

**College Board Concept Outline:  
Periods 1 to 9****Period 1: 1491 to 1607****Key Concept 1.1**

As native populations migrated and settled across the vast expanse of North America over time, they developed distinct and increasingly complex societies by adapting to and transforming their diverse environments.

- I. Different native societies adapted to and transformed their environments through innovations in agriculture, resource use, and social structure.
  - A. The spread of **maize** cultivation from present-day Mexico northward into the present-day American Southwest and beyond supported economic development, settlement, advanced irrigation, and social diversification among societies.  
  
**Examples:** Pueblo, Navaho (Navajo)
  - B. Societies responded to the aridity of the **Great Basin** and the grasslands of the western **Great Plains** by developing largely mobile lifestyles.  
  
**Examples:** Sioux, Apache
  - C. In the Northeast, the Mississippi River Valley, and along the Atlantic seaboard some societies developed mixed agricultural and hunter–gatherer economies that favored the development of permanent villages.  
  
**Examples:** Iroquois Confederacy of the Northeast; Creek, Choctaw, or Cherokee of the Southeast
  - D. Societies in the Northwest and present-day California supported themselves by hunting and gathering, and in some areas developed settled communities supported by the vast resources of the ocean.  
  
**Examples:** Chinook, Nez Perce, Shoshone

**Key Concept 1.2**

Contact among Europeans, Native Americans, and Africans resulted in the **Columbian Exchange** and significant social, cultural, and political changes on both sides of the Atlantic Ocean.

- I. European expansion into the Western Hemisphere generated intense social, religious, political and economic competition and changes within European societies.
  - A. European nations' efforts to explore and conquer the New World stemmed from a search for new sources of wealth, economic and military competition, and a desire to spread Christianity.  
  
**Examples:** “3 Gs”: Gold, God, and Glory, founding of St. Augustine (1565), Northwest Passage, Roanoke Island
  - B. The Columbian Exchange brought new crops to Europe from the Americas, stimulating European population growth, and new sources of mineral wealth, which facilitated the European shift from feudalism to capitalism.  
  
**Examples:** Introduction of corn, potatoes, and tomatoes to Europe, growth of European nation-states

- C. Improvements in maritime technology and more organized methods for conducting international trade, such as **joint-stock companies**, helped drive changes to economies in Europe and the Americas.

**Examples:** Caravel, sextant, joint-stock trading company

II. The Columbian Exchange and development of the Spanish Empire in the Western Hemisphere resulted in extensive demographic, economic, and social changes.

- A. Spanish exploration and conquest were accompanied and furthered by widespread deadly epidemics that devastated native populations and by the introduction of crops and animals not found in the Americas.

**Examples:** Spread of smallpox; European introduction of horses, rice, wheat, and oxen to the New World; bison hunting on the Great Plains

- B. In the **encomienda system**, Spanish colonial economies marshaled Native American labor to support plantation-based agriculture and extract precious metals and other resources.

**Examples:** Sugar plantations, silver mines, Black Legend

- C. European traders partnered with some African groups who practiced slavery to forcibly extract slave labor for the Americas. The Spanish imported enslaved Africans to labor in plantation agriculture and mining.

**Examples:** Line of Demarcation, Middle Passage

- D. The Spanish developed a **caste** system that incorporated, and carefully defined the status of, the diverse population of Europeans, Africans, and Native Americans in their empire.

**Examples:** Mestizo, Zambo, mulatto

III. In their interactions, Europeans and Native Americans asserted divergent worldviews regarding issues such as religion, gender roles, family, land use, and power.

- A. Mutual misunderstandings between Europeans and Native Americans often defined the early years of interaction and trade as each group sought to make sense of the other. Over time, Europeans and Native Americans adopted some useful aspects of each other's culture.

**Examples:** African religious traditions combined with Christian traditions, Maroon communities

- B. As European encroachments on Native Americans' lands and demands on their labor increased, native peoples sought to defend and maintain their political sovereignty, economic prosperity, religious beliefs, and concepts of gender relations through diplomatic negotiations and military resistance.

**Examples:** Spanish mission system, Juan de Onate, Acoma War and defeat of the Pueblo (1599)

- C. Extended contact with Native Americans and Africans fostered debate among European religious and political leaders about how non-Europeans should be treated, as well as evolving religious, cultural, and racial justifications for the subjugation of Africans and Native Americans.

**Examples:** Juan de Sepulveda, Bartolome de Las Casas, communal nature of land, private vs. public ownership of land, animism

## **Period 2: 1607 to 1754**

### **Key Concept 2.1:**

Europeans developed a variety of colonization and migration patterns, influenced by different imperial goals, cultures, and the varied North American environments where they settled, and they competed with each other and American Indians for resources.

- I. Spanish, French, Dutch, and British colonizers had different economic and imperial goals involving land and labor that shaped the social and political development of their colonies as well as their relationships with native populations.
  - A. Spanish efforts to extract wealth from the land led them to develop institutions based on subjugating native populations, converting them to Christianity, and incorporating them, along with enslaved and free Africans, into the Spanish colonial society.  
  
**Examples:** Christopher Columbus, Cortez, Pizarro, conquistadores, mission system, encomienda system, New Spain, establishment of Santa Fe (1610)
  - B. French and Dutch colonial efforts involved relatively few Europeans and relied on trade alliances and intermarriage with American Indians to build economic and diplomatic relationships and acquires furs and other products for export to Europe.  
  
**Examples:** Samuel de Champlain, Coureurs de bois, New Netherland, Jesuit missionaries, French alliance with Huron Indians
  - C. English colonization efforts attracted a comparatively large number of male and female British migrants, as well as other European migrants, all of whom sought social mobility, economic prosperity, religious freedom, and improved living conditions. These colonists focused on agriculture and settled on land taken from Native Americans, from whom they lived separately.  
  
**Examples:** Jamestown (1607), starving time, head-right system, John Rolfe, tobacco as cash crop
- II. In the 17th century, early British colonies developed along the Atlantic coast, with regional differences that reflected various environmental, economic, cultural, and demographic factors.
  - A. The Chesapeake and North Carolina colonies grew prosperous exporting tobacco — a labor-intensive product initially cultivated by white, mostly male **indentured servants** and later by enslaved Africans.  
  
**Examples:** Middle Passage, indentured servants, Bacon's Rebellion (1676), Chesapeake colonies, racial hierarchy
  - B. The New England colonies, initially settled by Puritans, developed around small towns with family farms and achieved a thriving mixed economy of agriculture and commerce.  
  
**Examples:** Puritan work ethic, town meetings, expanded life expectancy in New England, social hierarchy, blue laws, subsistence farming, John Winthrop's "city upon a hill", Salem witch trials, trial of Anne Hutchinson, banishment of Roger Williams, establishment of Harvard College (1636)
  - C. The middle colonies supported a flourishing export economy based on cereal crops and attracted a broad range of European migrants, leading to societies with greater cultural, ethnic, and religious diversity and tolerance.  
  
**Examples:** William Penn, Quakers, religious toleration, "middle way", ethnic diversity, "bread-basket colonies"
  - D. The colonies of the southernmost Atlantic coast and the British West Indies used long growing seasons to develop plantation economies based on exporting staple crops. They depended on the labor of enslaved Africans, who often constituted the majority of the population in these areas and developed their own forms of cultural and religious autonomy.  
  
**Examples:** rice as cash crop in Georgia and the Carolinas, sugar as cash crop in Barbados, slave codes, Gullah, ring-shout, spirituals

- E. Distance and Britain's initially lax attention led to the colonies creating self-governing institutions that were unusually democratic for the era. The New England colonies based power in participatory town meetings, which in turn elected members to their colonial legislatures; in the Southern colonies, elite planters exercised local authority and also dominated the elected assemblies.

**Examples:** Mayflower Compact (1620), Maryland Toleration Act (1649), House of Burgesses, Massachusetts General Court

III. Competition over resources between European rivals and American Indians encouraged industry and trade and led to conflict in the Americas.

- A. An Atlantic economy developed in which goods, as well as enslaved Africans and American Indians, were exchanged between Europe, Africa, and the Americas through extensive trade networks. European colonial economies focused on acquiring, producing, and exporting commodities that were valued in Europe and gaining new sources of labor.

**Examples:** Triangular trade routes, direct trade routes, Middle Passage

- B. Continuing trade with Europeans increased the flow of goods in and out of American Indian communities, stimulating cultural and economic changes and spreading epidemic diseases that caused radical demographic shifts.

**Examples:** Praying towns, fur trade

- C. Interactions between European rivals and American Indian populations fostered both accommodation and conflict. French, Dutch, British, and Spanish colonies allied with and armed American Indian groups, who frequently sought alliances with Europeans against other Indian groups.

**Examples:** Beaver Wars of the mid-1600s, Chickasaw Wars of the mid-1700s, King William's War (1688-1697), Queen Anne's War (1702-1713), King George's War (1744-1748)

- D. The goals and interests of European leaders and colonists at times diverged, leading to a growing mistrust on both sides of the Atlantic. Colonists, especially in British North America, expressed dissatisfaction over issues including territorial settlements, frontier defense, self-rule, and trade.

**Examples:** Bacon's Rebellion (1676), revocation of Massachusetts' charter, Navigation Acts/smuggling, protests against the Dominion of New England

- E. British conflicts with American Indians over land, resources, and political boundaries led to military confrontations, such as **Metacom's War (King Philip's War)** in New England.

**Examples:** Anglo-Powhatan Wars (1610-1640s), Pequot War (1636-1637), King Philip's War (1675-1676)

- F. American Indian resistance to Spanish colonizing efforts in North America, particularly after the **Pueblo Revolt**, led to Spanish accommodation of some aspects of American Indian culture in the Southwest.

**Examples:** Caste system, mulattoes, mestizos, Pueblo Revolt (1680)

**Key Concept 2.2:**

The British colonies participated in political, social, cultural, and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain's control.

- I. Transatlantic commercial, religious, philosophical, and political exchanges led residents of the British colonies to evolve in their political and cultural attitudes as they became increasingly tied to Britain and one another.
  - A. The presence of different European religious and ethnic groups contributed to a significant degree of pluralism and intellectual exchange, which were later enhanced by the **First Great Awakening** and the spread of European **Enlightenment** ideas.  
  
**Examples:** Great Awakening, Jonathan Edwards, George Whitefield, “new lights vs. old lights”, Enlightenment, John Locke
  - B. The British colonies experienced a gradual **Anglicization** over time, developing autonomous political communities based on English models with influence from inter-colonial commercial ties, the emergence of a trans-Atlantic print culture, and the spread of Protestant evangelicalism.  
  
