

AP U.S. HISTORY

UNIT 7

Period 7: 1890–1945



10–17%
AP EXAM WEIGHTING



~21
CLASS PERIODS

The icon consists of the letters 'AP' in a bold, blue, sans-serif font, centered within a white square. This square is itself centered within a larger white circle. The circle has a thin blue border and a subtle drop shadow, giving it a three-dimensional appearance as if it's a button or a floating window.

Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Personal Progress Check 7

Multiple-choice: ~40 questions

Short-answer: 2 questions

- Secondary source
- No stimulus

Free-response: 1 question

- Document-based

Period 7: 1890–1945

UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
				~21 CLASS PERIODS
	7.1 Contextualizing Period 7	Continuity and Change	4.B Explain how a specific historical development or process is situated within a broader historical context.	
WOR	7.2 Imperialism: Debates	Comparison	2.C Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.	
	7.3 The Spanish–American War	Causation	2.B Explain the point of view, purpose, historical situation, and/or audience of a source.	
PCE, GEO	7.4 The Progressives	Comparison	2.C Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.	
WOR	7.5 World War I: Military and Diplomacy	Causation	2.C Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.	
MIG	7.6 World War I: Home Front	Causation	3.D Explain how claims or evidence support, modify, or refute a source's argument.	
WXT	7.7 1920s: Innovations in Communication and Technology	Causation	5.B Explain how a historical development or process relates to another historical development or process.	

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UNIT AT A GLANCE *(cont'd)*

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
MIG, ARC	7.8 1920s: Cultural and Political Controversies	Causation	4.B Explain how a specific historical development or process is situated within a broader historical context.	~21 CLASS PERIODS
WXT	7.9 The Great Depression	Causation	5.B Explain how a historical development or process relates to another historical development or process.	
PCE	7.10 The New Deal	Continuity and Change	5.B Explain how a historical development or process relates to another historical development or process.	
WOR	7.11 Interwar Foreign Policy	Comparison	1.B Explain a historical concept, development, or process.	
SOC	7.12 World War II: Mobilization	Causation	1.B Explain a historical concept, development, or process.	
WOR	7.13 World War II: Military	Causation	6.C Use historical reasoning to explain relationships among pieces of historical evidence.	
	7.14 Postwar Diplomacy	Causation	2.B Explain the point of view, purpose, historical situation, and/or audience of a source.	
	7.15 Comparison in Period 7	Comparison	<p>6.D Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might:</p> <ul style="list-style-type: none"> Explain nuance of an issue by analyzing multiple variables. Explain relevant and insightful connections within and across periods. Explain the relative historical significance of a source's credibility and limitations. Explain how or why a historical claim or argument is or is not effective. 	



Go to [AP Classroom](#) to assign the **Personal Progress Check** for Unit 7. Review the results in class to identify and address any student misunderstandings.

SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate instructional approaches into the classroom. Teachers do not need to use these activities and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the topics in this unit. Please refer to the Instructional Approaches section beginning on p. 217 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	7.5, 7.6	<p>Socratic Seminar</p> <p>A Socratic seminar on World War I combines both Topics 7.5 and 7.6. Use the question <i>How was America transformed by conflict?</i> to initiate a discussion in which students can illustrate their understanding of all the learning objectives and historical developments in these topics.</p>
2	7.10	<p>Jigsaw</p> <p>This strategy can be used to facilitate understanding of the various objectives and accomplishments of the New Deal. Have students read and analyze primary and secondary sources related to the relief, recovery, and reform efforts of the New Deal.</p>
3	7.14	<p>Discussion Groups</p> <p>Assign students to groups to discuss the learning objective for this topic, <i>Explain the consequences of U.S. involvement in World War II</i>, with the view to help them gain new understanding by hearing the views of their classmates.</p>



Unit Planning Notes

Use the space below to plan your approach to the unit. Consider how you want to pace the unit; which specific historical figures, groups, or events you will use to illustrate the concepts noted in the historical development statements; where you will incorporate writing assignments; and which primary and secondary sources you will use.

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SUGGESTED SKILL

 Contextualization

4.B

Explain how a specific historical development or process is situated within a broader historical context.

