**APUSH Identification Expectations**

**-Keep these directions for the entire year- You will have IDs each and every unit**

**IDs come from College Board and you WILL see them on National exam!**

1. No “copy and pasting” from the internet unless using a direct quote that you think is pertinent.
2. You are responsible for knowing/understanding every word. You will be required to turn in specific highlighted words (15-25 words) (as the year progresses I will give you more freedom in selecting words). IDs are due on Unit exam day.
3. Remember; this is an AP class, it’s not as much about “wikipedia” facts but rather the impact of the event. Impact is: the “C’s” = Context, Causation, Consequence. You need to know the basic definition of the term, but more importantly you must understand the impact/significance of the term.
4. Each identification should be about 3 sentences. See example.
5. You will be quizzed on a random group of these words throughout the unit. Quiz dates will not be announced. There will possibly be one-two quizzes per unit. Words will be randomly selected from the Unit’s ID list. (You will normally have a limited amount of words to choose from… ie: explain 5 terms out of 7 given)
6. IDs will be due the day of unit exam. 10-15 IDs will be selected at random to be scored. If you are missing the term or you did not correctly address all the areas for the term you will not receive credit for that ID.
7. Plagiarism/cheating: by turning in unit IDs with your name, you are attesting that you did not give, nor receive help, to or from any other student. Copying/sharing/rewording of another person’s work will result in BOTH students receiving a ZERO score and CMS Cheating policy will be enforced (review CMS Code of Conduct: Plagiarism/Cheating). YOU need to know these words for YOUR national exam.

If the term is an **event**:

* Sentence 1: Description of event and what it was significant
* Sentence 2: Most important cause of event
* Sentence 3: Most important consequence of event

If the term is a **person:**

* Sentence 1: Your person’s “claim to fame”.
* Sentence 2: Your person’s point of view regarding a specific cause/events relevant to them.
* Sentence 3: Compare your person (or person’s point of view) to another person. Think in terms of goals, accomplishments, relevancy…. (who were they similar to or different from on related topics)

If the term is an “**idea, philosophy, intellectual movement”:**

* Sentence 1: Identify what the “thought” is.
* Sentence 2: Context. Why was this “thought” important or relevant to the time period studying
* Sentence 3: Compare this “thought” to a different time period (stay away from modern events)

**If the terms is anything else**:

* In your 3 sentences make sure you include a description, & context (why prevalent, unique, or important to time period, and/or comparison) but focus on impact/change caused by the term.

**Example:**

***ID term: Laissez-Faire***

* Economic philosophy with limited government interference in the marketplace leaving producers and consumers free to make economic decisions.
* Important to the “Gilded Age” because led to consolidation of business and railroads, which contributed to farmer’s plight, people’s party, populist movement.
	+ Bad Example: “Important during the “Gilded Age” because it was popular and people liked it.” (did not explain)
* This can be compared to debate surrounding Henry Clay’s American System. To what extent should government be involved in the marketplace?
	+ Bad example: “This can be compared to communism.” (did not explain comparison)

**Unit 3 Terms (1754-1800)**

**--- Think about the specific dates for this unit, what happened before/after these dates? Why is unit divided using these dates?? Remember in AP US History DATES are important!**

You are required to submit IDs (per directions) for the **BOLD & UNDERLINED** words however, you should know all (or majority) of the words on this list. IDs due **Unit Exam Day**.

**For each bolded and highlighted term you should do two things; 1) define the term (in you own words), and 2) tell the lasting impact/change/results/outcomes of the term.** You should be as succinct possible, but you should fully understand each term.

* **Seven Years’ War/French and Indian**
* Benjamin Franklin
* Patriot
* Continental Army/George Washington
* **Thomas Paine’s *Common Sense***
* American Revolution
* Declaration of Independence
* **"republican motherhood"**
* **Articles of Confederation**
* **Constitutional Convention**
* Constitution
* **Federalist/Anti-Federalist**
* **Federalist Papers/Alexander Hamilton, James Madison**
* **Bill of Rights**
* **George Washington**
* **John Adams**
* **Federalist Party/Alexander Hamilton**
* **Democratic Republicans/Thomas Jefferson and James Madison**
* **Northwest Ordinance**
* Northwest Territory
* Spanish mission settlements
* French Revolution
* **Quasi War**
* **George Washington's Farewell Address**
* Iroquois Confederation
* Proclamation of 1763
* Stamp Act
* Actual Representation
* **Virtual Representation**
* Townshend Acts
* Tea Act
* Boston Massacre
* Committees of Correspondence
* Intolerable Acts/**Corrosive Acts**
* **Sons of Liberty**
* **John Locke**
* Voltaire
* Adam Smith
* **Dunmore’s Emancipation Proclamation**
* **Kentucky and Virginia Resolutions**
* **Shays’ Rebellion**
* Albany Plan of Union
* John Adams
* James Madison
* Alien and Sedition Acts
* **X, Y, Z Affair**
* **Jay’s Treaty**
* **Pinckney’s Treaty**
* Separation of Powers
* Elastic Clause
* Judicial Review
* Checks and Balances
* Bill of Rights
* **Hamilton’s Financial (Assumption) Plan**
* **Whiskey Rebellion**
* **Bank of the U.S.**
* Critical Period
* Great Compromise
* 3/5ths Compromise
* Electoral College
* Federalism
* Molasses Act
* Paxton Boys
* Mercy Otis Warren
* Pennsylvania Constitution of 1776
* Pontiac’s Rebellion
* Proclamation of Neutrality
* **Strict/ Loose Constructionism**

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