

## 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 5 (1844-1877)

Manifest Destiny	Mexican American War	Treaty of Guadeloupe-Hidalgo	
Wilmot Proviso	Immigration (Irish/German)	Nativism	
Abolitionism	<i>The Liberator</i> /William L. Garrison	Free-Soil Party	
Slavery as “Positive Good” (southern perspective)	States’ rights		
Compromise of 1850	Popular Sovereignty	Kansas-Nebraska Act	John Brown
<i>Dred Scott Case</i>	2 <sup>nd</sup> Party System Ends	Election of 1860	Republican Party
Secession	Treaty of Kanagawa	Anaconda Plan	Civil War (pre-Emancipation Proc.)
Civil War (post-Emancipation Proc.)	Gettysburg Address	Northern Advantages to South	
13 <sup>th</sup> , 14 <sup>th</sup> , and 15 <sup>th</sup> Amendments (know these)	women’s rights	Radical Republicans	
Reconstruction	Sharecropping	segregation	redeemers
Black codes	Freedmen’s Bureau	Compromise of 1877	

**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 FIVE: 1844-1877:**

**ANTEBELLUM TO RECONSTRUCTION**

<p><b>AMERICAN &amp; NATIONAL IDENTITY:</b></p>	<p>How did migration to the U.S. change popular ideas of American identity and citizenship as well as regional and racial identities? How did the conflicts that led to the Civil War change popular ideas about national, regional, and racial identities throughout this period?</p>
<p><b>WORK, EXCHANGE, AND TECHNOLOGY:</b></p>	<p>How did the maturing of northern manufacturing and the adherence of the South to an agricultural economy change the national economic system by 1877?</p>
<p><b>MIGRATION AND SETTLEMENT:</b></p>	<p>How did the growth of mass migration to the United States and the railroad affect settlement patterns in cities and the West?</p>
<p><b>POLITICS AND POWER:</b></p>	<p>Why did attempts at compromise before the war fail to prevent the conflict? To what extent, and in what ways, did the Civil War and Reconstruction transform American political and social relationships?</p>
<p><b>AMERICA IN THE WORLD</b></p>	<p>How was the American conflict over slavery part of larger global events?</p>
<p><b>GEOGRAPHY AND ENVIRONMENT</b></p>	<p>How did the end of slavery and technological and military developments transform the environment and settlement patterns in the South and the West?</p>
<p><b>CULTURE AND SOCIETY</b></p>	<p>How did the doctrine of Manifest Destiny affect debates over territorial expansionism and the Mexican War? How did the Civil War struggle shape Americans' beliefs about equality, democracy, and national destiny?</p>