**Examples:** Anglicization, republicanism, salutary neglect, trial of John Peter Zenger
  - C. The British government increasingly attempted to incorporate its North American colonies into a coherent, hierarchical, and imperial structure in order to pursue mercantilist economic aims, but conflicts with colonists and American Indians led to erratic enforcement of imperial policies.  
  
**Examples:** Mercantilism, Board of Trade, Navigation Act of the 1660s, Dominion of New England, Wool Act of 1699, Molasses Act of 1733
  - D. Colonists’ resistance to imperial control drew on local experiences of self- government, evolving ideas of liberty, the political thought of the Enlightenment, greater religious independence and diversity, and an ideology critical of perceived corruption in the imperial system.  
  
**Examples:** Widespread smuggling, Dominion of New England/Edmond Andros, First Great Awakening (J. Edwards & G. Whitefield), John Locke
- II. Like other European empires in the Americas that participated in the Atlantic slave trade, the English colonies developed a system of slavery that reflected the specific economic, demographic, and geographic characteristics of those colonies.
  - A. All the British colonies participated to varying degrees in the Atlantic slave trade due to the abundance of land and a growing European demand for colonial goods, as well as a shortage of indentured servants. Small New England farms used relatively few enslaved laborers, all port cities held significant minorities of enslaved people, and the emerging plantation systems of the Chesapeake and the southernmost Atlantic coast had large numbers of enslaved workers, while the great majority of enslaved Africans were sent to the West Indies.  
  
**Examples:** Triangular trade, Middle Passage, plantation agriculture
  - B. As chattel slavery became the dominant labor system in many southern colonies, new laws created a strict racial system that prohibited interracial relationships and defined the descendants of African American mothers as black and enslaved in perpetuity.  
  
**Examples:** Barbados slave code, Stone Rebellion of 1739, NYC slave revolt of 1741
  - C. Africans developed both overt and covert means to resist the dehumanizing aspects of slavery and maintain their family and gender systems, culture, and religion.  
  
**Examples:** Work slowdowns, runaway slaves, NYC slave revolt (1711), Stono Rebellion (1739)

### **Period 3: 1754 to 1800**

#### **Key Concept 3.1:**

British attempts to assert tighter control over its North American colonies and the colonial resolve to pursue self-government led to a colonial independence movement and the Revolutionary War.

- I. The competition among the British, French, and American Indians for economic and political advantage in North America culminated in the Seven years' War (the French and Indian War), in which Britain defeated France and allied American Indians.
  - A. Colonial rivalry intensified between Britain and France in the mid-18<sup>th</sup> century, as the growing population of the British colonies expanded into the interior of North America, threatening French–Indian trade networks and American Indian autonomy.

**Examples:** French-Huron alliance, British-Iroquois alliance, French and Indian War, Albany Plan of Union, Treaty of Paris
  - B. Britain achieved a major expansion of its territorial holdings by defeating the French, but at tremendous expense, setting the stage for imperial efforts to raise revenue and consolidate control over the colonies.

**Examples:** End of salutary neglect, writs of assistance, use of admiralty courts to try smugglers, virtual representation of Parliament
  - C. After the British victory, imperial officials' attempts to prevent colonists from moving westward generated colonial opposition, while native groups sought to both continue trading with Europeans and resist the encroachments of colonists on tribal lands.

**Examples:** Pontiac's War, Proclamation of 1763, Iroquois Confederacy, Chief Little Turtle and the Western Confederacy (1793-1795)
- II. The desire of many colonists to assert ideals of self-government in the face of renewed British imperial efforts led to a colonial independence movement and war with Britain
  - A. The imperial struggles of the mid-18<sup>th</sup> century, as well as new British efforts to collect taxes without direct colonial representation or consent and to assert imperial authority in the colonies, began to unite the colonists against perceived and real constraints on their economic activities and political rights.

**Examples:** Sugar Act (1764), Stamp Act (1765), Quartering Act (1765), Declaratory Act (1766), Townshend Acts (1767), Tea Act (1773), Intolerable Acts (1774), Quebec Act (1774)
  - B. Colonial leaders based their calls for resistance to Britain on arguments about the rights of British subjects, the rights of the individual, local traditions of self-rule, and the ideas of the Enlightenment.

**Examples:** Taxation without representation, consent of the governed, republicanism, bicameral colonial legislatures, natural rights
  - C. The effort for American independence was energized by colonial leaders such as **Benjamin Franklin**, as well as by popular movements that included the political activism of laborers, artisans, and women.

**Examples:** Otis Warren, Paul Revere, Mercy Otis Warren, John Hancock, Samuel Adams, John Adams, Sons of Liberty, *Letters from a Farmer in Pennsylvania* (John Dickinson), Stamp Act Congress (1765), Boston Tea Party, committees of correspondence, First and Second Continental Congress
  - D. In the face of economic shortages and the British military occupation of some regions, men and women mobilized in large numbers to provide financial and material support to the Patriot movement.

**Examples:** Committees of Correspondence, Minutemen of Massachusetts

- E. Despite considerable loyalist opposition, as well as Great Britain's apparently overwhelming military and financial advantages, the Patriot cause succeeded because of the actions of colonial militias and the Continental Army, George Washington's military leadership, the colonists' ideological commitment and resilience, and assistance sent by European allies.

**Examples:** Battle of Trenton, Battle of Saratoga, French Alliance, Battle of Yorktown

**Key Concept 3.2:**

The American Revolution's democratic and republican ideas inspired new experiments with different forms of government.

- I. The ideals that inspired the revolutionary cause reflected new beliefs about politics, religion, and society that had been developing over the course of the 18th century.
  - A. Enlightenment ideas and philosophy inspired many American political thinkers to emphasize individual talent over hereditary privilege, while religion strengthened Americans' view of themselves as a people blessed with liberty.

**Examples:** End of primogeniture laws, First Great Awakening, New Lights vs. Old Lights, consent of the governed, John Locke, Jean-Jacques Rousseau
  - B. The colonists' belief in the superiority of republican forms of government based on the natural rights of the people found expression in Thomas Paine's ***Common Sense*** and the ***Declaration of Independence***. The ideas in these documents resonated throughout American history, shaping Americans' understanding of the ideals on which the nation was based.

**Examples:** *Common Sense*, *Declaration of Independence*, republicanism, natural rights
  - C. During and after the American Revolution, an increased awareness of inequalities in society motivated some individuals and groups to call for the abolition of slavery and greater political democracy in the new state and national governments.

**Examples:** Quakers, Abigail Adams' "remember the ladies", Pennsylvania gradual emancipation law (1780), Vermont constitution abolished slavery, reduction of state property requirements to vote, abolition societies, separation of church and state, Virginia Statute for Religious Freedom (1786)
  - D. In response to women's participation in the American Revolution, Enlightenment ideas, and women's appeals for expanded roles, an ideal of "**republican motherhood**" gained popularity. It called on women to teach republican values within the family and granted women a new importance in American political culture.

**Examples:** Republican motherhood, improved education for women, republican virtues of liberty and natural rights,
  - E. The American Revolution and the ideals set forth in the Declaration of Independence reverberated in France, Haiti, and Latin America, inspiring future independence movements.

**Examples:** French Revolution (1789-1799), US Neutrality Proclamation, Haitian Revolution (1791-1804)
- II. After declaring independence, American political leaders created new constitutions and declarations of rights that articulated the role of the state and federal governments while protecting individual liberties and limiting both centralized power and excessive popular influence.
  - A. Many new state constitutions placed power in the hands of the legislative branch and maintained property qualifications for voting and citizenship.

**Examples:** Conventions to ratify constitutions, fundamental laws, strong state legislatures combined with weak governors and courts

- B. The Articles of Confederation unified the newly independent states, creating a central government with limited power. After the Revolution, difficulties over international trade, finances, interstate commerce, foreign relations, and internal unrest led to calls for a stronger central government.
- Examples:** Unicameral legislature with no power to tax, draft soldiers, or regulate trade; lack of judicial or executive branch; tariff and currency disputes; Spanish restrictions on Mississippi River; British occupation of forts on US land; Shay's Rebellion; Newburgh Conspiracy; Annapolis Convention
- C. Delegates from the states participated in a Constitutional Convention and through negotiation, collaboration, and compromise proposed a constitution that created a limited but dynamic central government embodying federalism and providing for a separation of powers between its three branches.
- Examples:** Great (Connecticut) Compromise, checks and balances, separation of powers, Electoral College, Supreme Court, republicanism, federalism
- D. The Constitutional Convention compromised over the representation of slave states in Congress and the role of the federal government in regulating both slavery and the slave trade, allowing the prohibition of the international slave trade after 1808.
- Examples:** Three-fifths compromise, slave trade compromise, fugitive slave clause
- E. In the debate over ratifying the Constitution, Anti-Federalists opposing ratification battled with Federalists, whose principals were articulated in the **Federalist Papers** (primarily written by Alexander Hamilton and James Madison). Federalists ensured the ratification of the Constitution by promising the addition of a **Bill of Rights** that enumerated individual rights and explicitly restricted the powers of the federal government.
- Examples:** *Federalist Papers*, Bill of Rights, Federalists vs. Anti-Federalists
- III. New forms of national culture and political institutions developed in the United States alongside continued regional variations and differences over economic, political, social, and foreign policy issues.
- A. During the presidential administrations of George Washington and John Adams, political leaders created institutions and precedents that put the principles of the Constitution into practice.
- Examples:** Executive branch departments, Cabinet, Judiciary Act of 1789
- B. Political leaders in the 1790s took a variety of positions on issues such as the relationship between the national government and the states, economic policy, foreign policy, and the balance between liberty and order. This led to the formation of political parties — most significantly the Federalists, led by Alexander Hamilton, and the Democratic-Republican Party, led by Thomas Jefferson and James Madison.
- Examples:** Hamilton's financial plan, creation of the Bank of the US, elastic clause, strict vs. loose interpretation of the Constitution, formation of the Federalist Party, formation of the Democratic-Republican Party, Alien and Sedition Acts, Kentucky and Virginia Resolutions by Jefferson and Madison
- C. The expansion of slavery in the deep South and adjacent western lands and rising antislavery sentiment began to create distinctive regional attitudes toward the institution.
- Examples:** Anti-slavery societies, limited rights of free blacks
- D. Ideas about national identity increasingly found expression in works of art, literature, and architecture.
- Examples:** John Trumbull, Benjamin Banneker, US flag, growth of nationalism, Mercy Otis Warren's *History of the American Revolution*, *Autobiography of Benjamin Franklin*

### **Key Concept 3:3**

Migration within North America and competition over resources, boundaries, and trade intensified conflicts among peoples and nations.

