



ISD Virtual Learning

APUSH: Period 4, The Age of Reform

April 15, 2020



APUSH

Period 4: The Age of Reform: April 15, 2020

Objective/Learning Target:

Explain how and why various reform movements developed and expanded from 1800-1848

Warm Up

This political cartoon uses one of the 19th century reform movements as its subject. In your notebooks, answer the following questions:

1. What is the central figure or object in this cartoon and what does it mean?
2. Which reform movement is the subject of this cartoon? How do you know?
3. What is the message behind this cartoon?

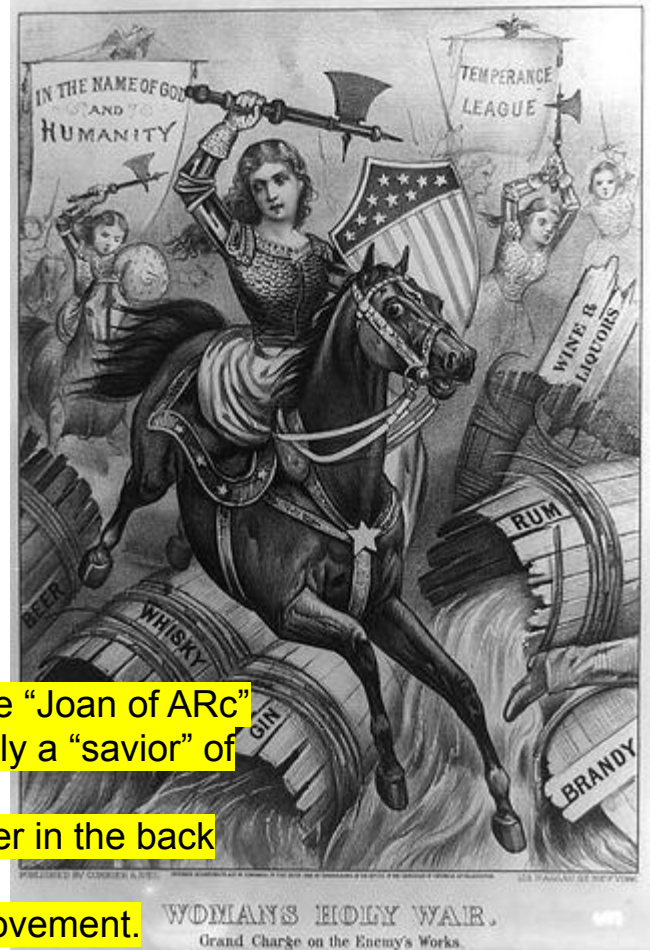


Warm Up

This political cartoon uses one of the 19th century reform movements as its subject. In your notebooks, answer the following questions:

1. What is the central figure or object in this cartoon and what does it mean?
2. Which reform movement is the subject of this cartoon? How do you know?
3. What is the message behind this cartoon?

1. The first thing I notice when I look at the cartoon is the “Joan of ARc” type figure in the center of the cartoon. She is probably a “savior” of some kind.
2. The Temperance Movement. It is written on the banner in the back right.
3. The message is that women are the leaders of this movement.



Lesson Activity: Reform Movements 1800-1848

The wave of reform movement led to the emergence of powerful political organizations to fight for their respective social causes.

The main reform movements were:

- Abolitionist
- Temperance
- Women's Suffrage Movement

Watch the following videos and in your notebooks record the following information about each of the reform movements.

- leaders of the movement
- Goals of the movement
- results of the moment

[Abolitionist](#)

[Temperance Part 1](#)

[Part 2](#)

[Women's Suffrage](#)

Practice: Documents



Since the AP test is going to focus on the DBQ I have attached a DBQ. For this activity go ahead and choose 5 of the documents to Analyze, using HAPPY or HIPPO and then answer the attached questions.

You can do all of that in your notebook.

[Suffrage DBQ](#)

Reflection



ISD Virtual Learning

APUSH Period 5 Review: Manifest Destiny

April 15, 2020



APUSH

Lesson: April 15, 2020

Objective/Learning Target: Students will explain the causes and effects of westward expansion from 1844 to 1877.

