• human characteristics

• regions

• primary source

• secondary source

• perspective

• bias

• validity

• Environment

• Plantation

• Proprietor

• Society

• Values

• Beliefs

• Class

• Immigration

• quality

• Economy

• Resources

• Revolution

• Conflict

• Resolve

• Protest

• Debate

• Compromise

• Negotiation

• Boycott

• Treaty

• Amend/amendment

• Propaganda

• Reform

• Abolish/Abolition

• Motivate

• Expansion

• Innovation

• Migrate

• Foreign

• Domestic

• Opportunities

• Challenges

• Section• Abolish/abolition

• Secede

• Emancipate

• Ballot

• Debt

• Surrender

• Literacy

• Strategy

• Discrimination

• Racism

• Segregation• Technology

• Competition

• Urban/Urbanization

• Monopoly

• Union

• Strike

• Corruption

• Assemble/Assembly

• Industry

• Labor

• Regulation

• Charity• Imperialism

• Traditional

• Modern

• Prohibit

• Credit

• Indicator

• “Standard of Living”

• Prosper/Prosperity

 • Finance

• Stability/Instability

• Depression

• Scarce/Scarcity

• Neutral

• Draft

• Ration/rationing

• Contribution

• Internment

• Atomic

• Contain/Containment

• Theory

• Pact

• Minority

• Capitalism

• Communism

• Bonds

• Neutral/neutrality

• Genocide

• Nuclear

• Embargo

• Doctrine

• Cold war

• activist

• conspiracy

• controversy

• disobedience

• global

• harassment

• integrate/integration

• media

• prejudice

• profiling (racial)

• suspicion• Outsource

• Consequence

• Recession

• Deportation

• Fluctuate

• Alien

• Modify

• Unify

**Important Issues**

-**European Imperialism and the Colonization**

 Triangular Trade

 Imperialism

 Mother Country

Stamp Act

Intolerable Acts

-**American Revolution**

 Declaration of Independence

 Articles of Confederation

 Guerilla Warfare

 Constitution

 Bill of Rights

-**US Expansion**

 Reasons for Expansion

 Manifest Destiny

 Andrew Jackson

 Indian Removal Act

 Missouri Compromise

-**Civil War/ Reconstruction**

 Industrial North

 Agricultural South
 Compromise of 1850

 Confederacy

 Emancipation Proclamation

 Appomattox Courthouse

 Fugitive Slave Act

**-Industrialization and Impacts**

Gross Domestic Product (GDP)

Gross National Product (GNP)

Assembly Line

Urbanization

Andrew Carnegie

JP Morgan

Henry Ford

**-WWI and Great Depression**

Laissaz- Faire Economics

Buying on Margin

Hoovervilles

New Deal

Lusitania

Zimmerman Telegram

Advances in WWI(Planes, Tanks, Chemical Weapons)

14 Points

League of Nations

**-WWII and Cold War**

Conditions in Germany pre WWII

Imperial Japan

Russian involvement

Holocaust

Blitzkrieg

Arms Race

Star Wars/ Berlin Wall

Mikael Gorbachaov/ Ronald Raegan

**Sample Essay 1**- Create a cause and effect chain of events explaining the political, social, and economic outcomes of the Civil Rights Movement in North Carolina

**Sample Essay 2**- Each state retains its sovereignty, freedom, and independence, and every power,

jurisdiction, and right, which is not by this Confederation expressly delegated to

the United States, in Congress assembled. . . . The said States hereby severally

enter into a firm league of friendship with each other, for their common defense,

the security of their liberties, and their mutual and general welfare.

Articles of Confederation, 1777

Evaluate the degree to which the democratic ideal of states′ rights is evident in the

Articles of Confederation. Use one detail from the excerpt above to support your

position.

**Sample Essay 3**- Read the excerpts to respond to the item below

. . . . *white American miners were resentful of the other national groups represented in the camps. While they usually accepted non-English-speaking Europeans, they had less tolerance for Latin American miners and none at all for Chinese. In 1850, the new California legislature adopted a Foreign Miners License Law, charging all non-U.S. citizens $20 per month . . . Chinese miners who continued their search for gold found increasingly harsh treatment at the hands of their fellow miners. The legislature adopted a new foreign miners’ tax of $4 per month, and anti-Chinese feeling surfaced in many mining camps.* Library of Congress, “From Gold Rush to Golden State”

*During 1850, the Indians in Mariposa county [California] . . . became very troublesome to the miners and settlers. . . . Through the management of the commissioners, treaties were made, and many of these Indians were transferred to locations reserved for their special occupancy. . . .*

 *[The trader John Savage] employed a party of native Indians. . . . He exchanged his goods at enormous profits for the gold obtained from his Indian miners. . . . To strengthen his influence over the principal tribes, Savage had, according to the custom of many mountain men, taken wives from among them . .* .

 American soldier Lafayette Houghton Bunnell, “Discovery of the Yosemite, and the Indian war of 1851”

Evaluate the lasting impact of the California Gold Rush as a positive or negative turning point for American society. Use one detail from the excerpts above to support your position.

**Sample Essay 4**- Examine the primary source and answer the question.

*. . . We [the Supreme Court] conclude that, in the field of public education, the doctrine*

*of “separate but equal” has no place. Separate educational facilities are inherently [by*

*nature] unequal. Therefore, we hold that the plaintiffs [the Brown family] and others similarly*

*situated for whom the actions have been brought are, by reason of the segregation*

*complained of, deprived of the equal protection of the laws guaranteed by the Fourteenth*

*Amendment. This disposition [ruling] makes unnecessary any discussion whether such*

*segregation also violates the Due Process Clause of the Fourteenth Amendment. . . .*

According to this document, what was the Supreme Court’s ruling in Brown v. Board of Education of

Topeka?