- I. In the decades after American independence, interactions among different groups resulted in competition for resources, shifting alliances, and cultural blending.
  - A. Various American Indian groups repeatedly evaluated and adjusted their alliances with Europeans, other tribes, and the U.S., seeking to limit migration of white settlers and maintain control of tribal lands and natural resources. British alliances with American Indians contributed to tensions between the U.S. and Britain.  
  
**Examples:** March of the Paxton Boys, Battle of Fallen Timbers (1794), Treaty of Greenville (1795)
  - B. As increasing numbers of migrants from North America and other parts of the world continued to move westward, frontier cultures that had emerged in the colonial period continued to grow, fueling social, political, and ethnic tensions.  
  
**Examples:** Scots-Irish migration to the frontier, frontier vs. tidewater Virginia, Whiskey Rebellion, Regulator Movement
  - C. As settlers moved westward during the 1780s, Congress enacted the **Northwest Ordinance** for admitting new states; the ordinance promoted public education, the protection of private property, and a ban on slavery in the Northwest Territory.  
  
**Examples:** Land Ordinance of 1785, Northwest Ordinance of 1787, Section 16, equal statement, abolition of slavery in Northwest Territory
  - D. An ambiguous relationship between the federal government and American Indian tribes contributed to problems regarding treaties and American Indian legal claims relating to the seizure of their lands.  
  
**Examples:** Battle of Fallen Timbers, Treaty of Greenville
  - E. The Spanish, supported by the bonded labor of the local American Indians, expanded their mission settlements into California; these provided opportunities for social mobility among soldiers and led to new cultural blending.  
  
**Examples:** Expansion of Spanish missions in California, Spanish vacqueros (cowboys) of the Southwest, mestizos
- II. The continued presence of European powers in North America challenged the United States to find ways to safeguard its borders, maintain neutral trading rights, and promote its economic interests.
  - A. The United States government forged diplomatic initiatives aimed at dealing with the continued British and Spanish presence in North America, as U.S. settlers migrated beyond the Appalachians and sought free navigation of the Mississippi River.  
  
**Examples:** Spanish control of Mississippi River, British occupation of US forts, impressment of US sailors, Jay Treaty (1794), Pinckney Treaty (1795)
  - B. War between France and Britain resulting from the **French Revolution** presented challenges to the United States over issues of free trade and foreign policy and fostered political disagreement.  
  
**Examples:** French Revolution, US Proclamation of Neutrality, Citizen Genet Affair, XYZ Affair (1797-1798), Quasi-war with France, Convention of 1800
  - C. George Washington's **Farewell Address** encouraged national unity, as he cautioned against political factions and warned about the danger of permanent foreign alliances.  
  
**Examples:** Political disagreements about aid to the French Revolution and the establishment of the Bank of the US, Farewell Address warned against entangling alliances and political parties

## Period 4: 1800 to 1848

### Key Concept 4.1:

The United States began to develop a modern democracy and celebrated a new national culture, while Americans sought to define the nation's democratic ideals and change their society and institutions to match them.

- I. The nation's transformation to a more participatory democracy was achieved by expanding suffrage from a system based on property ownership to one based on voting by all adult white men, and it was accompanied by the growth of political parties.
- A. In the early 1800s, national political parties continued to debate issues such as the tariff, powers of the federal government, and relations with European powers.
- Examples:** Election of 1800 ("Revolution of 1800"), First Party System, Louisiana Purchase (1803), 12<sup>th</sup> Amendment (1804), War with Tripoli (1801-1805), Chesapeake Leopard Affair (1807), Embargo Act of 1807, Non-intercourse Act (1809), Macon's Bill #2 (1810), "War Hawks", War of 1812 (impressment, desire for Canada, British occupation of US forts, British aid to Indians), Federalists and the Hartford Convention (1814), Treaty of Ghent (1815), Henry Clay's "American System", protective tariff of 1816, Second Bank of the US, Era of Good Feelings, Madison's veto of Bonus Bill (1817)
- B. Supreme Court decisions established the primacy of the judiciary in determining the meaning of the Constitution and asserted that federal laws took precedence over state laws.
- Examples:** John Marshall, *Marbury v. Madison*, *McCullough v. Maryland*, *Worcester v. Georgia*, *Gibbons v. Ogden*, *Dartmouth College v. Woodward*
- C. By the 1820s and 1830s, new political parties arose — the **Democrats**, led, by Andrew Jackson, and the **Whigs**, led by Henry Clay — that disagreed about the role and powers of the federal government and issues such as the national bank, tariffs, and federally funded internal improvements.
- Examples:** Corrupt bargain of 1824, Second Party System, opposition of Whigs to Democrat "King Andrew", end of property requirements to vote by 1828, Jackson's use of spoils system, universal manhood suffrage, "Age of the Common Man", Webster Hayne Debate of 1830, Jackson's veto of Maysville Road (1830), Jackson's veto of Second Bank of US re-charter, Jackson's use of "pet banks", *South Carolina Exposition and Protest* by John Calhoun (1828), South Carolina nullification of Tariffs of 1828 and 1832, Jackson's "Force Act" of 1833, Compromise Tariff of 1833
- D. Regional interests often trumped national concerns as the basis for many political leaders' positions on slavery and economic policy.
- Example:** John Calhoun's "positive good" arguments, Missouri Compromise of 1820, sectional balance in the Senate, Indian Removal Act of 1830, South Carolina nullification of Tariffs of 1828 and 1832, Jackson's Force Act of 1833, Compromise Tariff of 1833
- II. While Americans embraced a new national culture, various groups developed distinctive cultures of their own.
- A. The rise of democratic and individualistic beliefs, a response to rationalism, and changes to society caused by the **market revolution**, along with greater social and geographical mobility, contributed to a **Second Great Awakening** among Protestants that influenced moral and social reforms and inspired utopian and other religious movements.
- Examples:** Charles Finney, Seneca Falls Convention (1848), Utopian communities (Brook Farm, Shakers, Mormons, Oneida), American, American Temperance Society, Dorothea Dix and prison reform, Horace Mann and education reform
- B. A new national culture emerged that combined American elements, European influences, and regional cultural sensibilities.
- Examples:** Hudson River School of art; transcendental writers such as Ralph Waldo Emerson and Henry David Thoreau; James Audubon, Knickerbocker writers such as Washington Irving and James Fenimore Cooper; Noah Webster's *American Dictionary of the English Language* (1828)

- C. Liberal social ideas from abroad and Romantic beliefs in human perfectibility influenced literature, art, philosophy, and architecture.

**Examples:** Romanticism, transcendentalism, Federal style of architecture, Thomas Jefferson's rotunda

- D. Enslaved blacks and free African Americans created communities and strategies to protect their dignity and family structures, and they joined political efforts aimed at changing their status.

**Examples:** surrogate families; covert resistance (work slowdowns, sabotage, and runaways); spirituals; Richard Allen's African Methodist Episcopal Church (1816); American Colonization Society (1816); Benjamin Lunch's *Genius of Universal Emancipation* (gradual emancipation); David Walker's *Appeal to the Colored Citizens of the World* (1829); William Lloyd Garrison's "immediate and uncompensated" emancipation; American Anti-slavery Society (1833); Garrison's *Liberator* (1831); Underground Railroad; Sojourner Truth; Frederick Douglass's *North Star* (1847); Liberty Party (1840)

- III. Increasing numbers of Americans, many inspired by new religious and intellectual movements, worked primarily outside of government institutions to advance their ideals.

- A. Americans formed new voluntary organizations that aimed to change individual behaviors and improve society through temperance and other reform efforts.

**Examples:** American Temperance Society, American Anti-slavery Society, Seneca Falls Convention and the *Declaration of Sentiments*, Oberlin College

- B. Abolitionist and antislavery movements gradually achieved emancipation in the North, contributing to the growth of the free African American population, even as many state governments restricted African Americans' rights. Antislavery efforts in the South were largely limited to unsuccessful slave rebellions.

**Examples:** American Colonization Society, William Lloyd Garrison's "immediate and uncompensated" emancipation, gradual emancipation, Denmark Vesey's rebellion, Nat Turner's rebellion

- C. A women's rights movement sought to create greater equality and opportunities for women, expressing its ideals at the **Seneca Falls Convention**.

**Examples:** Seneca Falls Convention, Declaration of Sentiments, Lucretia Mott, Elizabeth Cady Stanton

#### **Key Concept 4.2:**

Innovations in technology, agriculture, and commerce powerfully accelerated the American economy, precipitating profound changes to U.S. society and to national and regional identities.

- I. New transportation systems and technologies dramatically expanded manufacturing and agricultural production.

- A. Entrepreneurs helped to create a market revolution in production and commerce, in which market relationships between producers and consumers came to prevail as the manufacture of goods became more organized.

**Examples:** John Deere's steel plow, Cyrus McCormick's mechanical reaper, Samuel Slater "Father of American Factory System", Eli Whitney's cotton gin and interchangeable part, Samuel Morse and the telegraph, Robert Fulton's *Clermont* steamboat, Lowell system, Baldwin Locomotive Works of Pennsylvania

- B. Innovations including textile machinery, steam engines, interchangeable parts, the telegraph, and agricultural inventions increased the efficiency of production methods.

**Examples:** Lowell system, steam locomotives, steamboats, spinning jenny, steamboats, interchangeable parts, cotton gin, telegraph, steel plow, mechanical reaper, improved roads/turnpikes

- C. Legislation and judicial systems supported the development of roads, canals, and railroads, which extended and enlarged markets and helped foster **regional interdependence**. Transportation networks linked the North and Midwest more closely than either was linked to the South.

**Examples:** Lancaster Turnpike, regional specialization and interdependence, Erie Canal, Canal Era, Henry Clay's American System, Cumberland (National) Road, protective tariff of 1816, *Charles River Bridge v. Warren Bridge* (1837)

- II. The changes caused by the **market revolution** had significant effects on U.S. society, workers' lives, and gender and family relations.

- A. Increasing numbers of Americans, especially women and men working in factories, no longer relied on semi-subsistence agriculture; instead they supported themselves producing goods for distant markets.

**Examples:** Lowell mills, Industrial Revolution, factory system

- B. The growth of manufacturing drove a significant increase in prosperity and standards of living for some; this led to the emergence of a larger middle class and a small but wealthy business elite but also to a large and growing population of laboring poor.