Warm Up

Describe 10 details you notice about the painting.

What is overall message of the painting? How does the painter use light and shadow to visually portray this message?



Lesson Activity - Map Review

On each map, shade in the areas described to review the stages of American expansion across the continent.



1783: When the Revolutionary War ended, Britain gave up territory to the U.S. **Shade** the area south of the Great Lakes and east of the *Mississippi*.



1803: The U.S. bought a huge area of land from France. **Shade** the large area that goes all the way from north to south. Don't shade that extra notch at the top!



1818: Okay, now you can **shade** that extra little area at the top. The U.S. traded with Britain to get that land.



1819: The U.S. made a deal with Spain to get Florida. **Shade** Florida. (You might notice that today, some of that land is not in Florida.)



1845: Yee-haw! The U.S. annexed Texas. Back then, Texas claimed a bigger area than it has today. **Shade** the big blob that looks like Texas with a chimney.



1846: The U.S. settled a dispute with Britain and got the Oregon Territory. **Shade** the area in the northwest corner.



1848: After the Mexican-American war, Mexico gave up a million acres to the U.S. **Shade** the big area below the Oregon Territory. Do not shade that little slice on the Mexico border!



1853: Now you can **shade** that little slice on the Mexico border. The U.S. bought that area from Mexico. The sale was called the Gadsden Purchase.

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Lesson Activity: Analyze the Manifest Destiny Argument

John L. O'Sullivan on *Manifest Destiny*, 1839

Excerpted from "The Great Nation of Futurity," *The United States Democratic Review*, Volume 6, Issue 23, pp. 426-430. The complete [article](#) can be found in *The Making of America Series* at Cornell University

The American people having derived their origin from many other nations, and the Declaration of National Independence being entirely based on the great principle of human equality, these facts demonstrate at once our disconnected position as regards any other nation; that we have, in reality, but little connection with the past history of any of them, and still less with all antiquity, its glories, or its crimes. On the contrary, our national birth was the beginning of a new history, the formation and progress of an untried political system, which separates us from the past and connects us with the future only; and so far as regards the entire development of the natural rights of man, in moral, political, and national life, we may confidently assume that our country is destined to be the great nation of futurity.

It is so destined, because the principle upon which a nation is organized fixes its destiny, and that of equality is perfect, is universal. It presides in all the operations of the physical world, and it is also the conscious law of the soul -- the self-evident dictates of morality, which accurately defines the duty of man to man, and consequently man's rights as man. Besides, the truthful annals of any nation furnish abundant evidence, that its happiness, its greatness, its duration, were always proportionate to the democratic equality in its system of government. . . .

What friend of human liberty, civilization, and refinement, can cast his view over the past history of the monarchies and aristocracies of antiquity, and not deplore that they ever existed? What philanthropist can contemplate the oppressions, the cruelties, and injustice inflicted by them on the masses of mankind, and not turn with moral horror from the retrospect?

America is destined for better deeds. It is our unparalleled glory that we have no reminiscences of battle fields, but in defence of humanity, of the oppressed of all nations, of the rights of conscience, the rights of personal enfranchisement. Our annals describe no scenes of horrid carnage, where men were led on by hundreds of thousands to slay one another, dupes and victims to emperors, kings, nobles, demons in the human form called heroes. We have had patriots to defend our homes, our liberties, but no aspirants to crowns or thrones; nor have the American people ever suffered themselves to be led on by wicked ambition to depopulate the land, to spread desolation far and wide, that a human being might be placed on a seat of supremacy.

We have no interest in the scenes of antiquity, only as lessons of avoidance of nearly all their examples. The expansive future is our arena, and for our history. We are entering on its untrodden space, with the truths of God in our minds, beneficent objects in our hearts, and with a clear conscience unsullied by the past. We are the nation of human progress, and who will, what can, set limits to our onward march? Providence is with us, and no earthly power can. We point to the everlasting truth on the first page of our national declaration, and we proclaim to the millions of other lands, that "the gates of hell" -- the powers of aristocracy and monarchy -- "shall not prevail against it."

