

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 8 (1945-1980)

Cold War	Containment Policy	Korean War	Berlin Airlift	
Marshall Plan	Truman Doctrine	2 nd Red Scare	McCarthyism	NATO
House Un-American Activities (HUAC)	Military Industrial Complex	Brinksmanship		
Massive Retaliation	Domino Theory	Vietnam War	Counter-Culture Movement	
Students for a Democratic Society (SDS)	“New-Left”	Free-Speech Movement		
Martin Luther King (SCLC)	Desegregation of armed services	<i>Brown v. Board of Education</i>		
Student Non-Violent Coordinating Committees (SNCC)	“Sit-Ins” (Greensboro, NC)			
Montgomery Bus Boycott	Central Intelligence Agency (Middle-East intervention)			
War Power Act 1973	War on Poverty	Great Society	Gay Rights Movement	
Chicano Movement (C. Chavez)	American Indian Movement (AIM)	Three Mile Island		
Civil Rights Act 1964	Voting Rights Act 1965	Neoconservative	Warren Court Cases	
Berger Court Cases	Environmental Protection Agency	Rachel Carson	Baby Boom	
Sun Belt	“Levittowns”/Suburbanization	Immigrants post-1965	Conformity 1950s	
Feminist Movement	Sexual Revolution	evangelical church growth	ERA	

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 EIGHT: 1945-1980:

THE COLD WAR

AMERICAN & NATIONAL IDENTITY:

How did the African-American Civil Rights movement affect the development of other movements based on asserting the rights of different groups in American society? How did American involvement in the Cold War affect debates over American national identity?

WORK, EXCHANGE, AND TECHNOLOGY:

How did the rise of American manufacturing and global economic dominance in the years after WWII affect standard of living among and opportunities for different social groups?

MIGRATION AND SETTLEMENT:

How did the growth of migration to and within the United States influence demographic change and social attitudes in the nation?

POLITICS AND POWER:

How did the changing fortunes of liberalism and conservatism in these years affect broader aspects of social and political power?

AMERICA IN THE WORLD

Why did Americans endorse a new engagement in international affairs during the Cold War? How did this belief change over time in response to particular events?

GEOGRAPHY AND ENVIRONMENT

Why did public concern about the state of the natural environment grow during this period, and what major changes in public policy did this create?

CULTURE AND SOCIETY

How did changes in popular culture reflect or cause changes in social attitudes? How did the reaction to these changes affect political and public debates?