**Examples:** Income gap, social hierarchy, plantation aristocracy, "Yankee traders", National Trades Union, *Commonwealth v. Hunt*

- C. Gender and family roles changed in response to the market revolution, particularly with the growth of definitions of domestic ideals that emphasized the separation of public and private spheres.

**Examples:** Cult of domesticity, Lydia Child challenged cult of domesticity, Elizabeth Blackwell, Sojourner Truth's *Ain't I a Woman?*, Grimke sisters

- III. Economic development shaped settlement and trade patterns, helping to unify the nation while also encouraging the growth of different regions.

- A. Large numbers of international migrants moved to industrializing northern cities, while many Americans moved west of the Appalachians, developing thriving new communities along the Ohio and Mississippi rivers.

**Examples:** Erie Canal, Lancaster Turnpike, German immigration, Irish immigration, Midwest farm goods traded for New England factory goods

- B. Increasing Southern cotton production and the related growth of Northern manufacturing, banking, and shipping industries promoted the development of national and international commercial ties.

**Examples:** "King Cotton", protective tariffs, textile industry, whaling and fishing industry, "Yankee traders", Treaty of Wanghia (1844) expanded trade with China

- C. Southern business leaders continued to rely on the production and export of traditional agricultural staples, contributing to the growth of a distinctive Southern regional identity.

**Examples:** Slow urban growth, planter aristocracy ("cottonocracy"), growth of the internal slave trade

- D. Plans to further unify the U.S. economy, such as the **American System**, generated debates over whether such policies would benefit agriculture or industry, potentially favoring different sections of the country.

**Examples:** Protective tariffs of 1816 and 1824, Madison's veto of the Bonus Bill, internal improvements, Cumberland (National) Road, Jackson's veto of the Maysville Road, Second Bank of the US

**Key Concept 4.3:**

The U.S. interest in increasing foreign trade and expanding its national borders shaped the nation's foreign policy and spurred government and private initiatives.

- I. Struggling to create an independent global presence, the United States sought to claim territory throughout the North American continent and promote foreign trade.
- A. Following the **Louisiana Purchase**, the United States government sought influence and control over North America and the Western Hemisphere through a variety of means, including exploration, military actions, American Indian removal, and diplomatic efforts such as the **Monroe Doctrine**.
- Examples:** Rush Bagot Treaty (1817), Convention of 1818, Adams Onis Treaty (1819), Monroe Doctrine (1823), dispute over annexation of Texas (1836-1845), annexation of Texas by joint resolution (1845), Webster Ashburton Treaty (1842), Oregon Treaty with Britain (1846), Mexican American War (1846-1848), Manifest Destiny
- B. Frontier settlers tended to champion expansion efforts, while American Indian resistance led to a sequence of wars and federal efforts to control and relocate American Indian populations.
- Examples:** Tecumseh's Confederacy (1808-1813), Battle of Tippecanoe (1811), First Seminole War (1816-1818), Indian Removal Act (1830), Trail of Tears, Second Seminole War (1835-1842), Indian Territory
- II. The United States' acquisition of lands in the West gave rise to contests over the extension of slavery into new territories.
- A. As over-cultivation depleted arable land in the Southeast, slaveholders began relocating their plantations to more fertile lands west of the Appalachians, where the institution of slavery continued to grow.
- Examples:** Cotton gin and growth of upland (short-staple) cotton, growth of the internal slave trade
- B. Antislavery efforts increased in the North, while in the South, although the majority of Southerners owned no slaves, most leaders argued that slavery was part of the Southern way of life.
- Examples:** John Calhoun's "positive good" arguments, Biblical justifications for slavery, Constitutional justifications for slavery (fugitive slave clause and three-fifths clause)
- C. Congressional attempts at political compromise, such as the **Missouri Compromise**, only temporarily stemmed growing tensions between opponents and defenders of slavery.
- Examples:** Jefferson's "firebell in the night" warning (1820), Webster Hayne Debate (1830) dispute over annexation of Texas (1836-1845), gag rule, Wilmot Proviso (1846)

## **Period 5: 1844 to 1877**

### **Key Concept 5.1:**

The United States became more connected with the world, pursued an expansionist foreign policy in the Western Hemisphere, and emerged as the destination for many migrants from other countries.

- I. Popular enthusiasm for U.S. expansion, bolstered by economic and security interests, resulted in the acquisition of new territories, substantial migration westward, and new overseas initiatives.
  - A. The desire for access to natural and mineral resources and the hope of many settlers for economic opportunities or religious refuge led to an increased migration to and settlement in the West.  
  
**Examples:** Mormon settlements in Utah (1847), California gold rush (1848), Chinese immigration, Comstock Lode - silver mining in Nevada (1859), Pike's Peak gold rush (1858-1861), decline of the buffalo
  - B. Advocates of annexing western lands argued that **Manifest Destiny** and the superiority of American institutions compelled the United States to expand its borders westward to the Pacific Ocean.  
  
**Examples:** Manifest Destiny, Election of 1844, Slidell Mission (1845), US annexation of Texas (1845), Bear Flag Revolt (1846), Oregon Boundary Treaty (1846), Treaty of Guadalupe Hidalgo (1848), Gadsden Purchase (1853), Pony Express (1860-1861)
  - C. The U.S. added large territories in the West through victory in the **Mexican–American War** and diplomatic negotiations, raising questions about the status of slavery, American Indians, and Mexicans in the newly acquired lands.  
  
**Examples:** Wilmot Proviso (1846), Lincoln's spot resolutions (1846), Free Soil Party (1848), *Civil Disobedience* by Henry David Thoreau (1849), popular sovereignty, Ostend Manifesto (1854)
  - D. Westward migration was boosted during and after the Civil War by the passage of new legislation promoting Western transportation and economic development.  
  
**Examples:** Gadsden Purchase (1853), Pacific Railway Act (1862), Homestead Act (1862), Homestead Act (1862), Morrill Land Grant Act (1862), completion of the Union Pacific Railroad (1869)
  - E. U.S. interest in expanding trade led to economic, diplomatic, and cultural initiatives to create more ties with Asia.  
  
**Examples:** Clipper ships, Treaty of Wanghia (1846), Commodore Perry's expedition to Japan (1852-1854), missionaries
- II. In the 1840s and 1850s, Americans continued to debate questions about rights and citizenship for various groups of U.S. inhabitants.
  - A. Substantial numbers of international migrants continued to arrive in the United States from Europe and Asia, mainly from Ireland and Germany, often settling in **ethnic communities** where they could preserve elements of their languages and customs.  
  
**Examples:** Old Immigration from North and Western Europe, Irish potato famine (1845-1851), parochial schools
  - B. A strongly anti-Catholic **nativist movement** arose that was aimed at limiting new immigrants' political power and cultural influence.  
  
**Examples:** Know-Nothing movement (1840s and 1850s), American Party (1854)
  - C. U.S. government interaction and conflict with Mexican Americans and American Indians increased in regions newly taken from American Indians and Mexico, altering these groups' economic self-sufficiency and cultures.  
  
**Examples:** Sand Creek Massacre (1864), Battle of Little Big Horn (Custer's Last Stand - 1876), reservation system, Mariano Vallejo

**Key Concept 5.2:**

Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war.

- I. Ideological and economic differences over slavery produced an array of diverging responses from Americans in the North and the South.
  - A. The North's expanding manufacturing economy relied on free labor in contrast to the Southern economy's dependence on slave labor. Some Northerners did not object to slavery on principle but claimed that slavery would undermine the free labor market. As a result, a **free-soil movement** arose that portrayed the expansion of slavery as incompatible with free labor.  
  
**Examples:** Bessemer process (1855), Oil drilling in Titusville, Pennsylvania (1859), Free Soil Party (1848-1852), Hinton Helper's *Impending Crisis of the South* (1857)
  - B. African American and white abolitionists, although a minority in the North, mounted a highly visible campaign against slavery, presenting moral arguments against the institution, assisting slaves' escapes, and sometimes expressing a willingness to use violence to achieve their goals.  
  
**Examples:** William Lloyd Garrison's *Liberator* and the American Antislavery Society, Liberty Party (1840-1844), Underground Railroad, Harriet Tubman (1849), Harriet Beecher Stowe's *Uncle Tom's Cabin* (1852), John Brown's Raid on Harper's Ferry (1859)
  - C. Defenders of slavery based their arguments on racial doctrines, the view that slavery was a **positive social good**, and the belief that slavery and states' rights were protected by the Constitution.  
  
**Examples:** "positive good" thesis, John C. Calhoun, states' rights, nullification, George Fitzhugh's *Cannibals All!* (1857), minstrel shows
- II. Debates over slavery came to dominate political discussion in the 1850s, culminating in the bitter election of 1860 and the secession of Southern states.
  - A. The **Mexican Cession** led to heated controversies over whether to allow slavery in the newly acquired territories.  
  
**Examples:** end of gag rule (1844), Wilmot Proviso (1846), Mexican Cession (1848), popular sovereignty
  - B. The courts and national leaders made a variety of attempts to resolve the issue of slavery in the territories, including the **Compromise of 1850**, the **Kansas-Nebraska Act**, and the **Dred Scott decision**, but these ultimately failed to reduce conflict.  
  
**Examples:** Compromise of 1850, Fugitive Slave Act (1850), personal liberty laws, Kansas Nebraska Act (1854), "Crime against Kansas Speech" by Charles Sumner and attack by Preston Brooks (1856), Pottawatomie Creek, Dispute over Lecompton Constitution (1857), Bleeding Kansas (1856-1861), Dred Scott Supreme Court decision (1857)
  - C. The Second Party System ended when the issues of slavery and anti-immigrant nativism weakened loyalties to the two major parties and fostered the emergence of sectional parties, most notably the **Republican Party** in the North.  
  
**Examples:** Formation of the Republican Party (1854), Lincoln's support of free soil doctrine, Lincoln's "House Divided Speech" (1858), Lincoln-Douglas debates (1858), Freeport Doctrine (1858)
  - D. Abraham Lincoln's victory on the Republicans' free-soil platform in the **election of 1860** was accomplished without any Southern electoral votes. After a series of contested debates about secession, most slave states voted to secede from the Union, precipitating the Civil War.  
  
**Examples:** Secession of seven southern states (1860-1861), Crittenden Compromise rejected (1860-1861), Fort Sumter and secession of four additional southern states (1861), Lincoln's call for troops

**Key Concept 5.3:**

The Union victory in the Civil War and the contested Reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights.

- I. The North's greater manpower and industrial resources, the leadership of Abraham Lincoln and others, and the decision to emancipate slaves eventually led to the Union military victory over the Confederacy in the devastating Civil War.
  - A. Both the Union and the Confederacy mobilized their economies and societies to wage the war even while facing considerable home front opposition.  
  
