**APUSH Review: Periods 1-5 (1492-1877)**

**Period 1 Overview: Test Structure**

**(1491 - 1607)**

* + Period 1 is roughly 5% of the exam:
  + You will NOT see an essay exclusively on this period
    - You could see a topic that incorporates this period as part of a broader idea
      * For example - Experiences of European countries in America
* Why was 1491 - 1607 chosen for the dates?
  + 1491 = 1 year prior to European contact
  + 1607 = first permanent English settlement - Jamestown
  + Much of the focus of this period is on Native life PRIOR to contact, and interactions between Natives, Africans, and Europeans (**Columbian Exchange**)
* **\_\_\_\_\_\_\_\_** - corn, grown by Natives in the **SW US and Mexico**
* **Great Plains** and **Great Basin** - **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** - exchange of goods, ideas, diseases, and people between Europe, Africa, and the Americas
  + Impact on Americas - diseases impacted Natives, guns and horses transformed Native life, **racially mixed populations** (\_\_\_\_\_\_\_\_\_\_\_\_)
  + Impact on Europe - potatoes and maize led to large **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**, increase in **\_\_\_\_\_\_\_\_\_\_\_\_\_**
  + Impact on Africa - Slave trade - Middle Passage (**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)

* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** - royal grants of land by the Spanish Crown to settlers
  + Settlers promised to Christianize Natives
  + Eventually was replaced with African slave labor
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** - independence, self-rule
  + Africans and Natives sought to preserve their autonomy after contact with Europeans

**Period 2 Overview Test Structure**

**(1607 - 1754):**

* + Period 2 is roughly 10% of the exam:
  + Essay topics could include:
    - Comparing and Contrasting European powers
    - Characteristics of British colonies
* Why was 1607 - 1754 chosen for the dates?
  + 1607 = first permanent English settlement - Jamestown
  + 1754 = Beginning of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  + This time period continues to focus on European colonization, with England representing a significant amount of focus
* **New England Colonies:** 
  + Established by **\_\_\_\_\_\_\_\_** - **like-minded community, mix of agriculture and commerce**
* **Middle Colonies:**
  + **\_\_\_\_\_\_\_\_** crops - religiously, demographically, and ethnically diverse
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**: (Maryland and Virginia)
  + Grew **\_\_\_\_\_\_\_\_\_\_\_\_**
  + Relied on **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**, and later African slaves
* Southern Colonies and **West Indies**:
  + Grew **\_\_\_\_\_\_\_\_\_\_\_** (sugar), heavy use of **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
  + **\_\_\_\_\_\_\_\_\_\_\_\_made up a majority of the population in some areas**
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_:**
  + Native American rebellion in SW portion of US
  + Spanish sought to end Native practices that were inconsistent with Christianity
  + The Pueblos rebelled, expelled Spanish for over 10 years
  + Eventually, the Spanish regained control, began to advocate the religious assimilation of Natives
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**:
  + Process of colonies “becoming” or taking on British characteristics

Seen through: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,** etc

* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_:**
  + Focus on reason and intelligence
  + Individuals began to question forms of government
    - Montesquieu - Separation or Powers, Locke - Consent of the Governed
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_:**
  + Goal is to make $ for the mother country
  + Positive balance of trade that favors the mother country

**Period 3 Overview Test structure:**

**(1754 - 1800)** Period 3 is roughly 12% of the exam:

* + Essays could be on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as a turning point, the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Comparing and Contrasting the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Why was 1754 - 1800 chosen for the dates?
  + 1754 = Beginning of the Seven Years War
  + 1800 = Jefferson’s election
  + This time period focuses on the shift in the relationship between the British and the Colonists, which culminates in the American Revolution
  + Additionally, the structure of American government is a focus with the Articles of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and Constitution
* **\_\_\_\_\_\_\_\_ \_\_\_\_\_\_ War:**
  + Fought between the British/colonists and the French/Natives
  + Britain won, **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** from North America
  + WATERSHED event - Britain ends salutary neglect, begins to tax colonies -> colonial resistance
    - Be able to identify/explain two new taxes, and the colonists’ response
      * Stamp Act -> Stamp Act Congress -> Repeal of Stamp Act -> Declaratory Act
* **T-Paine’s *\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_*:**
  + **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** thinker, urged the colonists to break away from Great Britain
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_:
  + Written by Jefferson, Adams, and Franklin, inspired by Common Sense and Enlightenment thinkers (Locke)
  + List of grievances against KG3
* Colonial War for Independence:
  + US won in spite of: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, military and financial advantages by Great Britain; because of - support from Europe (France), \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ commitment
* **Articles of Confederation**:
  + Created a very weak central government:
    - Could not tax, no national military, 9 out of 13 states to pass laws, all 13 required to amend Articles
* \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_:
  + Process for admitting states into the Union (60,000 inhabitants)
  + Outlawed slavery in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  + Established public education
* **Constitution:**
  + Based on **\_\_\_\_\_\_\_\_\_\_\_\_\_\_** and **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
    - Prevents one branch/ level of government from abusing its power
  + **Series of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** with **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
    - Great Compromise - established a bicameral legislature, one house based on population, one had equal representation per state (Senate)
    - 3/5 Compromise - 60% of slaves would count as population towards representation
    - Slave Trade Compromise - outlawed the international slave trade after 1808
  + The Constitution did not deal with slavery - **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

