

## 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 7 (1890-1945)

Muckrakers                      Women’s Suffrage                      Progressivism    prohibition  
Imperialism                      National Park System                      Progressive Presidents  
Election of 1912                      Roosevelt Corollary v. Dollar Diplomacy                      Progressive Amendments  
Spanish-American War                      Woman’s Suffrage Movement  
Immigration Restrictions                      Great Migration                      1920s Presidents  
World War I    Women in the workforce                      Segregation  
Consumerism    Harlem Renaissance    Red Scare                      Modernists v. Traditionalists  
Scopes Trial    Espionage and Sedition Acts    Treaty of Versailles  
Isolationism    New Deal 3 R’s                      The Great Depression    Social Security Act                      AAA  
Dust Bowl    Tennessee Valley Authority (TVA)                      Wagner Act    Pearl Harbor  
Democratic Party (A.A., Working Class, ethnic groups)    World War II    Manhattan Project  
Japanese internment                      island hopping (Pacific)                      D-Day Invasion                      atomic bombs  
American Homefront    women and minorities on home front    *Korematsu v. United States*

### 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 SEVEN: 1890-1945:**

#### **THE GREAT AMERICAN EMPIRE**

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

How did continuing debates over immigration and assimilation reflect changing ideals of national and ethnic identity? How did class identities change in the period?

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

How did movements for political and economic reform take shape in this period, and how effective were they in achieving their goals?

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

Why did public attitudes towards immigration become negative during this time period? How and why did people migrate within the U.S. during this time period?

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

How did reformist ideals change as they were taken up by reformers in different time periods? Why did opposition emerge to various reform programs?

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

Why did U.S. leaders decide to become involved in global conflicts such as the Spanish American War, World War I, and World War II? How did debates over intervention reflect public views of America's role in the world?

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

Why did reformers seek for the government to wrest control of the environment and national resources from commercial interests?

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

How did "modern" cultural values evolve in response to developments in technology? How did debates over the role of women in American public life reflect changing social realities?