**Examples:** Lincoln's suspension of habeas corpus (1861), Morrill Tariff (1861), Southern Conscription Act (1862), National Bank Act (1863), Northern Conscription Act of 1863, "rich man's war but a poor man's fight", NYC draft riots (1863), Radical Republicans, War Democrats, Peace Democrats, Copperheads, Order of the Sons of Liberty (1864)
  - B. Lincoln and most Union supporters began the Civil War to preserve the Union, but Lincoln's decision to issue the **Emancipation Proclamation** reframed the purpose of the war and helped prevent the Confederacy from gaining full diplomatic support from European powers. Many African Americans fled southern plantations and enlisted in the Union Army, helping to undermine the Confederacy.  
  
**Examples:** *Trent* Affair (1861), *Alabama* commerce raider (1862), Emancipation Proclamation (1863), enlistment of African Americans, Massachusetts 54<sup>th</sup> Regiment (1863),
  - C. Lincoln sought to reunify the country and used speeches such as the **Gettysburg Address** to portray the struggle against slavery as the fulfillment of America's founding democratic ideals.  
  
**Examples:** Battle of Gettysburg, Gettysburg Address (1863), "Four score and seven years..."
  - D. Although the Confederacy showed military initiative and daring early in the war, the Union ultimately succeeded due to improvements in leadership and strategy, key victories, greater resources, and the wartime destruction of the South's infrastructure..  
  
**Examples:** Anaconda Plan (1861), Antietam (1862), Gettysburg (1863), Vicksburg (1863), Union's "total war" strategy, Sherman's March to the Sea (1864), Lee's surrender at Appomattox Courthouse (1865)
- II. Reconstruction and the Civil War ended slavery, altered relationships between the states and the federal government, and led to debates over new definitions of citizenship, particularly regarding the rights of African Americans, women, and other minorities.
  - A. The **13th Amendment** abolished slavery, while the **14th and 15th Amendments** granted African Americans citizenship, equal protection under the laws, and voting rights.  
  
**Examples:** 13<sup>th</sup> Amendment (1865), 14<sup>th</sup> Amendment (1868), 15<sup>th</sup> Amendment (1870)
  - B. The women's rights movement was both emboldened and divided over the 14th and 15th amendments to the Constitution.  
  
**Examples:** Opposition of Elizabeth Cady Stanton and Susan B. Anthony, National Women's Suffrage Association (1869), American Women's Suffrage Association (1869)
  - C. Efforts by radical and moderate Republicans to change the balance of power between Congress and the presidency and to reorder race relations in the defeated South yielded some short-term successes. **Reconstruction** opened up political opportunities and other leadership roles to former slaves, but it ultimately failed, due both to determined Southern resistance and the North's waning resolve.  
  
**Examples:** Black codes, Ku Klux Klan (1866), Presidential vs. Radical Reconstruction (1865-1867), Military Reconstruction (1867-1877), carpetbaggers, scalawags, Senator Hiram Revels, Senator Blanche K. Bruce, Representative Robert Smalls, Johnson's veto of Freedman's Bureau and Civil Rights Act of 1866, Tenure of Office Act (1867), impeachment of President Johnson (1868), Redeemer governments (Solid South), Enforcement Acts (1870-1871)

- D. Southern plantation owners continued to own the majority of the region's land even after Reconstruction. Former slaves sought land ownership but generally fell short of self-sufficiency, as an exploitative and soil-intensive **sharecropping system** limited blacks' and poor whites' access to land in the South.

**Examples:** black codes, sharecropping, tenant farming, crop-lien system, peonage system, Freedmen's Bureau (1865)

- E. Segregation, violence, Supreme Court decisions, and local political tactics progressively stripped away African American rights, but the 14th and 15th Amendments eventually became the basis for court decisions upholding civil rights in the 20th century.

**Examples:** Compromise of 1877, poll taxes, literacy tests to vote, Jim Crow laws, grandfather clauses. Civil Rights Cases (1883), Plessy v. Ferguson (1896)

## **Period 6: 1865 to 1898**

### **Key Concept 6.1:**

Technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States.

- I. Large-scale industrial production — accompanied by massive technological change, expanding international communication networks, and pro-growth government policies — generated rapid economic development and business consolidation.

- A. Following the Civil War, government subsidies for transportation and communication systems helped open new markets in North America.

**Examples:** Federal and state loans and land grants to transcontinental railroads, Credit Mobilier Scandal, transatlantic telegraph cable (1866)

- B. Businesses made use of technological innovations, greater access to natural resources, redesigned financial and management structures, advances in marketing, and a growing labor force to dramatically increase the production of goods.

**Examples:** John D. Rockefeller (oil), J.P. Morgan (banking), Andrew Carnegie (Bessemer steel), Alexander Graham's Bell (telephone), Cornelius Vanderbilt (railroads), Cyrus Field (transatlantic telegraph), Montgomery Ward mail order catalog

- C. As the price of many goods decreased, workers' real wages increased, providing new access to a variety of goods and services; many Americans' standards of living improved, while the gap between rich and poor grew.

**Examples:** *Gilded Age* by Mark Twain (1873), Boss Tweed (1869-1876), tenement housing, *Century of Dishonor* by Helen Hunt Jackson (1881), *How the Other Half Lives* by Jacob Riis (1890)

- D. Many business leaders sought increased profits by consolidating corporations into large trusts and holding companies, which further concentrated wealth.

**Examples:** near monopoly, Standard Oil Trust (1882), holding company, business pool, horizontal integration, vertical integration,

- E. Businesses and foreign policymakers increasingly looked outside U.S. borders in an effort to gain greater influence and control over markets and natural resources in the Pacific Rim, Asia, and Latin America.

**Examples:** Purchase of Alaska (1867), *Influence of Sea Power upon History* by Alfred T. Mahan (1890) Turner Thesis (1893), Treaty of Paris (1898) and the acquisition of Puerto Rico, Guam, and the Philippines, annexation of Hawaii (1898), John Hay's Open Door Note (1899)

II. A variety of perspectives on the economy and labor developed during a time of financial panics and downturns.

- A. Some argued that **laissez-faire policies** and competition promoted economic growth in the long run, and they opposed government intervention during economic downturns.

**Examples:** Laissez faire policies, Panic of 1873, Panic of 1893, Social Darwinism, Horatio Alger's "rags to riches" dime novels, Andrew Carnegie's *Gospel of Wealth* (1899), philanthropy

- B. The industrial workforce expanded and became more diverse through internal and international migration; child labor also increased.

**Examples:** Farm mechanization led to increased migration to cities, "New Immigration" from Southern and Eastern Europe, Chinese immigration

- C. Labor and management battled over wages and working conditions, with local workers organizing local and national unions and/or directly confronting business leaders.

**Examples:** Knights of Labor (1869), Terrence Powderly, Haymarket Square riot (1886), American Federation of Labor (1886), Samuel Gompers, "bread and butter" unionism, Mother Jones' "March of the Children" (1903), yellow dog contracts, blacklists, Railway Strike of 1877, Homestead Strike of 1892, Pullman Strike of 1894

- D. Despite the industrialization of some segments of the Southern economy — a change promoted by Southern leaders who called for a "**New South**" — agriculture based on sharecropping and tenant farming continued to be the primary economic activity in the South.

**Examples:** “New South”, Henry Grady, textile mills in the South, James Duke

- III. New systems of production and transportation enabled consolidation within agriculture, which, along with periods of instability, spurred a variety of responses from farmers.

- A. Improvements in mechanization helped agricultural production increase substantially and contributed to declines in food prices.

**Examples:** Reapers, combines, bonanza farming, dry farming, barbed wire

- B. Many farmers responded to the increasing consolidation in agricultural markets and their dependence on the evolving railroad system by creating local and regional cooperative organizations

**Examples:** Grange (1867), Granger laws, *Wabash v. Illinois* (1886), Southern Farmers' Alliance (1875), National Farmers' Alliance (1877), Colored Farmers' Alliance (1886)

- C. Economic instability inspired agrarian activists to create the **People's (Populist) Party**, which called for a stronger governmental role in regulating the American economic system.

**Examples:** Ocala Platform of 1890, goals of the Populist Party, “free silver” movement, William Jennings Bryan

**Key Concept 6.2:**

The migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change.

- I. International and internal migrations increased both urban and rural populations, but gender, racial, ethnic, religious, and socioeconomic inequalities abounded, inspiring some reformers to attempt to address these inequities.

- A. As cities became areas of economic growth featuring new factories and businesses, they attracted immigrants from Asia and from southern and eastern Europe, as well as African American migrants within opportunities for social mobility in their home countries or regions

**Examples:** Pap Singleton and the Exodusters (1879), New Immigration from Southern and Eastern Europe, Chinese immigration

- B. Urban neighborhoods based on particular ethnicities, races, and classes provided new cultural opportunities for city dwellers.

**Examples:** Chinatowns, “Little Italy”

- C. Increasing public debates over assimilation and **Americanization** accompanied the growth of international migration. Many immigrants negotiated compromises between the cultures they brought and the culture they found in the United States.

**Examples:** Assimilation, Ellis Island, Angel Island

- D. In an urban atmosphere where the access to power was unequally distributed, political machines thrived, in part by providing immigrants and the poor with social services.

**Examples:** National American Woman Suffrage Association (1890), Women's Christian Temperance Union (1874), Tammany Hall political machine, settlement houses, Jane Addams and Hull House (1889), General Federation of Women's Clubs (1890)

- E. Corporations' need for managers and for male and female clerical workers as well as increased access to educational institutions, fostered the growth of a distinctive middle class. A growing amount of leisure time also helped expand consumer culture.

**Examples:** Conspicuous consumption, Harvard Annex for women (1879), Bryn Mawr College (1885)

II. Larger numbers of migrants moved to the West in search of land and economic opportunity, frequently provoking competition and violent conflict.

- A. The building of transcontinental railroads, the discovery of mineral resources, and government policies promoted economic growth and created new communities and centers of commercial activity.

**Examples:** Pacific Railway Acts (1862 to 1866), federal and state government subsidies to transcontinental railroads, cattle trails, cow towns

- B. In hopes of achieving ideals of self-sufficiency and independence, migrants moved to both rural and boomtown areas of the West for opportunities, such as building the railroads, mining, farming, and ranching.

**Examples:** Silver boom in Tombstone (1877-1890), Abilene, Buffalo Bill Cody's Wild West show, Frederic Remington's paintings, Edward Wheeler's *Deadwood Dick* "dime novels", "range wars"

- C. As migrant populations increased in number and the American bison population was decimated, competition for land and resources in the West among white settlers, American Indians, and Mexican Americans led to an increase in violent conflict.

