**Henretta Chapter 13 Study Guide DUE WEDNESDAY, DECEMBER 13, 2017**

***Recommendation: Watch Crash Course: War & Expansion in your Edpuzzle Account before reading the first half of Chapter 13.***

**Key Terms: Identify and explain the SIGNIFICANCE of each of the following:**

1. Manifest Destiny-
2. Californios-
3. “Fifty-four forty or fight!”-
4. Conscience Whigs-
5. Wilmot Proviso-
6. Free-soil Movement-
7. “Slavery follows the flag”-
8. Compromise of 1850-
9. Personal Liberty Laws-
10. Gadsden Purchase-
11. Ostend Manifesto-
12. Kansas-Nebraska Act-
13. Know-Nothing Party-
14. “Bleeding Kansas”-
15. Dred Scott v. Sandford-
16. James K. Polk-
17. Frederick Douglass-
18. Harriet Beecher Stowe-
19. John Brown-

**The Big Picture: Each of these prompts significant levels of detail and effort to earn credit. This means you may need to write a paragraph that argues a position with supporting facts or create detailed answers in other creative ways.**

20. Did the idea of Manifest Destiny actually cause events, such as the political support for territorial expansion, or simply justify actions taken for other reasons? 412-415

21. How were the lives of Plains Native Americans altered by westward expansion? 415-417

20. What were the causes of the Mexican-American war and in what ways did it bring about a growing sectional crisis during the 1850s? 418-423 (including documents in pages 422-423)

22. “American Exceptionalism”, has been a long-standing facet of the American Identity. In what ways was the concept of Manifest Destiny a continuation of this idea?

25. In your mind was James K. Polk’s justification for war against Mexico valid? Why or why not? Can you explain why many Northerners saw the war as an excuse to expand slavery? 418-419

26. In what ways did the Wilmot proviso create controversy and tension in the period immediately after the Mexican war? 421

27. In what ways is the name of the “Free-Soil Party” a bit misleading for many students? 421

28. To what extent was U.S. western expansion deeply rooted in the idea of white superiority? Back your response with specific evidence to support your argument.

29. What were the main changes caused by the huge increase in California’s population and its composition between 1849-1870? 425-428

29. Compare and contrast the similarities and differences between the admission of Missouri to the Union in 1820 and the admission of California to the Union in 1850. 428-430

**(quiz after this material)**

30. Why might some argue that the most controversial and inflammatory part of the Compromise of 1850 was the Fugitive Slave Act included within it? 430-431

31. Some historians argue that the Civil War actually began in Kansas in the late 1850s. Support, modify, or refute this statement with a sound argument supported by facts, not just sweeping generalizations. 431-433

32. To what extent did the decision in *Scott v. Sandford* represent a turning point in the slippery slope towards civil war? 433-436

34. Briefly summarize Lincoln’s view on slavery as the Republican presidential nominee in 1860 and why it alarmed the deep South. 437-438

35. Why do you think secession seemed like the only alternative to the deep south after Lincoln’s election? Why was there no room left for compromise? 438-440

**(Quiz after this material)**

**Part II: Based on the reading, create THREE questions (one at each level show below) relation to topics from the chapter you would like to know more about or investigate further.**

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| **Level 1-Who, What, Where, When? (There is a single answer)** | **Level 2-How or why? (these seek explanation)** | **Level 3-Divergent questions (these have a variety of possible answers)** |
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**Part III: In the space below, write a few sentences (use details) explaining your reaction to TWO specific events or ideas from the chapter AND TWO specific individuals or groups from the chapter.**

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| --- | --- |
| **Reaction to first specific event or idea** | **Reaction to first specific individual or group** |
|  |  |
| **Reaction to first specific event or idea**  **(different than above)** | **Reaction to first specific individual or group**  **(different than above)** |
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**Part VI: Select one image from the reading which most interests you and write a paragraph where you address the following things. #1 – What you see in the image (describe it in detail) #2 – Analyze how the image is connected to the period being discussed and more specifically the information you have identified on this sheet #3 – Explain why you selected the specific image and what about it interests you.**

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| **Picture/Painting/Graph/Chart/Map or other Image Analysis** |
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