By the People

A History of the United States

AP® Edition

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Dedication
To my children and grandchildren and all the students of their generations. May they find the American story in all its complexity as fascinating as I do.
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To the Student

I hope you enjoy reading *By the People* and that you learn the value of the study of American history and historical thinking skills as a result of reading it.

The title of this book—*By the People*—describes one of my key goals. This is a history of the many different peoples who have shaped the United States as it is today. Whenever possible, I have focused on the stories of average everyday women and men who have created this country. In a survey of U.S. History it is essential to tell the stories of the leaders—the people from George Washington to Barack Obama and also from Benjamin Franklin to Andrew Carnegie to Jane Addams—who have had been the best known leaders of their generation. At the same time I believe it is equally important to tell the story of some of those whose names have been forgotten—women and men who fought in the Revolutionary army, enslaved people who ran away or found other ways to resist and ultimately gain freedom, women who worked for decades to win the right to vote, immigrants who came to the United States in the hope of building a better life, American Indians of many different tribes who found ways to maintain their cultures in spite of formidable obstacles. These and many other people are essential to the story that is told in this book.

In focusing on the stories of the diverse peoples of this country I have also sought to foster a sense of agency—as well as historical knowledge. When history becomes one thing after another, it gets boring. When history becomes only a celebration of the good and greats among us, it is unbelievable. And when history is only a story of the bad things that some Americans have done to others, it is just plain depressing. On the other hand, if American history can be the story of those who fought back against injustice, who organized to win new rights, who found ways to build a better society, then our students can ask, “why not me?” And, I believe that such a history of people who made a difference in the past can lead today’s students in your time to join etc. the list of those who have helped build a better and more hopeful country.

Please let me know what your experience is like. Email me at James W.Fraser@nyu.edu. I am anxious to hear and to learn.

Jim Fraser

New York City, December, 2013
The pedagogical approach of *By the People* is designed to provide numerous opportunities for students to engage in historical inquiry and to focus on historical analysis and interpretation. Each feature connects to the historical thinking skills that are an essential part of the study of history and essential to success on the forthcoming new AP exam. They are intended to serve as points of discovery through which students learn and understand the past and its significance.

### Features of *By the People*

#### Part Opening Outlines

Each of the 9 parts opens with an outline of the text chapters and the AP Curriculum Framework Key Concepts covered in the Part.

#### Chapter Learning Objectives

Objectives for each main section of the chapter correlate to the Key Concepts of the AP U.S. History Curriculum Framework. These objectives serve as a guide for the student learner to the chapter’s main topics and themes.

#### Quick Review Questions

Questions that ask students to use historical thinking skills necessary for the practice and study of history conclude each main section of the chapter. These questions ask students to construct arguments, consider cause-and-effect, evaluate patterns of change, and evaluate comparisons and contrasts. Students are asked to use these skills both as they relate to the content of the section and to overall themes in the AP Curriculum Framework.
American Voices

Thinking Historically
This feature continues the emphasis of providing ample opportunity for the practice of historical thinking skills. These brief document excerpts relate the themes of the new AP Curriculum Framework to content within the chapter. The feature includes questions that connect to the skills.

In-text MyHistoryLab References and Explorer Activities
Icons integrated in the text connect resources available on the MyHistorylab website to specific topics within the chapters, making assigning resources easier, and drawing attention to some of the most high-interest resources available on the website. In addition, there is an Explorer activity feature in each part that focuses students on exploring and analyzing maps and topics related to key events in history.

American Voices

Thinking Historically

In-text MyHistoryLab References and Explorer Activities

xvi Features of By the People
Chapter Summary and Review

An extensive set of review questions based on the chapter learning objectives, key concepts and themes from the AP Curriculum Framework, and writing about history continue the focus of the pedagogical program in the text on critical-thinking and writing skills.

AP Practice Tests

Each of the 9 parts of the text conclude with a full AP Practice Test. Using primary source documents, images, and cartoons, the tests include multiple choice questions, short essays, and long essays to mirror the forthcoming new AP exam. The content of each Practice Test focuses on the content within the part, giving students a broad introduction to the test and the chance to review the content in the context of an AP exam. A full Document-Based Question is available on the Pearson MyHistoryLab website to complete the Practice Test for each part.

Exceptional Art and Illustration Program

A full compliment of maps, photographs, and illustrations support the discussions within the text provide geographic context as well as many iconic images of the past.