**Examples:** Sand Creek Massacre, Battle of Little Big Horn (1876), Battle of Bear Paw Mountain, Battle of Wounded Knee (1890)

- D. The U.S. government violated treaties with American Indians and responded to resistance with military force, eventually confining American Indians to reservations and denying tribal sovereignty.

**Examples:** Surrender of Chief Joseph (1877), Surrender of Apaches led by Geronimo (1887), Great Sioux Reservation

- E. Many American Indians preserved their cultures and tribal identities despite government policies promoting assimilation, and they attempted to develop self-sustaining economic practices.

**Examples:** Carlisle Indian School (1879), Dawes Act (1887), Ghost Dance movement (1890)

**Key Concept 6.3:**

The "Gilded Age" witnessed new cultural and intellectual movements in tandem with political debates over economic and social policies.

I. New cultural and intellectual movements both buttressed and challenged the social order of the Gilded Age.

- A. Social commentators advocated theories later described as **Social Darwinism** to justify the success of those at the top of the socioeconomic structure as both appropriate and inevitable.

**Examples:** Social Darwinism, laissez faire policies, Russell Conwell's *Acres of Diamonds* sermon, Horatio Alger's "rags to riches" dime novels, American Protective Association (1887), Chinese Exclusion Act (1882)

- B. Some business leaders argued that the wealthy had a moral obligation to help the less fortunate and improve society, as articulated in the idea known as the **Gospel of Wealth**, and they made philanthropic contributions that enhanced educational opportunities and urban environments.
- Examples:** Andrew Carnegie's *Gospel of Wealth* (1899), Carnegie public libraries, Stanford University, Vanderbilt University
- C. A number of artists and critics, including agrarians, utopians, socialists, and advocates of the **Social Gospel**, championed alternative visions for the economy and U.S. society.
- Examples:** *Gilded Age* by Mark Twain (1873), Henry George's "single land tax" in *Progress and Poverty* (1879), *Century of Dishonor* by Helen Hunt Jackson (1881), Edward Bellamy's "utopian socialism" in *Looking Backward* (1888), Andrew Carnegie's *Gospel of Wealth* (1889), *How the Other Half Lives* by Jacob Riis (1890), social gospel movement (1890), Jacob Coxey's "March on Washington" (1894)
- II. Dramatic social changes in the period inspired political debates over citizenship, corruption, and the proper relationship between business and government.
- A. The major political parties appealed to lingering divisions from the Civil War and contended over tariffs and currency issues, even as reformers argued that economic greed and self-interest had corrupted all levels of government.
- Examples:** patronage vs. civil service reform, Pendleton Civil Service Act (1883), regulation of railroads, Interstate Commerce Act (1887), McKinley Tariff of 1890, "free silver" issue, Sherman Silver Purchase Act (1890), Greenback Labor Party (1874-1889), National Farmers' Alliance, Populist Party (1891), regulation of trusts, Sherman Antitrust Act (1890)
- B. Many women sought greater equality with men, often joining voluntary organizations, going to college, promoting social and political reform, and, like **Jane Addams**, working in settlement houses to help immigrants adapt to U.S. language and customs.
- Examples:** settlement houses, Jane Addams' Hull House, "good government" movement, National American Woman Suffrage Association (1890), Elizabeth Cady Stanton, Susan B. Anthony, Carrie Catt, Margaret Sanger, coed colleges, normal schools, "city beautiful" movement,
- C. The Supreme Court decision in **Plessy v. Ferguson** that upheld racial segregation helped to mark the end of most of the political gains African Americans made during Reconstruction. Facing increased violence, discrimination, and scientific theories of race, African American reformers continued to fight for political and social equality.
- Examples:** Jim Crow laws, poll taxes, grandfather clauses, literacy tests to vote, Impact of *Plessy v. Ferguson*, Booker T. Washington's *Atlanta Compromise* (1895), Ida Wells-Barnett's anti-lynching crusade, National Association of Colored Women (1896), Paul Lawrence Dunbar's *Lyrics of Lowly Life* (1896), George Washington Carver

## **Period 7: 1890 to 1945**

### **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.

**Examples:** US Steel Company (1901), Henry Ford's Model T car (1908), General Motors (1908), Frederick Taylor's *Principles of Scientific Management* (1911), "Taylorism" (scientific management), Henry Ford's "moving" assembly line (1914), consumer goods industry (electric washing machines, vacuums, refrigerators, etc.)

- 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.

**Examples:** 1920 Census results of urban vs. rural living, second waves of new immigration, Puerto Ricans granted US citizenship (1917), Great Migration, Triangle Shirtwaist Company

- 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.

**Examples:** Federal Reserve Act (1913), stock market crash (1929), bank "holiday" (1933), FDIC (1933), Securities Exchange Commission (1934)

- 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.

**Examples:** Muckrakers, settlement house movement, Jane Addams' Hull House, Florence Kelley and the National Consumers League (1899), Ida Tarbell's *History of Standard Oil* (1904), Upton Sinclair's *The Jungle* (1906), Robert La Follette's "Wisconsin Way", National Child Labor Committee, Lewis Hine's photographic investigation of child labor (1908-1917), progressive state laws such as the initiative, referendum, recall, minimum wage, child labor restriction, Lincoln Steffens' *Shame of the Cities* (1904)

- 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.

**Examples:** Meat Inspection Act (1906), Pure Food and Drug Act (1906), Elkins Act (1903), Hepburn Act (1903), *Northern Securities v. US* (1903) Clayton Antitrust Act (1914), 16<sup>th</sup> Amendment (1913), 17<sup>th</sup> Amendment (1913), Federal Trade Commission (1914), 18<sup>th</sup> Amendment (1920), 19<sup>th</sup> Amendment (1920)

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

**Examples:** Yellowstone National Park (1872), Yosemite National Park (1890), Forest Reserve Act (1891), John Muir and the Sierra Club (1892), Newlands Reclamation Act (1902), US Forest Service (1905)

- 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.

**Examples:** W.E.B. Dubois and the Niagara Movement (1905), NAACP (1909), Woodrow Wilson's support for segregation, disagreement over the literacy test for immigrants included in the Immigration Act of 1917, use of professional city managers, "good government" movement

- 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.

**Examples:** “Three Rs”, FDR’s “First Hundred Days” (1933), “bank holiday” (1933), Agricultural Adjustment Administration (1933), National Industrial Recovery Act (1933), Tennessee Valley Authority (1933), Civilian Conservation Corps (1933), Works Progress Administration (1935), Federal Writers’ Project of the WPA, Wagner Act and the National Labor Relations Board (1935), Social Security Act (1935), Resettlement Administration (1935), Keynesian deficit spending to “prime the pump” (1937-1939), Fair Labor Standards Act (1938)

- 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.

**Examples:** Huey Long’s “Share Our Wealth” program (1934), Father Coughlin (“Radio Priest”) and the National Union for Social Justice (1934), *Schechter Poultry v. US* (1935) overturned NIRA, *US v. Butler* (1936) overturned AAA, FDR’s failed Supreme Court-packing plan (1937)

- 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.

**Examples:** Federal Deposit Insurance Corporation (FDIC) of 1933, Securities Exchange Commission (1934), Federal Housing Administration (1934), Social Security Act (1935), “Roosevelt coalition” in the Election of 1936

### **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.

**Examples:** Radio, KDKA (1920), *War of the Worlds* (1938), FDR’s fireside chats, motion pictures, nickelodeons, movie palaces, *Jazz Singer* (1927), *Steamboat Willie* (1928)

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

**Examples:** Jazz Age, Edward Hopper, Langston Hughes, Zora Neale Hurston, Yiddish theater, Harlem Renaissance, Gertrude Stein’s “lost generation”, Sinclair Lewis’s *Babbitt* (1922), F. Scott Fitzgerald’s *The Great Gatsby* (1925)

- 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.

**Examples:** Red Scare, Immigration Act of 1917, Espionage and Sedition Acts (1917-1918), *Schenck v. US* (1919), Palmer Raids (1920), execution of Sacco and Vanzetti (1927)

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

**Examples:** Flappers, fundamentalism vs. modernism, Scopes “Monkey” Trial (1925)

- 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.

**Examples:** Immigration Act of 1917, Emergency Quota Act of 1921, National Origins Immigration Act of 1924

- 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.
- Examples:** War Industries Board (1917), National War Labor Board (1918), dust bowl (1930-1936), John Steinbeck's *Grapes of Wrath* (1939), Office of War Mobilization (1943)
- 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.
- Examples:** Great Migration, Marcus Garvey and the Universal Negro Improvement Association (1914), revival of the KKK (1915), D. W. Griffith's *Birth of a Nation* (1915), Red Summer (1919), race riots in Detroit, Tulsa, and Chicago (1919),
- D. Migration to the United States from Mexico and elsewhere in the Western Hemisphere increased, in spite of contradictory government policies toward Mexican immigration.
- Examples:** Great Depression-era deportations, WWII braceros program

**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.
- Examples:** Alfred Thayer Mahan's *Influence of Sea Power Upon History* (1890), census of 1890 and the "closure of the frontier", Frederick Jackson Turner's *Significance of the Frontier in American History* (1894), Rudyard Kipling's *White Man's Burden* (1895), Venezuelan boundary dispute (1895), overthrow of Hawaiian government (1893), annexation of Hawaii (1898), yellow journalists such as William Randolph Hearst and Joseph Pulitzer
- 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.
- Examples:** Anti-Imperialist League (1898), issue of imperialism in the Election of 1900
- 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.
- Examples:** Treaty of Paris (1898); acquisition of Puerto Rico, Guam, and Philippines, Emilio Aguinaldo and the US-Philippine War (1899-1902), Open Door Policy (1899), Theodore Roosevelt's "big stick" policy, Roosevelt Corollary (1904), Taft's dollar diplomacy (1911), US intervention in Mexican civil wars of 1910s, Pancho Villa, Wilson's "moral diplomacy", US military intervention in Nicaragua (1912-1933)
- 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.

**Examples:** National Defense Act (1916), Sinking of the *Lusitania* (1915), Wilson's campaign slogan "He kept us out of war", Zimmerman Telegram (1917), unrestricted submarine warfare (1917), Selective Service Act (1917), Wilson's Fourteen Points (1918)

- 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.

**Examples:** American Expeditionary Forces, John Pershing, Liberty Loan drives

- 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**.

