

## **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 4 (1800-1848)**

<i>Marbury v. Madison</i> /Marshall Court	Louisiana Purchase	<i>Chesapeake-Leopard Affair</i>
Embargo Act of 1807	War of 1812	Universal Male Suffrage
Clay’s American System	Antebellum Social Reformers	Second Great Awakening
Transcendentalism	slave family structures	Market Revolution
Abolitionism	Seneca Falls Convention	“Corrupt Bargain”
Interchangeable parts	entrepreneurs	Canals/Railroads/National Roads
Lowell Factory System	“King Cotton” (southern expansion)	“Old” Immigrants (Irish/German)
Missouri Compromise 1820	Monroe Doctrine	Indian Removal Act
Jacksonian Democracy (2 <sup>nd</sup> Party System)	Nullification Crisis	Panic of 1837
Nativism		

### 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.

<b>UNIT FOUR: 1800-1848:</b>		<b>JEFFERSON AND JACKSON</b>
<b>AMERICAN &amp; NATIONAL IDENTITY:</b>		How did debates over American democratic culture and the proximity of many different cultures living in close contact affect changing definitions of national identity?
<b>WORK, EXCHANGE, AND TECHNOLOGY:</b>		How did the growth of mass manufacturing in the rapidly urbanizing North affect definitions of and relationships between workers, and those for whom they worked? How did the continuing dominance of agriculture and the slave system affect southern social, political, and economic life?
<b>MIGRATION AND SETTLEMENT:</b>		How did the continued movement of individuals and groups into, out of, and within the United States shape the development of new communities and the evolution of old communities?
<b>POLITICS AND POWER:</b>		How did the growth of ideals of mass democracy, including such concerns as expanding suffrage, public education, abolitionism, and care for the needy affect political life and discourse?
<b>AMERICA IN THE WORLD</b>		How did the United States use diplomatic and economic means to project its power in the western hemisphere? How did foreign governments and individuals describe and react to the new American nation?
<b>GEOGRAPHY AND ENVIRONMENT</b>		How did environmental and geographic factors affect the development of sectional economics and identities?
<b>CULTURE AND SOCIETY</b>		How did the idea of democratization shape and reflect American arts, literature, ideals, and culture?