**Key Concept 7.1:** Growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system.

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| **Sub Concept I:** The United States continued its transition from a rural, agricultural economy to an urban, industrial economy led by  large companies. |
| **Topics** | **Notes** |
| A) New technologies andmanufacturing techniqueshelped focus the U.S.economy on the productionof consumer goods, contributing to improvedstandards of living, greaterpersonal mobility, and bettercommunications systems. |  |
| B) By 1920, a majority ofthe U.S. population lived in urban centers, which offered new economic opportunities for women, international migrants, and internal migrants. |  |
| C) Episodes of credit andmarket instability in the early20th century, in particularthe Great Depression, led to calls for a stronger financial regulatory system |  |
| **Related Thematic Learning Objectives (Focus of Exam Questions)** | **WXT-2.0:** Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded toeconomic issues.**WXT-3.0:** Analyze how technological innovation has affected economic development and society.**MIG-2.0:** Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life. |

**Key Concept 7.1:** Growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system.

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| **Sub Concept II:** In the Progressive Era of the early 20th century, Progressives responded to political corruption, economic instability,  and social concerns by calling for greater government action and other political and social measures. |
| **Topics** | **Notes** |
| A) Some Progressive Erajournalists attacked what theysaw as political corruption,social injustice, and economicinequality, while reformers,often from the middle andupper classes and includingmany women, worked to effect social changes in cities and among immigrant populations |  |
| B) On the national level,Progressives sought federallegislation that they believedwould effectively regulate theeconomy, expand democracy,and generate moral reform.Progressive amendments tothe Constitution dealt withissues such as prohibitionand woman suffrage. |  |
| C) Preservationists andconservationists bothsupported the establishmentof national parks whileadvocating differentgovernment responses to theoveruse of natural resources. |  |
| D) The Progressives weredivided over many issues.Some Progressives supportedSouthern segregation,while others ignored itspresence. Some Progressivesadvocated expanding popularparticipation in government,while others called for greaterreliance on professional andtechnical experts to makegovernment more efficient.Progressives also disagreedabout immigration restriction. |  |
| **Related Thematic Learning Objectives (Focus of Exam Questions)** | **POL-2.0:** Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.**POL-3.0:** Explain how different beliefs about the federal government’s role in U.S. social and economic life have affected political debates and policies.**GEO-1.0:** Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.**CUL-3.0:** Explain how ideas about women’s rights and gender roles have affected society and politics. |

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| **Sub Concept III:** During the 1930s, policymakers responded to the mass unemployment and social upheavals of the Great Depression  by transforming the U.S. into a limited welfare state, redefining the goals and ideas of modern American liberalism. |
| **Topics** | **Notes** |
| A.) Franklin Roosevelt’s NewDeal attempted to end the Great Depression by using government power to provide relief to the poor, stimulaterecovery, and reform theAmerican economy. |  |
| B) Radical, union, and populist movements pushedRoosevelt toward moreextensive efforts to changethe American economicsystem, while conservativesin Congress and the Supreme Court sought to limit the New Deal’s scope. |  |
| C) Although the New Deal did not end the Depression, itleft a legacy of reforms andregulatory agencies and fostered a long-term politicalrealignment in which manyethnic groups, AfricanAmericans, and working-classcommunities identified with the Democratic Party. |  |
| **Related Thematic Learning Objectives (Focus of Exam Questions)** | **POL-1.0:** Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.**POL-3.0:** Explain how different beliefs about the federal government’s role in U.S. social and economic life have affected political debates and policies.**WXT-1.0:** Explain how different labor systems developed in North America and the United States, and explain their effects on workers’ lives and U.S. society.**WXT-2.0:** Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded toeconomic issues. |

**Key Concept 7.2:** Innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in internal and international migration patterns.

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| **Sub Concept I:** Popular culture grew in influence in U.S. society, even as debates increased over the effects of culture on public values,  morals, and American national identity. |
| **Topics** | **Notes** |
| A.) New forms of mass media, such as radio and cinema, contributed to the spread of national culture as well as greater awarenessof regional cultures. |  |
| B) Migration gave rise tonew forms of art andliterature that expressedethnic and regional identities, such the Harlem Renaissance movement. |  |
| C) Official restrictions onfreedom of speech grewduring World War I, asincreased anxiety aboutradicalism led to a Red Scareand attacks on labor activismand immigrant culture. |  |
| D) In the 1920s, cultural andpolitical controversiesemerged as Americansdebated gender roles,modernism, science,religion, and issues relatedto race and immigration. |  |
| **Related Thematic Learning Objectives (Focus of Exam Questions)** | **NAT-2.0:** Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected Americanvalues, politics, and society.**WXT-3.0:** Analyze how technological innovation has affected economic development and society.**CUL-1.0:** Explain how religious groups and ideas have affected American society and political life.**CUL-2.0:** Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.**CUL-4.0:** Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time. |

**Key Concept 7.2:** Innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in internal and international migration patterns.

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| **Sub Concept II:** Economic pressures, global events, and political developments caused sharp variations in the numbers, sources, and  experiences of both international and internal migrants. |
| **Topics** | **Notes** |
| A.) Immigration from Europereached its peak in the years before World War I. During and after World War I, nativist campaigns againstsome ethnic groups led tothe passage of quotas thatrestricted immigration,particularly from southernand eastern Europe, andincreased barriers toAsian immigration. |  |
| B) The increased demand forwar production and laborduring World War I and World War II and the economic difficulties of the 1930s led many Americans to migrate to urban centers in search of economic opportunities |  |
| C) In a Great Migration during and after World War I,African Americans escapingsegregation, racial violence,and limited economicopportunity in the Southmoved to the North andWest, where they foundnew opportunities but stillencountered discrimination. |  |
| D) Migration to the UnitedStates from Mexico andelsewhere in the WesternHemisphere increased, in spite of contradictorygovernment policies towardMexican immigration. |  |
| **Related Thematic Learning Objectives (Focus of Exam Questions)** | **CUL-4.0:** Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.**MIG-1.0:** Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration’s effects on U.S. society.**MIG-2.0:** Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain howmigration has affected American life. |

**Key Concept 7.3:** Participation in a series of global conflicts propelled the United States into a position of international power while

renewing domestic debates over the nation’s proper role in the world.