**Examples:** Paris Peace Conference (1919), Treaty of Versailles (1919), League of Nations, opposition of the irreconcilables and the reservationists, Senator Henry Cabot Lodge

- 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.

**Examples:** Washington Naval Conference (1921-1922), Dawes Plan (1924), Kellogg Briand Pact (1928), Hawley Smoot Tariff (1930)

- 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.

**Examples:** Japanese invasion of Manchuria (1931), Stimson Doctrine (1932), Neutrality Acts of 1936-1938, FDR's "quarantine the aggressor" speech, Neutrality Act of 1939, German invasion of Poland (1939), Japanese attack on Pearl Harbor (1941)

- 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.

**Examples:** Atlantic Charter (1941), FDR's "Four Freedoms" speech

- 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.

**Examples:** Rosie the Riveter (1941), Fair Employment Practices Commission (1941), War Production Board (1942), end of the Great Depression, Office of War Information (1942), GI Bill of Rights (1944), War Refugee Board (1944), victory gardens, Navajo code-talkers

- 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.

**Examples:** Executive Order 9906 (1942), internment of Japanese Americans in relocation camps, Congress of Racial Equality (1942), Zoot suit riots (1943), "Double V" campaign, segregated armed forces, code-talkers, Asa Philip Randolph and the March on Washington movement, Executive Order 8802 (1941), Fair Employment Practices Commission (1941), Detroit race riot (1943), *Korematsu v. US* (1944)

- 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.

**Examples:** Manhattan Project (1942), Tehran Conference (1943), development of sonar, island-hopping, D-Day (1944), Bretton Woods Conference (1944), Yalta Conference (1945), United Nations (1945), Nuremberg trials (1945), Hiroshima and Nagasaki (1945)

- 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.

**Examples:** United Nations (1945), Nuremburg trials (1945), Potsdam Conference (1945), Hiroshima and Nagasaki (1945), International Bank for Reconstruction and Development (World Bank), International Monetary Fund (1945)

## **Period 8: 1945 to 1980**

### **Key Concept 8.1:**

The United States responded to an uncertain and unstable postwar world by asserting and working to maintain a position of global leadership, with far-reaching domestic and international consequences.

- I. United States policymakers engaged in a Cold War with the authoritarian Soviet Union, seeking to limit the growth of Communist military power and ideological influence, create a free-market global economy, and build an international security system.
  - A. As postwar tensions dissolved the wartime alliance between Western democracies and the Soviet Union, the United States developed a foreign policy based on **collective security**, international aid, and economic institutions that bolstered non-Communist nations.

**Examples:** Collective security, United Nations (1945), Truman Doctrine (1947), Marshall Plan (1947), Rio Pact (1947), NATO (1949), SEATO (1954)

- B. Concerned by expansionist Communist ideology and Soviet repression, the United States sought to contain communism through a variety of measures, including major military engagements in Korea and Vietnam.
- Examples:** Containment policy, George F. Kennan's "long telegram" (1946), domino theory, National Security Report 68/NSC-68 (1950), hydrogen bomb (1952), John F. Dulles and massive retaliation (1954), Sputnik and the space race (1957), National Defense Education Act (1958), JFK's flexible response policy, Truman's "limited war" in the Korean War, Gulf of Tonkin Resolution (1964), Operation Rolling Thunder (1965-1968), Tet Offensive (1968)
- C. The Cold War fluctuated between periods of direct and indirect military confrontation and periods of **mutual coexistence** (or **détente**).
- Examples:** Khrushchev's visit to US (1959), U-2 incident (1960), Berlin Wall (1961), Cuban Missile Crisis (1962), White House "hotline" with USSR (1963), Nuclear Test Ban Treaty (1963), détente, Nixon's visit to China (1972), Grain Deal with USSR (1972), Nixon's "Vietnamization" policy (1969-1972), Strategic Arms Limitation Treaty/SALT I (1969)
- D. Postwar **decolonization** and the emergence of powerful **nationalist movements** in Asia, Africa, and the Middle East led both sides in the Cold War to seek allies among new nations, many of which remained nonaligned.
- Examples:** US recognition of Israel (1948), Operation Ajax in Iran (1953), Peace Corps (1961), US support of Israel in Yom Kippur War (1973), Camp David Accords (1978), Soviet invasion of Afghanistan (1979)
- E. Cold War competition extended to Latin America, where the U.S. supported non-Communist regimes that had varying levels of commitment to democracy.
- Examples:** US intervention in overthrow of leader of Guatemala (1954), US embargo of Cuba (1960), Bay of Pigs (1961), Alliance for Progress (1961), Peace Corps (1961), Cuban Missile Crisis (1962)
- II. Cold War policies led to public debates over the power of the federal government and acceptable means for pursuing international and domestic goals while protecting civil liberties.
- A. Americans debated policies and methods designed to expose suspected communists within the United States even as both parties supported the broader strategy of containing communism.
- Examples:** House Un-American Activities Committee (HUAC) investigation of Hollywood (1947), Hollywood Ten (1947), Federal Employee Loyalty Program (1947), Trial of Alger Hiss (1950), Senator Joseph McCarthy (1950), McCarthyism (Second Red Scare), Execution of Julius and Ethel Rosenberg (1953), Army-McCarthy hearings (1954)
- B. Although anticommunist foreign policy faced little domestic opposition in previous years, the **Vietnam War** inspired sizable and passionate antiwar protests that became more numerous as the war escalated, and sometimes led to violence.
- Examples:** Teach-ins (1965), hawks vs. doves, credibility gap, Fulbright hearings (1966-1967), Students for a Democratic Society Columbia University protest (1968), Democratic National Convention riots (1968), Vietnam Moratorium Day (1969), Woodstock (1969), exposure of the My Lai Massacre (1969), Pentagon Papers (1969), Kent State and Jackson State (1970)
- C. Americans debated the merits of a large nuclear arsenal, the military-industrial complex, and the appropriate power of the executive branch in conducting foreign and military policy.
- Examples:** Eisenhower's Farewell Address warning against the growing military-industry complex (1961), Gulf of Tonkin Resolution (1964), SALT I (1969), *New York Times v. US* (1971), War Powers Act (1973)

- D. Ideological, military, and economic concerns shaped U.S. involvement in the Middle East, with several oil crises in the region eventually sparking attempts at creating a national energy policy.

**Examples:** Suez Canal crisis (1956), Organization of Petroleum Exporting Countries (1960), Arab oil embargo (1973), Iranian hostage crisis (1979)

**Key Concept 8.2:**

New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses.

- I. Seeking to fulfill Reconstruction-era promises, civil rights activists and political leaders achieved some legal and political successes in ending segregation, although progress toward equality was slow.
- A. During and after World War II, civil rights activists and leaders, most notably **Martin Luther King Jr.**, combatted racial discrimination utilizing a variety of strategies, including legal challenges, direct action, and nonviolent protest tactics.
- Examples:** Asa Phillip Randolph's threat to "March on Washington" (1941), Congress of Racial Equality/CORE (1942), Double V campaign, Fair Employment Practices Commission (1942), Montgomery Bus Boycott (1955-1956), Southern Christian Leadership Conference (1957), Martin Luther King's nonviolent civil disobedience, , integration of Central High/"Little Rock Nine" (1957), Student Nonviolent Coordinating Committee (1960), Greensboro lunch counter sit-ins (1960), Freedom Rides (1961), King's *Letter from Birmingham Jail* (1963), March on Washington for Jobs and Freedom (1963), Freedom Summer (1964), Fannie Lou Hamer and the Mississippi Freedom Democratic Party (1964), John L. Lewis and SNCC, Selma March (1965), Motown music, Thurgood Marshall and the NAACP
- B. The three branches of the federal government used measures including desegregation of the armed services, ***Brown v. Board of Education***, and the **Civil Rights Act of 1964** to promote greater racial equality.
- Examples:** Executive Order 9981 desegregated US armed forces (1948), *Brown v. Board of Education of Topeka* (1954), Civil Rights Act (1964), 24<sup>th</sup> Amendment (1964), Voting Rights Act (1965), Equal Employment Opportunity Commission (1965), LBJ's affirmative action speech (1965), Fair Housing Act (1968), *Griggs v. Duke Power* (1971)
- C. Continuing white resistance slowed efforts at desegregation, sparking social and political unrest across the nation. Debates among civil rights activists over the efficacy of nonviolence increased after 1965.
- Examples:** Declaration of Constitutional Principles/Southern Manifesto (1956), Little Rock Nine (1957), murders of civil rights workers during Freedom Summer (1964) Watts Riot (1965), Selma March (1965), Black Power (1966), Malcolm X and the Nation of Islam (1952-1964), black nationalism, Stokely Carmichael and Black Power (1966), Black Panther Party (1966)
- II. Responding to social conditions and the African American civil rights movement, a variety of movements emerged that focused on issues of identity, social justice, and the environment.
- A. Feminist and gay and lesbian activists mobilized behind claims for legal, economic, and social equality.
- Examples:** Betty Friedan's *The Feminine Mystique* (1963), Equal Pay Act of 1963, Stonewall Riots (1969), National Organization for Women (1966), Gloria Steinem's *Ms. Magazine* (1971) and the National Women's Political Caucus (1971), Title IX (1972), *Roe v. Wade* (1973)
- B. Latino, American Indian, and Asian American movements continued to demand social and economic equality and a redress of past injustices.
- Examples:** American Indian Movement (1968), Indians of All Tribes and the Occupation of Alcatraz (1969), Cesar Chavez and the United Farm Workers (1962), Delano grape strike (1965-1970), *US v. Wheeler* (1978)
- C. Despite an overall affluence in postwar America, advocates raised concerns about the prevalence and persistence of poverty as a national problem.

**Examples:** John Kenneth Galbraith's *Affluent Society* (1958), Michael Harrington's *The Other America* (1962), Kerner Commission (1968)

- D. Environmental problems and accidents led to a growing environmental movement that aimed to use legislative and public efforts to combat pollution and protect natural resources. The federal government established new environmental programs and regulations.

**Examples:** Rachel Carson's *Silent Spring* (1962), Wilderness Protection Act of 1964, Water Quality Act of 1965, Clean Air Act of 1970, Environmental Protection Act of 1970, Earth Day (1970), Occupational Safety and Health Administration (1970)

- III. Liberalism influenced postwar politics and court decisions, but it came under increasing attack from the left as well as from a resurgent conservative movement.
  - A. Liberalism, based on anticommunism abroad and a firm belief in the efficacy of government power to achieve social goals at home, reached a high point of political influence by the mid-1960s.