TOPIC 7.1

Contextualizing Period 7

Spend a class period helping students understand some contexts for this unit. Considering this unit's key concepts (previewed below), select one or two for which your students will most need context.

To understand context, your students could examine:

- Change from and/or continuity with preceding historical developments.
- Similarities and/or differences with contemporaneous historical developments in different regions or geographical areas.

Whenever possible, draw upon students' relevant prior knowledge, and anchor this contextualization lesson in historical source material of varying formats such as visuals, data, or written texts, or conduct an activity that engages students in exploring context.

Required Course Content

LEARNING OBJECTIVE

Unit 7: Learning Objective A

Explain the context in which America grew into its role as a world power.

PREVIEW: UNIT 7 KEY CONCEPTS

KC-7.1

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

KC-7.1.I

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

KC-7.1.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.

KC-7.1.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.

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LEARNING OBJECTIVE**Unit 7: Learning Objective A**

Explain the context in which America grew into its role as a world power.

PREVIEW: UNIT 7 KEY CONCEPTS**KC-7.2**

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

KC-7.2.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.

KC-7.2.II

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

KC-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.

KC-7.3.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.

KC-7.3.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.

KC-7.3.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.

SUGGESTED SKILL

 *Sourcing and Situation***2.C**

Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.

TOPIC 7.2

Imperialism: Debates**Required Course Content****THEMATIC FOCUS****America in the World** **WOR**

Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.

LEARNING OBJECTIVE**Unit 7: Learning Objective B**

Explain the similarities and differences in attitudes about the nation's proper role in the world.

HISTORICAL DEVELOPMENTS**KC-7.3.I.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.


KC-7.3.I.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 United States should not extend its territory overseas.

TOPIC 7.3

The Spanish–American War

SUGGESTED SKILL

 *Sourcing and Situation*

2.B

Explain the point of view, purpose, historical situation, and/or audience of a source.

Required Course Content

THEMATIC FOCUS

America in the World **WOR**

Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America’s increasingly important role in the world.

LEARNING OBJECTIVE

Unit 7: Learning Objective C

Explain the effects of the Spanish–American War.

HISTORICAL DEVELOPMENTS

KC-7.3.1.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.

SUGGESTED SKILL

 *Sourcing and Situation*

2.C

Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.



AVAILABLE RESOURCE

- Professional Development
> [Teaching and Assessing Module—Period 7: 1890–1945, Focus on Research “Politicians and Reformers”](#)

TOPIC 7.4

The Progressives

Required Course Content

THEMATIC FOCUS

Politics and Power **PCE**

Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.

LEARNING OBJECTIVE

Unit 7: Learning Objective D

Compare the goals and effects of the Progressive reform movement.

HISTORICAL DEVELOPMENTS

KC-7.1.II.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.

KC-7.1.II.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.

KC-7.1.II.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 women's suffrage.

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THEMATIC FOCUS

Geography and the Environment **GEO**

Geographic and environmental factors, including competition over and debates about natural resources, shape the development of America and foster regional diversity. The development of America impacts the environment and reshapes geography, which leads to debates about environmental and geographic issues.

LEARNING OBJECTIVE

Unit 7: Learning Objective E

Compare attitudes toward the use of natural resources from 1890 to 1945.

HISTORICAL DEVELOPMENTS

KC-7.1.II.C

Preservationists and conservationists both supported the establishment of national parks while advocating different government responses to the overuse of natural resources.

SUGGESTED SKILL

 *Sourcing and Situation*

2.C

Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.

TOPIC 7.5

World War I: Military and Diplomacy

Required Course Content

THEMATIC FOCUS

America in the World **WOR**

Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.

LEARNING OBJECTIVE

Unit 7: Learning Objective F

Explain the causes and consequences of U.S. involvement in World War I.

HISTORICAL DEVELOPMENTS

KC-7.3.II.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.

KC-7.3.II.B

Although the American Expeditionary Forces played a relatively limited role in combat, the United States' entry helped to tip the balance of the conflict in favor of the Allies.


KC-7.3.II.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.

TOPIC 7.6

World War I: Home Front

SUGGESTED SKILL

 *Claims and Evidence in Sources*

3.D

Explain how claims or evidence support, modify, or refute a source's argument.