* **Bill of Rights:**
  + Added AFTER the Constitutional Convention
  + **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** - satisfied the Anti-federalists to ratify the Constitution
* Impact of the **ideals of the Declaration of Independence and American Revolution?**
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_:**
  + Inspired by **Enlightenment** ideas as well
  + Helped lead to divisions between Jefferson and Hamilton
* **\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** experienced rebellions as well
* **George Washington’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ warned against**:
  + **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
  + **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **Tensions with Britain and France** helped lead to political parties
* After WWII (Period 8), the US entered into peace time alliances
* **“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”**
  + Encouraged women to raise children and instill **republican \_\_\_\_\_\_\_\_\_\_** in their families
  + Women gained more access to education

**Period 4 Overview: Test Structure**

**(1800 - 1848)** Period 4 is roughly 10% of the exam:

* + Essay topics could include:
    - Reform movements inspired by the 2nd Great Awakening
    - Westward Expansion and impact on slavery
    - Impact of Market Revolution on regions of the US
* Why was 1800 - 1848 chosen for the dates?
  + 1800 = Jefferson’s election
  + 1848 = Seneca Falls Convention - Women’s Rights Convention
  + This time period focuses on the **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**, the increase in democracy, and several reforms inspired by the **Second Great Awakening**
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and Democratic-Republicans:**
  + First political parties, formed in response to Hamilton’s Financial Plan, French Revolution
  + Federalists tended to be upper-class, advocate a loose interpretation of the Constitution, were pro-British (trade), favored merchants, and liked the BUS
  + Democratic-Republicans tended to be commoners - middle-class, advocate a strict interpretation (pre LA Purchase), were pro-French (Rev. War), favored farmers, and disliked the BUS
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_:**
  + 2nd Party System - Whigs were formed in response to “King Andrew I”
  + Democrats tended to be the party of the “Common Man”, favored universal, white male suffrage, Spoils System, wanted to lower tariffs
  + Whigs tended to favor tariffs, a strong Congress, BUS, and internal improvements
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_:** Beginning of **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** 
  + Doubled the size of the US
  + Jefferson switched from strict to loose interpretation
* The Supreme Court in the early 19th Century:
  + **Helped assert federal power over state laws** and **determined the meaning of the Constitution**
  + Gibbons v. Ogden - Supreme Court ruled that the federal government, NOT states controlled interstate trade
* **Slavery:**
  + Defended in the South**, seen as a “\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_”**
* **Second Great Awakening**
  + Inspired many to achieve *perfection*
  + Focused on **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, especially abolitionism** and **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** - Seneca Falls
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** - fear of foreigners (similar to **\_\_\_\_\_\_\_\_\_\_\_\_\_**)
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** - spinning Jenny
* **Steam engines** - allowed boats to go AGAINST the current
* **Interchangeable Parts** - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ - increased production of goods
* **Canals** - \_\_\_\_\_\_\_, increase in shipping
* **\_\_\_\_\_\_\_\_\_\_\_\_\_** - especially in the 1840s, faster shipment of goods and people
* **Telegraph** - spread of information more quickly
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Inventions** - steel plow, McCormick reaper
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_:**
  + Henry Clay!’s system, **sought to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
  + 3 parts: Bank of US, Tariffs which would fund, internal improvements
  + **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the North and Midwest more than the \_\_\_\_\_\_\_\_\_\_**
* **Migrants from \_\_\_\_\_\_\_\_\_\_\_\_\_:**
  + Irish settled in cities, Germans on the frontier as farmers
  + Settled in the **East and Midwest**
  + Led to **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ between the Northeast and Old Northwest**
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_:**
  + Transformation in how goods were produced - more outside the home; an increase in technology and transportation as well
* **National Bank, Tariffs, and Internal Improvements**
  + Major political issues, **\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ trumped national concerns**
* **Federal government \_\_\_\_\_\_\_\_\_\_\_ to assert authority over states \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
  + Hartford Convention, Nullification Crisis
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Compromise of 1820)**
  + Tallmadge Amendment - Never passed; proposed the gradual emancipation of slaves in MO
  + 3 parts: MO added as a slave state, ME added as a free state, 36°30’ - above free, below slave
    - # of free and slave states were equal at 12
  + **Short-term solution**, eventually, the Compromise broke down (**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Act, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)**