**Examples:** Students for a Democratic Society (1962), Port Huron Statement (1962), "New Left", University of California Berkeley and the Free Speech movement (1964-1965), Columbia University protests (1968), Woodstock (1969)

- B. Liberal ideas found expression in Lyndon Johnson's **Great Society**, which attempted to use federal legislation and programs to end racial discrimination, eliminate poverty, and address other social issues. A series of Supreme Court decisions expanded civil rights and individual liberties.

**Examples:** Engel v. Vitale (1962), Jobs Corp (1964), Economic Opportunity Act (1964), Food Stamp Act (1964), Medicaid (1965), Medicare (1965), Head Start (1965), Department of Housing and Urban Development (1965), Immigration and Nationality Act (1965), *Griswold v. Connecticut* (1965), Warren Court, *Miranda v. Arizona* (1966), *Griggs v. Duke Power* (1971), *Roe v. Wade* (1973)

- C. In the 1960s, conservatives challenged liberal laws and court decisions and perceived moral and cultural decline, seeking to limit the role of the federal government and enact more assertive foreign policies.

**Examples:** Opposition to Warren Court decisions, Barry Goldwater's candidacy for president (1964), Election of Richard Nixon (1968)

- D. Some groups on the left also rejected liberal policies, arguing that political leaders did too little to transform the racial and economic status quo at home and pursued immoral policies abroad.

**Examples:** Black Panther Party (1966), Yippies, Black Power movement, draft evasion during Vietnam War, conscientious objectors, Muhammed Ali's refusal to honor the draft

- E. Public confidence and trust in government's ability to solve social and economic problems declined in the 1970s in the wake of economic challenges, political scandals, and foreign policy crises.

**Examples:** Arab Oil Embargo (1973), stagflation, Watergate scandal (1972-1974), *US v. Nixon* (1974), Ford's pardon of Nixon, Iranian hostage crisis (1979-1981)

- F. The 1970s saw growing clashes between conservatives and liberals over social and cultural issues, the power of the federal government, race, and movements for greater individual rights.

**Examples:** War Powers Act (1973), *Bakke v. University of California* (1978), Phyllis Schlafly's STOP ERA movement (1972-1982),

**Key Concept 8.3:**

Postwar economic, demographic, and technological changes had a far-reaching impact on American society, politics, and the environment.

- I. Rapid economic and social changes in American society fostered a sense of optimism in the postwar years.
  - A. A burgeoning private sector, federal spending, the baby boom, and technological developments helped spur economic growth.
 

**Examples:** Baby boom, increased spending on housing and education due to the GI Bill of Rights, Cold War defense spending, NASA, space race, Apollo 11, growth of aerospace industry, increases in the service sector industry
  - B. As higher education opportunities and new technologies rapidly expanded, increasing social mobility encouraged the migration of the middle class to the suburbs and of many Americans to the South and West. The **Sun Belt** region emerged as a significant political and economic force.
 

**Examples:** Sunbelt, suburbanization, Levittowns, aerospace industry boom in South and West
  - C. Immigrants from around the world sought access to the political, social, and economic opportunities in the United States, especially after the passage of new immigration laws in 1965.
 

**Examples:** Immigration and Nationality Act (1965), increase in immigration of families related to legal immigrants, increase in immigration from Latin America and Asia, refugees from wars in Southeast Asia
- II. New demographic and social developments, along with anxieties over the Cold War, changed U.S. culture and led to significant political and moral debates that sharply divided the nation.
  - A. Mass culture became increasingly homogeneous in the postwar years, inspiring challenges to conformity by artists, intellectuals, and rebellious youth.
 

**Examples:** Jack Kerouac and the Beat Movement (1957), rock and roll music, Malvina Reynolds' *Little Boxes* (1962), Vietnam War teach-ins (1965), 26<sup>th</sup> Amendment (1971), counterculture, hippies, pop art, Woodstock (1969)
  - B. Feminists and young people who participated in the counterculture of the 1960s rejected many of the social, economic, and political values of their parents' generation, introduced greater informality into U.S. culture, and advocated changes in sexual norms.
 

**Examples:** Birth control pill (1960), Masters and Johnsons' *Human Sexual Response* (1966), sexual revolution, communes
  - C. The rapid and substantial growth of evangelical Christian churches and organizations was accompanied by greater political and social activism on the part of religious conservatives.
 

**Examples:** Focus on the Family (1977), Moral Majority (1979)

## Period 9: 1980 to the Present

### **Key Concept 9.1:**

A newly ascendant conservative movement achieved several political and policy goals during the 1980s and continued to strongly influence public discourse in the following decades.

- I. Conservative beliefs regarding the need for traditional social values and a reduced role for government advanced in U.S. politics after 1980.
  - A. Ronald Reagan's victory in the presidential election of 1980 represented an important milestone, allowing conservatives to enact significant tax cuts and continue the deregulation of many industries.
 

**Examples:** Reaganomics (supply side) tax cuts (1981), air traffic controllers' strike (1981), deregulation of airline, oil, and other industries, Contract with America (1994), George W. Bush tax cuts (2001)

- B. Conservatives argued that liberal programs were counterproductive in fighting poverty and stimulating economic growth. Some of their efforts to reduce the size and scope of government met with inertia and liberal opposition, as many programs remained popular with voters.

**Examples:** Expansion of Medicare and Medicaid, growth of the budget deficits, rising national debt, increased defense spending, Family and Medical Leave Act (1993),

- C. Policy debates continued over free-trade agreements, the scope of the government social safety net, and calls to reform the U.S. financial system.

**Examples:** North American Free Trade Agreement (1994), Dominican Republic–*Central America Free Trade Agreement (CAFTA-DR)* (2004), Affordable Health Care Act (2010), Dodd–Frank Wall Street Reform and Consumer Protection Act (2010), *Citizens United v. Federal Election Commission* (2010), retirement of the boomers and proposals for Social Security reform

**Key Concept 9.2:**

Moving into the 21st century, the nation continued to experience challenges stemming from social, economic, and demographic changes.

- I. New developments in science and technology enhanced the economy and transformed society, while manufacturing decreased.

- A. Economic productivity increased as improvements in digital communications enabled increased American participation in worldwide economic opportunities.

**Examples:** Outsourcing, Internet, World Trade Organization (1995), globalization

- B. innovations in computing, digital mobile technology, and the Internet transformed daily life, increased access to information, and led to new social behaviors and networks.

**Examples:** Microsoft violation of Sherman Antitrust Act (2000), Y2K (2000), Wikipedia (2001), IPOD (2001), Facebook (2004), YouTube (2005), Wikileaks (2010)

- C. Employment increased in service sectors and decreased in manufacturing, and union membership declined.

**Examples:** Keystone pipeline debate, expansion of the fracking industry (2012), clean coal, structural changes in employment, increasing use of robotics in manufacturing, declining union membership

- D. Real wages stagnated for the working and middle class amid growing economic inequality.

**Examples:** Recession of 2008-2009, Emergency Economic Stability Act (2008), American Recovery and Reinvestment Act (2009), Tea Party movement (2009), rising income gap, Occupy Wall Street protests (2011)

- II. The U.S. population continued to undergo significant demographic shifts that had profound cultural and political consequences.

- A. After 1980, the political, economic, and cultural influences of the American South and West continued to increase as population shifted to those areas.

**Examples:** Sunbelt population gains, elections of Sunbelt presidents (LBJ, Nixon, Carter, Reagan, George W. Bush, Clinton, and George H.W. Bush)

- B. International migration from Latin America and Asia increased dramatically. The new immigrants affected U.S. culture in many ways and supplied the economy with an important labor force.

**Examples:** Immigration Reform and Control Act of 1986, Latinos become largest minority group in America (2000)

- C. Intense political and cultural debates continued over issues such as immigration policy, diversity, gender roles, and family structures.

**Examples:** Immigration Reform and Control Act of 1986, Welfare Reform Act of 1996, No Child Left Behind (2002), Repeal of “Don’t Ask, Don’t Tell” policy (2011), proposal for a Development, Relief, and Education for Alien Minors (DREAM) Act, repeal of the Defense of Marriage Act (2013), legalization of same-sex marriage (2015)

**Key Concept 9.3:**

The end of the Cold War and new challenges to U.S. leadership forced the nation to redefine its foreign policy and role in the world.

- I. The Reagan administration promoted an interventionist foreign policy that continued in later administrations, even after the end of the Cold War.
  - A. Reagan asserted U.S. opposition to communism through speeches, diplomatic efforts, limited military interventions, and a buildup of nuclear and conventional weapons.  
  
**Examples:** Reagan’s “evil empire” speech (1983), “Star Wars” missile defense system (1983), US-Soviet summit meetings (1985-1988), Iran-Contra scandal (1987),
  - B. Increased U.S. military spending, Reagan’s diplomatic initiatives, and political changes and economic problems in Eastern Europe and the Soviet Union were all important in ending the Cold War.  
  
**Examples:** Solidarity movement in Poland, Gorbachev’s Glasnost and perestroika in the USSR, START I (1991)
  - C. The end of the Cold War led to new diplomatic relationships but also new U.S. military and peacekeeping interventions, as well as continued debates over the appropriate use of American power in the world.  
  
**Examples:** Persian Gulf War (1991), Operation Desert Storm (1991), Oslo Accords (1993), former Soviet satellites join NATO, NATO bombing of Yugoslavia (1999)
  
- II. Following the attacks of September 11, 2001, U.S. foreign policy efforts focused on fighting terrorism around the world.
  - A. In the wake of attacks on the World Trade Center and the Pentagon, the United States launched military efforts against terrorism and lengthy, controversial conflicts in Afghanistan and Iraq.  
  
**Examples:** 9/11 Attacks (2001), War on Terror (2001), Operation Enduring Freedom (2001), Department of Homeland Security (2002), Iraq War (2003-2011), capture of Saddam Hussein (2003), capture of Osama Bin Laden (2011)
  - B. The war on terrorism sought to improve security within the United States but also raised questions about the protection of civil liberties and human rights.  
  
**Examples:** USA Patriot Act (2001), Guantanamo detainees

- C. Conflicts in the Middle East and concerns about climate change led to debates over U.S. dependence on fossil fuels and the impact of economic consumption on the environment.

**Examples:** Global warming debate, Keystone pipeline, British Petroleum oil spill (2010), increase in fracking industry

- D. Despite economic and foreign policy challenges, the United States continued as the world's leading superpower in the 21st century.

**Examples:** Disagreements with policies of Vladimir Putin in Ukraine, debate over Iran Nuclear Treaty, growing problem of ISIS/ISIL in the Mideast, debate over the growing number of refugees from the Mideast into Europe, debate over the use of drones in the military and in commerce