Required Course Content

THEMATIC FOCUS

Migration and Settlement **MIG**

Push and pull factors shape immigration to and migration within America, and the demographic change as a result of these moves shapes the migrants, society, and the environment.

LEARNING OBJECTIVE

Unit 7: Learning Objective G

Explain the causes and effects of international and internal migration patterns over time.

HISTORICAL DEVELOPMENTS

KC-7.2.I.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.

KC-7.2.II.A.i

Immigration from Europe reached its peak in the years before World War I. During 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.

KC-7.2.II.B.i

The increased demand for war production and labor during World War I led many Americans to migrate to urban centers in search of economic opportunities.

KC-7.2.II.C

In the 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.

SUGGESTED SKILL

 Making Connections

5.B

Explain how a historical development or process relates to another historical development or process.



AVAILABLE RESOURCE

- Classroom Resources
 - > [Lesson Plans for AP U.S. History: The Automobile in American Life](#)

TOPIC 7.7

1920s: Innovations in Communication and Technology

Required Course Content

THEMATIC FOCUS

Work, Exchange, and Technology **WXT**

The interplay between markets, private enterprise, labor, technology, and government policy shape the American economy. In turn, economic activity shapes society and government policy and drives technological innovation.

LEARNING OBJECTIVE

Unit 7: Learning Objective H

Explain the causes and effects of the innovations in communication and technology in the United States over time.

HISTORICAL DEVELOPMENTS

KC-7.1.I.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.

KC-7.2.I.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.

TOPIC 7.8

1920s: Cultural and Political Controversies

SUGGESTED SKILL

 Contextualization

4.B

Explain how a specific historical development or process is situated within a broader historical context.



AVAILABLE RESOURCE

- Classroom Resources > [Lesson Plans for AP U.S. History: Consumer Culture and the 1920s](#)

Required Course Content

THEMATIC FOCUS**Migration and Settlement** **MIG**

Push and pull factors shape immigration to and migration within America, and the demographic change as a result of these moves shapes the migrants, society, and the environment.

LEARNING OBJECTIVE**Unit 7: Learning Objective G**

Explain the causes and effects of international and internal migration patterns over time.

HISTORICAL DEVELOPMENTS**KC-7.1.I.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.

KC-7.2.II.A.ii

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.

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THEMATIC FOCUS**American and Regional Culture** **ARC**

Creative expression, demographic change, philosophy, religious beliefs, scientific ideas, social mores, and technology shape national, regional, and group cultures in America, and these varying cultures often play a role in shaping government policy and developing economic systems.

LEARNING OBJECTIVE**Unit 7: Learning Objective I**

Explain the causes and effects of developments in popular culture in the United States over time.

HISTORICAL DEVELOPMENTS**KC-7.2.I.B**

Migration gave rise to new forms of art and literature that expressed ethnic and regional identities, such as the Harlem Renaissance movement.

KC-7.2.I.D

In the 1920s, cultural and political controversies emerged as Americans debated gender roles, modernism, science, religion, and issues related to race and immigration.

TOPIC 7.9

The Great Depression

SUGGESTED SKILL
 *Making Connections*
5.B

Explain how a historical development or process relates to another historical development or process.

Required Course Content

THEMATIC FOCUS

Work, Exchange, and Technology **WXT**

The interplay between markets, private enterprise, labor, technology, and government policy shape the American economy. In turn, economic activity shapes society and government policy and drives technological innovation.

LEARNING OBJECTIVE

Unit 7: Learning Objective J

Explain the causes of the Great Depression and its effects on the economy.

HISTORICAL DEVELOPMENTS

KC-7.1.I

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

KC-7.1.I.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.

KC-7.1.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.

SUGGESTED SKILL

 Making Connections

5.B

Explain how a historical development or process relates to another historical development or process.



AVAILABLE RESOURCE

- Professional Development > [Teaching and Assessing Module—Period 7: 1890–1945, Focus on Research “Evolution of Industrial Capitalism”](#)

TOPIC 7.10

The New Deal

Required Course Content

THEMATIC FOCUS

Politics and Power **PCE**

Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.

LEARNING OBJECTIVE

Unit 7: Learning Objective K

Explain how the Great Depression and the New Deal impacted American political, social, and economic life over time.

HISTORICAL DEVELOPMENTS

KC-7.1.III.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.

