

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 6 (1865-1898)

Transcontinental RR Telegraph/Telephone Homestead Act

Horizontal v. Vertical Integration corporate consolidations (trusts/monopolies)

Laissez-faire policy “New Immigration”/Xenophobia child labor

Industrialization “New South” People’s (Populist) Party

Urbanization political machines Social Gospel “Cross of Gold” speech

Gospel of Wealth (Carnegie) Social Darwinism American Bison

Assimilationist policies Dawes Severalty Act 2nd Treaty of Fort Laramie

Battle of Wounded Knee Jane Addams Settlement Houses

Plessy v. Ferguson Jim Crow Laws W.E.B. Du Bois

Booker T. Washington Chinese Exclusion Act American Federation of Labor (AFL)

Homestead Strike

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 SIX: 1865-1898:

URBANIZATION AND THE JIM CROW SOUTH

AMERICAN & NATIONAL IDENTITY:	How did the rapid influx of immigrants from other parts of the world than northern and western Europe affect debates about American national identity?
WORK, EXCHANGE, AND TECHNOLOGY:	How did technological and corporate innovations help to vastly increase industrial production? What was the impact of these innovations on the lives of working people?
MIGRATION AND SETTLEMENT:	How and why did the sources of migration to the United States change dramatically during this period?
POLITICS AND POWER:	How did the political culture of the Gilded Age reflect the emergence of new corporate power? How successful were the challenges to this power? Why did challenges to this power fail?
AMERICA IN THE WORLD	How did the search for new global markets affect American foreign policy and territorial ambitions?
GEOGRAPHY AND ENVIRONMENT	In what ways, and to what extent, was the West “opened” for further settlement through connection to eastern political, financial, and transportation systems?
CULTURE AND SOCIETY	How did artistic and intellectual movements both reflect and challenge the emerging corporate order?