The far-reaching, the boundless future will be the era of American greatness. In its magnificent domain of space and time, the nation of many nations is destined to manifest to mankind the excellence of divine principles; to establish on earth the noblest temple ever dedicated to the worship of the Most High -- the Sacred and the True. Its floor shall be a hemisphere -- its roof the firmament of the star-studded heavens, and its congregation an Union of many Republics, comprising hundreds of happy millions, calling, owning no man master, but governed by God's natural and moral law of equality, the law of brotherhood -- of "peace and good will amongst men." . . .

Yes, we are the nation of progress, of individual freedom, of universal enfranchisement. Equality of rights is the cynosure of our union of States, the grand exemplar of the correlative equality of individuals; and while truth sheds its effulgence, we cannot retrograde, without dissolving the one and subverting the other. We must onward to the fulfilment of our mission -- to the entire development of the principle of our organization -- freedom of conscience, freedom of person, freedom of trade and business pursuits, universality of freedom and equality. This is our high destiny, and in nature's eternal, inevitable decree of cause and effect we must accomplish it. All this will be our future history, to establish on earth the moral dignity and salvation of man -- the immutable truth and beneficence of God. For this blessed mission to the nations of the world, which are shut out from the life-giving light of truth, has America been chosen; and her high example shall smite unto death the tyranny of kings, hierarchs, and oligarchs, and carry the glad tidings of peace and good will where myriads now endure an existence scarcely more enviable than that of beasts of the field. Who, then, can doubt that our country is destined to be *the great nation* of futurity?

Write a Paragraph Responding to the following prompt:

- A. Define Manifest Destiny according to this article.
- B. Describe TWO pieces of evidence John O'Sullivan used to support his belief in Manifest Destiny.

Lesson Activity - Sample Multiple Choice Questions

Published in the 2012 AP US History Curriculum Framework

“Our ... destiny [is] to overspread the continent allotted by Providence for the free development of our yearly multiplying millions. . . . The Anglo-Saxon foot is already on [California’s] borders. Already the advance guard of the irresistible army of Anglo-Saxon emigration has begun to pour down upon it, armed with the [plow] and the rifle, and marking its trail with schools and colleges, courts and representative halls, mills and meetinghouses. A population will soon be in actual occupation of California. . . . Their right to independence will be the natural right of self-government belonging to any community strong enough to maintain it.”

— John L. O’Sullivan, 1845

9. The ideas expressed in the passage above most clearly show the influence of which of the following?
- (A) Models of limited government inherent in the Articles of Confederation
 - (B) Beliefs in separation of powers articulated in the United States Constitution
 - (C) Concerns about foreign alliances expressed in George Washington’s Farewell Address
 - (D) Concepts of republican democracy found in the Declaration of Independence

10. The process described in the passage above most directly led to political controversies in the 1840s and 1850s over the
- (A) expansion of slavery into newly acquired territories
 - (B) authority of the Supreme Court to overturn federal laws
 - (C) role of the federal government in economic development
 - (D) use of natural resources in newly acquired territories
11. Which of the following events in the late 19th and early 20th centuries represents a continuation of the process described in the passage above?
- (A) Efforts to restrict immigration to the United States
 - (B) The Supreme Court's endorsement of racial segregation
 - (C) The United States gaining possession of overseas territories
 - (D) Political parties' attempts to regulate economic activities

Answer Key

9. D

10. A

11. C

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

[CLICK HERE](#) to watch a review video for Chapter 11: Religion and Reform: 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 11

1. American Renaissance
2. Transcendentalism
3. Ralph Waldo Emerson
4. Brook Farm
5. Walt Whitman
6. Margaret Fuller
7. Nathaniel Hawthorne
8. Herman Melville
9. Utopia
10. Shakers
11. Fourierism
12. Oneida
13. Mormonism
14. Joseph Smith Jr.
15. Brigham Young
16. Abolitionism
17. Nat Turner Rebellion
18. William Lloyd Garrison
19. Grimke Sisters
20. Underground Railroad
21. Separate Spheres
22. Elizabeth Cady Stanton
23. Lucretia Mott
24. Seneca Falls Convention
25. Dorothea Dix

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

Looking Forward: How did American expansion contribute to the outbreak of the Civil War?