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| **Sub Concept I:** In the late 19th century and early 20th century, new U.S. territorial ambitions and acquisitions in the Western Hemisphere and the Pacific accompanied heightened public debates over America’s role in the world. |
| **Topics** | **Notes** |
| A.) Imperialists cited economic opportunities, racial theories, competition with European empires, and the perception in the 1890s that the Western frontier was “closed” to argue that Americans were destined to expand their culture and institutions to peoples around the globe |  |
| B) Anti-imperialists citedprinciples of self-determination and invokedboth racial theories and theU.S. foreign policy traditionof isolationism to argue thatthe U.S. should not extendits territory overseas. |  |
| C) The American victory inthe Spanish–American Warled to the U.S. acquisitionof island territories in theCaribbean and the Pacific,an increase in involvementin Asia, and the suppressionof a nationalist movementin the Philippines. |  |
| **Related Thematic Learning Objectives (Focus of Exam Questions)** | **NAT-3.0:** Analyze how ideas about national identity changed in response to U.S. involvement in international conflicts and the growth ofthe United States.**WOR-2.0:** Analyze the reasons for, and results of, U.S. diplomatic, economic, and military initiatives in North America and overseas. |

**Key Concept 7.3:** Participation in a series of global conflicts propelled the United States into a position of international power while

renewing domestic debates over the nation’s proper role in the world.

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| **Sub Concept II:** World War I and its aftermath intensified ongoing debates about the nation’s role in the world and how best to achieve  national security and pursue American interests |
| **Topics** | **Notes** |
| A.) After initial neutrality in World War I, the nation entered the conflict, departing from the U.S. foreign policy tradition of non-involvement in European affairs, in response to Woodrow Wilson’s call for the defense of humanitarian and democratic principles. |  |
| B) Although the AmericanExpeditionary Forces playeda relatively limited role incombat, the U.S.’s entry helped to tip the balance of the conflict in favor of the Allies. |  |
| C) Despite Wilson’s deepinvolvement in postwarnegotiations, the U.S.Senate refused to ratify theTreaty of Versailles or jointhe League of Nations. |  |
| D) In the years following World War I, the United States pursued a unilateral foreign policy that used international investment, peace treaties, and select military intervention to promote a vision of international order, even while maintaining U.S. isolationism. |  |
| E) In the 1930s, while manyAmericans were concernedabout the rise of fascismand totalitarianism, mostopposed taking military actionagainst the aggression ofNazi Germany and Japanuntil the Japanese attack onPearl Harbor drew the UnitedStates into World War II. |  |
| **Related Thematic Learning Objectives (Focus of Exam Questions)** | **NAT-1.0:** Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.**NAT-3.0:** Analyze how ideas about national identity changed in response to U.S. involvement in international conflicts and the growth ofthe United States.**WOR-2.0:** Analyze the reasons for, and results of, U.S. diplomatic, economic, and military initiatives in North America and overseas. |

**Key Concept 7.3:** Participation in a series of global conflicts propelled the United States into a position of international power while

renewing domestic debates over the nation’s proper role in the world.

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| **Sub Concept III:** U.S. participation in World War II transformed American society, while the victory of the United States and its allies  over the Axis powers vaulted the U.S. into a position of global, political, and military leadership |
| **Topics** | **Notes** |
| A.) Americans viewed the war as a fight for the survival of freedom and democracy against fascist and militarist ideologies. This perspective was later reinforced byrevelations about Japanese wartime atrocities, Nazi concentration camps, and the Holocaust. |  |
| B) The mass mobilization ofAmerican society helped end the Great Depression, and the country’s strong industrial base played a pivotal role in winning the war by equipping and provisioning allies and millions of U.S. troops. |  |
| C) Mobilization and military service provided opportunities for women and minorities to improve their socioeconomic positions for the war’s duration, while also leading to debates over racial segregation. Wartime experiences also generated challenges to civil liberties, such as the internment of Japanese Americans. |  |
| D) The United States and its allies achieved military victory through Allied cooperation, technologicaland scientific advances, thecontributions of servicemen and women, and campaigns such as Pacific “island-hopping and the D-Day invasion. The use of atomicbombs hastened the end of thewar and sparked debates about the morality of using atomic weapons. |  |
| E) The war-ravaged condition of Asia and Europe, and the dominant U.S. role in the Allied victory and postwar peace settlements, allowed the United States to emerge from the war as the most powerful nation on earth. |  |
| **Related Thematic Learning Objectives (Focus of Exam Questions)** | **NAT-3.0:** Analyze how ideas about national identity changed in response to U.S. involvement in international conflicts and the growth of the U.S..**NAT-4.0:** Analyze relationships among different regional, social, ethnic, and racial groups, and explain how these groups’ experiences have related to U.S. national identity.**CUL-3.0:** Explain how ideas about women’s rights and gender roles have affected society and politics.**WOR-2.0:** Analyze the reasons for, and results of, U.S. diplomatic, economic, and military initiatives in North America and overseas. |