**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 and  manufacturing techniques  helped focus the U.S.  economy on the production  of consumer goods, contributing to improved  standards of living, greater  personal mobility, and better  communications systems. |  |
| B) By 1920, a majority of  the U.S. population lived in urban centers, which offered new economic opportunities for women, international migrants, and internal migrants. |  |
| C) Episodes of credit and  market instability in the early  20th century, in particular  the 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 to  economic 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. |

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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 Era  journalists attacked what they  saw as political corruption,  social injustice, and economic  inequality, while reformers,  often from the middle and  upper classes and including  many women, worked to effect social changes in cities and among immigrant populations |  |
| B) On the national level,  Progressives sought federal  legislation that they believed  would effectively regulate the  economy, expand democracy,  and generate moral reform.  Progressive amendments to  the Constitution dealt with  issues such as prohibition  and woman suffrage. |  |
| C) Preservationists and  conservationists both  supported the establishment  of national parks while  advocating different  government responses to the  overuse of natural resources. |  |
| D) The Progressives were  divided over many issues.  Some Progressives supported  Southern segregation,  while others ignored its  presence. Some Progressives  advocated expanding popular  participation in government,  while others called for greater  reliance on professional and  technical experts to make  government more efficient.  Progressives also disagreed  about 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 New  Deal attempted to end the Great Depression by using government power to provide relief to the poor, stimulate  recovery, and reform the  American economy. |  |
| B) Radical, union, and populist movements pushed  Roosevelt toward more  extensive efforts to change  the American economic  system, while conservatives  in Congress and the Supreme Court sought to limit the New Deal’s scope. |  |
| C) Although the New Deal did not end the Depression, it  left a legacy of reforms and  regulatory agencies and fostered a long-term political  realignment in which many  ethnic groups, African  Americans, and working-class  communities 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 to  economic 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 awareness  of regional cultures. |  |
| B) Migration gave rise to  new forms of art and  literature that expressed  ethnic and regional identities, such the Harlem Renaissance movement. |  |
| C) Official restrictions on  freedom of speech grew  during World War I, as  increased anxiety about  radicalism led to a Red Scare  and attacks on labor activism  and immigrant culture. |  |
| D) In the 1920s, cultural and  political controversies  emerged as Americans  debated gender roles,  modernism, science,  religion, and issues related  to 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 American  values, 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 Europe  reached its peak in the years before World War I. During and after World War I, nativist campaigns against  some ethnic groups led to  the passage of quotas that  restricted immigration,  particularly from southern  and eastern Europe, and  increased barriers to  Asian immigration. |  |
| B) The increased demand for  war production and labor  during 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 escaping  segregation, racial violence,  and limited economic  opportunity in the South  moved to the North and  West, where they found  new opportunities but still  encountered discrimination. |  |
| D) Migration to the United  States from Mexico and  elsewhere in the Western  Hemisphere increased, in spite of contradictory  government policies toward  Mexican 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 how  migration 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 cited  principles of self-determination and invoked  both racial theories and the  U.S. foreign policy tradition  of isolationism to argue that  the U.S. should not extend  its territory overseas. |  |
| C) The American victory in  the Spanish–American War  led to the U.S. acquisition  of island territories in the  Caribbean and the Pacific,  an increase in involvement  in Asia, and the suppression  of a nationalist movement  in 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 of  the 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 American  Expeditionary Forces played  a relatively limited role in  combat, the U.S.’s entry helped to tip the balance of the conflict in favor of the Allies. |  |
| C) Despite Wilson’s deep  involvement in postwar  negotiations, the U.S.  Senate refused to ratify the  Treaty of Versailles or join  the 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 many  Americans were concerned  about the rise of fascism  and totalitarianism, most  opposed taking military action  against the aggression of  Nazi Germany and Japan  until the Japanese attack on  Pearl Harbor drew the United  States 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 of  the 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 by  revelations about Japanese wartime atrocities, Nazi concentration camps, and the Holocaust. |  |
| B) The mass mobilization of  American 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, technological  and scientific advances, the  contributions of servicemen and women, and campaigns such as Pacific “island-hopping and the D-Day invasion. The use of atomic  bombs hastened the end of the  war 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. |