KC-7.1.III.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.

KC-7.1.III.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.

KC-7.2.II.B.ii

The increased demand for war production and labor during World War II and the economic difficulties of the 1930s led many Americans to migrate to urban centers in search of economic opportunities.

TOPIC 7.11

Interwar Foreign Policy

SUGGESTED SKILL

 *Developments and Processes*

1.B

Explain a historical concept, development, or process.



AVAILABLE RESOURCE

- Professional Development > [Teaching and Assessing Module—Period 7: 1890–1945, Focus on Research “The U.S. on the World Stage”](#)

Required Course Content

THEMATIC FOCUS

America in the World **WOR**

Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America’s increasingly important role in the world.

LEARNING OBJECTIVE

Unit 7: Learning Objective B

Explain the similarities and differences in attitudes about the nation’s proper role in the world.

HISTORICAL DEVELOPMENTS

KC-7.3.II.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.

KC-7.3.II.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.

SUGGESTED SKILL

 *Developments
and Processes*

1.B

Explain a historical concept, development, or process.



AVAILABLE RESOURCE

- Classroom Resources
 - > [Essay from the American Organization of Historians and AP \(“From Rosie the Riveter to the Global Assembly Line”\)](#)

TOPIC 7.12

World War II: Mobilization

Required Course Content

THEMATIC FOCUS

Social Structures **SOC**

Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.

LEARNING OBJECTIVE

Unit 7: Learning Objective L

Explain how and why U.S. participation in World War II transformed American society.

HISTORICAL DEVELOPMENTS

KC-7.3.III.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.

KC-7.3.III.C.i

Mobilization 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.

KC-7.2.II.D

Migration to the United States from Mexico and elsewhere in the Western Hemisphere increased, in spite of contradictory government policies toward Mexican immigration.

TOPIC 7.13

World War II: Military

SUGGESTED SKILL
 *Argumentation*
6.C

Use historical reasoning to explain relationships among pieces of historical evidence.

Required Course Content

THEMATIC FOCUS

America in the World **WOR**

Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America’s increasingly important role in the world.

LEARNING OBJECTIVE

Unit 7: Learning Objective M

Explain the causes and effects of the victory of the United States and its allies over the Axis powers.

HISTORICAL DEVELOPMENTS

KC-7.3.III.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.

KC-7.3.III.C.ii

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.

KC-7.3.III.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.

SUGGESTED SKILL

 *Sourcing and Situation*

2.B

Explain the point of view, purpose, historical situation, and/or audience of a source.

TOPIC 7.14

Postwar Diplomacy

Required Course Content

THEMATIC FOCUS

America in the World **WOR**

Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.

LEARNING OBJECTIVE

Unit 7: Learning Objective N

Explain the consequences of U.S. involvement in World War II.

HISTORICAL DEVELOPMENTS

KC-7.3.III.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.

TOPIC 7.15

Comparison in Period 7

The final topic in this unit focuses on the skill of argumentation and so provides an opportunity for your students to draw upon the key concepts and historical developments they have studied in this unit. Using evidence relevant to this unit’s key concepts, students should practice the suggested skill for this topic.

Required Course Content

LEARNING OBJECTIVE

Unit 7: Learning Objective O

Compare the relative significance of the major events of the first half of the 20th century in shaping American identity.

REVIEW: UNIT 7 KEY CONCEPTS

KC-7.1

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

KC-7.1.I

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

KC-7.1.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.

KC-7.1.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.

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SUGGESTED SKILL

 *Argumentation*

6.D

Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might:

- Explain nuance of an issue by analyzing multiple variables.
- Explain relevant and insightful connections within and across periods.
- Explain the relative historical significance of a source’s credibility and limitations.
- Explain how or why a historical claim or argument is or is not effective.



AVAILABLE RESOURCE

- External Resource > [Gilder Lehrman Institute’s AP U.S. History Study Guide](#)

LEARNING OBJECTIVE**Unit 7: Learning Objective O**

Compare the relative significance of the major events of the first half of the 20th century in shaping American identity.

REVIEW: UNIT 7 KEY CONCEPTS**KC-7.2**

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

KC-7.2.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.

KC-7.2.II

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

KC-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.

KC-7.3.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.

KC-7.3.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.

KC-7.3.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.