**Period 5 Overview : Test Structure**

**(1844 - 1877)**

* + Period 5 is roughly 13% of the exam
  + Essay topics could include:
    - Change and Continuity for African Americans
    - The Civil War and Reconstruction as turning points
* Why was 1844 - 1877 chosen for the dates?
  + 1844 = Election of James K. Polk
  + 1877 = End of Reconstruction
  + This time period analyzes the causes for, and impacts of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ including tensions, the Civil War, and ultimately, the end of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_in 1877
* **Manifest Destiny:**
  + Belief that it was the US’ God-given right to expand
  + Built on a belief in **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** and **American cultural superiority**
  + Many **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** were focused on this issue:
    - 1844 election - Clay v. Polk
  + **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ War:**
    - US won, gained the Mexican Cession -> led to **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** over slavery in the territories
      * Wilmot Proviso - proposed that slavery would be banned in al land gained from Mexican Cession
* **Asia:**
  + US sought to expand trade to other areas
  + Matthew Perry in Japan
* Influx of “Old immigrants” - **prior to the Civil War**, led to:
  + A **\_\_\_\_\_\_\_\_\_\_\_\_\_\_ movement**
    - **Anti-\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
    - Hoped **to limit the power** of the immigrants
      * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Party
* **New legislation promoting \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
  + **During and after the Civil War**
  + Homestead Act - 160 acres of land - encouraged westward settlement
  + Morill Land Grant - sold land and provided $ for colleges
* Abolitionists:
  + **Small portion of the North, although were highly visible**
  + Used many **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**, including:
    - **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ -** William Lloyd Garrison - *The Liberator*
    - **Helping slaves runaway -** Underground RR
    - **\_\_\_\_\_\_\_\_\_\_\_\_\_\_** - John Brown
* How was s**lavery defended in the South**?
  + As a “**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**” - John C. Calhoun
  + **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** - “Jim Crow” Minstrel Shows
* **Proposals to resolve the issue of slavery:**
  + **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_:**
    - Created to address the land from the Mexican Cession
    - The country was on the brink of war
    - 5 parts:
      * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in Mexican Cession; a new, more strict Fugitive Slave Law; Slave trade in D.C. was abolished; California was admitted to the Union as a free state - tipped the balance in favor of free states; Texas was paid $ to give up claims to bordering states
    - Impacts of Compromise?
      * North detested the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ - helped increase the abolitionist movement and non-enforcement of the law (essentially nullification)
* **Proposals to resolve the issue of slavery:**
  + **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
    - Steven Douglas (D-IL) sought to build a RR through the Nebraska territory
    - He proposed this act, which would allow for popular sovereignty in Kansas and Nebraska
    - The expectation was that Kansas would be slave, Nebraska would be free
    - Overturned the **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
    - Voters turn out in full force in Kansas -> “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”
* **Proposals \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of slavery:**
  + **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
    - 1857 Supreme Court Case that sought to settle the slavery question in territories
    - The court ruled that:
      * African Americans were not citizens and could not sue in court
      * Slaves were property, could not be taken without “due process”
      * The Missouri Compromise was unconstitutional and that Congress could not regulate slavery in the territories
    - The North was furious, increased \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ between North and South
* **The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Party:**
  + Started as a **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the North and Midwest**
  + Made up of many former **Whigs**
* **The Election of \_\_\_\_\_\_\_\_\_:**
  + **Lincoln ran on a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ platform**
    - This did not mean slavery would end, rather he opposed the *extension* of slavery
  + Impact of this election?
    - Immediate cause of **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**, and ultimately the **Civil War**
* **The Civil War:**
  + **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** - freed slaves in areas of rebellion
    - Impacts?
      * **\_\_\_\_\_\_\_\_\_\_\_\_ the \_\_\_\_\_\_\_\_\_\_\_ of the war**
      * **Increase in \_\_\_\_\_\_\_\_\_\_\_ soldiers joining the military**
      * **Helped keep Europe from aiding the South**
    - Could be compared with the Gettysburg Address, or the **13th Amendment**
* Why did the North win?
  + **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** (Grant and Sherman), **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** (Anaconda Plan, March to the Sea), **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** (Antietam), More **resources** and people
* **\_\_\_th Amendment:**
  + 1865, abolished slavery
  + South tried to get around it with **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**:
    - Freedmen worked on farms and exchanged labor for using land and housing
    - Half of their crops were typically given to the land owner
    - Sharecroppers had to borrow $ to get started
      * Local stores gave loans at high rates (crop lien system)
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ -** Thaddeus Stevens, Charles Sumner
  + Sought to increase power in the South and increase rights for African Americans
  + They were not successful because:
    - Reconstruction ended in the Compromise of 1877
    - The North’s **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** to assist African Americans
* **14th Amendment:**
  + Granted \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to African Americans and those born in the US
  + Provided equal protection of the laws
* **\_\_\_th Amendment:**
  + Provided \_\_\_\_\_\_\_\_\_\_\_\_ for ALL adult males
* Impact of these amendments on **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**?
  + They were split
  + Some favored providing suffrage for blacks PRIOR to suffrage for women
  + Others, did not support it unless women were granted suffrage as well
* Other impacts of the amendments?
  + **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** from African Americans over time through:
    - **Segregation** - Jim Crow (upheld by Supreme Court cases such as ***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*** “separate but equal”)
    - **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** - KKK and the White League, lynching
    - **Local political tactics** - poll taxes, literacy tests, grandfather clauses
  + In the future (Period 8), these amendments will be used to **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**