

PERIOD 7 Content Outline: 1890-1845

The content for APUSH is divided into 9 periods. The outline below contains the required course content for Period 7. Period 7 is divided into two units of study (Units 6 and 7). The Thematic Learning Objectives are included as well. You should be confident in answering these questions with substantial historical evidence by the end of the unit. All questions on your assessments will measure understanding of both content and themes as well as mastery of skills. Bold items emphasize some of the important people/places/things that you are likely to be asked directly about on the AP exam. All content in this outline is potential material on any assessment.

Being familiar with general content and specific expectations of knowledge and skills is imperative for preparation for the AP exam. The content outline will be a regular requirement for unit reading.

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

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.

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.

Key Concept 7.1:

Growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system.

- I. The United States continued its **transition from a rural, agricultural economy to an urban, industrial economy** led by large companies.
 - 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**.

Thematic Learning Objectives:

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.

Key Concept 7.1:

Growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system.

- 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**.
- 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**.

Thematic Learning Objectives:

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.

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**.

- 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**.

Thematic Learning Objectives:

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.

- 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**.
 - 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**.

Thematic Learning Objectives:

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.

- II. **Economic pressures, global events, and political developments** caused sharp variations in the numbers, sources, and experiences of both **international and internal migrants**.
 - 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**.

Thematic Learning Objectives:

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.

- 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**.
- 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**.

Thematic Learning Objectives:

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.

- 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**.
- A) After initial **neutrality** in **World War I**, the nation entered the conflict, departing from the U.S. foreign policy tradition of noninvolvement 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**.

Thematic Learning Objectives:

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.

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**.

- 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**.

Thematic Learning Objectives:

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.

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.