of all the exaggerated tales to the contrary

Frederick Douglass Speech | July 5, 1852

The fact is, ladies and gentlemen, the distance between this platform and the slave plantation, from which I escaped, is considerable — and the difficulties to be overcome in getting from the latter to the former, are by no means slight. That I am here to-day is, to me, a matter of astonishment as well as of gratitude... Would you have me argue that man is entitled to liberty? that he is the rightful owner of his own body? You have already declared it. Must I argue the wrongfulness of slavery? Is that a question for Republicans? Is it to be settled by the rules of logic and argumentation, as a matter beset with great difficulty, involving a doubtful application of the principle of justice, hard to be understood? ... There is not a man beneath the canopy of heaven that does not know that slavery is wrong *for him*.

... What, then, remains to be argued? ... The feeling of the nation must be quickened; the conscience of the nation must be roused; the propriety of the nation must be startled; the hypocrisy of the nation must be exposed; and its crimes against God and man must be proclaimed and denounced.

What, to the American slave, is your 4th of July? I answer: a day that reveals to him, more than all other days in the year, the gross injustice and cruelty to which he is the constant victim. To him, your celebration is a sham; your boasted liberty, an unholy license; your national greatness, swelling vanity; your sounds of rejoicing are empty and heartless; your denunciations of tyrants, brass-fronted impudence; your shouts of liberty and equality, hollow mockery; your prayers and hymns, your sermons and thanksgivings, with all your religious parade, and solemnity, are, to him, mere bombast, fraud, deception, impiety, and hypocrisy — a thin veil to cover up crimes which would disgrace a nation of savages. There is not a nation on the earth guilty of practices, more shocking and bloody, than are the people of these United States, at this very hour.

Excerpt from the Conclusion of Uncle Tom's Cabin by Harriet Beecher Stowe, 1852

"The writer has given only a faint shadow, a dim picture, of the anguish and despair that are, at this very moment, riving thousands of hearts, shattering thousands of families, and driving a helpless and sensitive race to frenzy and despair. There are those living who know the mothers whom this accursed traffic has driven to the murder of their children; and themselves seeking in death a shelter from woes more dreaded than death ... "And you, mothers of America ... I beseech you, pity the mother who has all your affections, and not one legal right to protect, guide, or educate, the child of her bosom! ... I beseech you, pity those mothers that are constantly made childless by the American slave-trade! And say, mothers of America, is this a thing to be defended, sympathized with, passed over in silence? Do you say that the people of the free state have nothing to do with it, and can do nothing? Would to God this were true! But it is not true. The people of the free states have defended, encouraged, and participated; and are more guilty for it, before God, than the South, in that they have not the apology of education or custom. "If the mothers of the free states had all

Lesson Activity: Create a Timeline

On a separate piece of paper or Google Doc, create a timeline that includes each of the following events that led to the Civil War

For each event you must include:

1. The Date
2. One sentence that explains WHAT happened.
3. One sentence explain the historical SIGNIFICANCE of the event. Explain why it was important and how it contributed to the start of the Civil War

Events in No Particular Order: Texas Revolution, “Bleeding Kansas,” John Brown’s Raid on Harpers Ferry, Invention of Eli Whitney’s Cotton Gin, The Wilmot Proviso, Battle of Fort Sumter, The Missouri Compromise, Fugitive Slave Act of 1850, Harriet Beecher Stowe publishes Uncle Tom’s Cabin, The Election of 1860, Secession of South Carolina, The Mexican-American War, Treaty of Guadalupe Hidalgo, Dred Scott v Sandford, Formation of the American Party (Know Nothings), The Northwest Ordinance, 3/5th Compromise, Formation of the Free Soil Party, Compromise of 1850, Gadsden Purchase, Kansas-Nebraska Act, Panic of 1857, The Lincoln Douglas Debates

Additional Resources: [Slavery Crash Course](#), [Expansion Crash Course](#), [Road to Disunion Crash Course](#), [Civil War Part 1 Crash Course](#)

Additional Unit 5 Practice- *America's History* Textbook Review Videos

[CLICK HERE](#) to watch a review video for Chapter 12: The South Expands, Slavery and Society:
1800-1860

[CLICK HERE](#) to watch a review video for Chapter 13: Expansion, War, and Sectional Crisis:
1844-1860

Additional Unit 5 Practice- Define and Review Key Terms

Chapter 12

1. Coastal vs inland trade
2. Chattel Principle
3. Benevolent Master
4. Gang Labor System
5. Alamo
6. Black Protestantism
7. Task System
8. Free Black Population

Chapter 13

1. Manifest Destiny
2. Oregon
3. California
4. Plains Indians
5. Election of 1844
6. Mexican-American War
7. Wilmot Proviso
8. Free Soil Movement
9. Squatter Sovereignty
10. The Forty-Niners
11. Compromise of 1850
12. Fugitive Slave Act
13. Gadsden Purchase
14. Kansas-Nebraska Act
15. Know-Nothing Party
16. Bleeding Kansas
17. Dred Scott Decision
18. Abraham Lincoln
19. Lincoln Douglas Debates
20. Election of 1860

Reflection

Explain your opinion and support it with evidence. Was the Civil War inevitable?
Why or why not?