

## **APUSH Vocabulary**

The following vocabulary are recommended for students to be able to utilize as evidence **in both essays and short answer questions**. Students should be familiar with the Who, What, Where, When, and Historical Significance of each term. Historical Significance is the most important part as it displays the analysis in your writing. These are your “because” statements. This list of words serves as “examples” that should be used to examine the **Key Concepts** as outlined in the ***APUSH Curriculum Framework***.

### **Unit 3 (1754-1800)**

Seven Year’s War (French and Indian War)      Albany Congress      Pontiac’s Rebellion

Proclamation of 1763      Salutary Neglect      Stamp Act      Intolerable Acts

Thomas Paine’s *Common Sense*      Declaration of Independence      Continental Congress

Battle of Saratoga      American Revolutionary War

Republican motherhood      Articles of Confederation (strengths & weaknesses)

Northwest Ordinance of 1787      Northwest Territory      Battle of Fallen Timbers

Constitutional Convention (compromises, slave trade, Anti-Feds. v. Feds, *Federalist Papers*, Bill of Rights)

Presidential precedents      1<sup>st</sup> Political Parties      Neutrality Proclamation

Jay’s Treaty      Treaty of San Lorenzo (Pinckney’s Treaty)      Washington’s Farewell Address

### **THEMATIC ESSENTIAL QUESTIONS BY UNIT**

**Directions:** Each group will be assigned one of the 9 units to present on Unit Exam days. All group responses must include evidence (use of vocabulary from the list) and analysis. Each member of the group must be an expert for every question on the list. The presentation should flow from group member to group member as if you were sitting around your dinner table discussing these questions.

#### **UNIT THREE: 1754-1800:**

#### **A NEW COUNTRY IS BORN**

##### **AMERICAN & NATIONAL IDENTITY:**

How did different social group identities evolve during the revolutionary struggle? How did leaders of the new United States attempt to form a national identity?

##### **WORK, EXCHANGE, AND TECHNOLOGY:**

How did the newly independent United States attempt to formulate a national economy?

##### **MIGRATION AND SETTLEMENT:**

How did the revolutionary struggle and its aftermath re-orient white-American/Indian relations and affect subsequent population movements?

##### **POLITICS AND POWER:**

How did the ideology behind the revolution affect power relationships between different ethnic, racial, and social groups?

##### **AMERICA IN THE WORLD**

How did the revolution become an international conflict involving competing European and American powers?

##### **GEOGRAPHY AND ENVIRONMENT**

How did the geographical and environmental characteristics of regions opened up to white settlement after 1763 affect their subsequent development?

##### **CULTURE AND SOCIETY**

Why did the patriot cause spread so quickly among the colonists after 1763? How did the republican ideals of the revolutionary war affect the nation's political culture after independence?