Features of By the People  xvii
Supplementary Learning Materials

**MYHISTORYLAB™**
A fully integrated learning program, MyHistoryLab for *By the People* helps students better prepare for class, quizzes, and exams—resulting in more dynamic experiences in the classroom and improved performance in the course. The immersive Pearson eText—with videos and interactive activities just a click away—engages students in their study of history, and fosters learning within and beyond the classroom.

**Pearson eText with Audio**
Contained within MyHistoryLab, the Pearson eText enables students to access their textbook online—through laptops, iPads, and tablets. Download the free Pearson eText app to use on tablets. Students may also listen to their text with the Audio eText.

**MyHistoryLibrary**
The Pearson MyHistoryLibrary contains a wealth of primary source documents, delivered through Pearson’s powerful eText platform. Each reading may also be listened to in the Audio eText companion.

**AP Practice Resources**
The AP practice tests that are included at the end of each part within the text are available on MyHistoryLab for students, including a full Document-Based Question with each test. The multiple-choice sections of the tests are automatically graded and downloaded to the student gradebook.

**MyHistoryLab Video Series: Key Topics in U.S. History**
This comprehensive video series helps students get up-to-speed on key topics. Correlated to the chapters of *By the People*, each video focuses on a key topic discussed in the each chapter, readying students to get the most from the text narrative. The videos feature seasoned historians reviewing the pivotal stories of our past in a lively format designed to engage and inform.

**Writing Space**
Better writers make great learners—who perform better in their courses. To help students develop and assess concept mastery and critical thinking through writing, we created the Writing Space in MyHistoryLab. It's a single place to create, track, and grade writing assignments, provide writing resources, and exchange meaningful, personalized feedback with students quickly and easily. Plus, Writing Space includes integrated access to Turnitin, the global leader in plagiarism prevention.

**Accessing MyHistoryLab**
Ask your teacher about getting access to the MyHistoryLab web site.

**PRINT SUPPLEMENTS**
The following supplements are available for purchase.

**Pearson Test Prep Series: AP® U.S. History**
Created specifically for the *By the People*, this student guide contains an overview of the AP program and the AP U.S. History exam. It also provides test-taking strategies, correlations between key AP test topics and the textbook, practice study questions, guidelines for mastering multiple-choice and free-response questions, Document-Based Questions, and a full practice test.

**Reading and Note Taking Study Guide**
This supplement provides a chapter-by-chapter guide to help students read their textbook effectively, using various critical reading skills and strategies for an organized approach to reading and studying.

**DBQ and Free-Response Workbook**
For additional practice, this workbook provides document-based and free-response questions for students to use to strengthen critical-thinking and essay-writing skills.

**Project-Based Learning Workbook**
A collection of 9 extended projects consisting of primary source documents and resources that can be used for individual and group assignments.
James W. Fraser is Professor of History and Education at the Steinhardt School of Culture, Education, and Human Development at New York University. His teaching includes a survey course in U.S. History for future Social Studies teachers, and courses in the History of American Education, Religion & Public Education, and Inquiries into Teaching and Learning. He holds a Ph.D. from Columbia University. Dr. Fraser is the President of the History of Education Society and a former member of the Editorial Board of the History of Education Quarterly. He served as Senior Vice President for Programs at the Woodrow Wilson National Fellowship Foundation in Princeton, New Jersey from 2008 to 2012. He has also served as NYU liaison to the New Design High School, a public high school in New York’s Lower East Side, and to Facing History and Ourselves.

Before coming to New York University Dr. Fraser taught in the Department of History and the program in education at Northeastern University in Boston, where he was the founding dean of Northeastern’s School of Education. He was also a member and chair of the Commonwealth of Massachusetts Education Deans Council, the Boston School Committee Nominating Committee, and other boards. He was a lecturer in the Program in Religion and Secondary Education at the Harvard University Divinity School from 1997 to 2004. He has taught at Lesley University; University of Massachusetts, Boston; Boston University; and Public School 76 Manhattan. He is an ordained minister in the United Church of Christ and was pastor of Grace Church in East Boston, Massachusetts, from 1986 to 2006.

In addition to By the People, Dr. Fraser is the author or editor of twelve books including The School in the United States: A Documentary History, a third edition of which will be published in 2014, and Preparing America’s Teachers: A History (2007), and A History of Hope: When Americans Have Dared to Dream of a Better Future (2002). He lives in New York City with his wife Katherine Hanson and their dog, Pebble.
Correlation of *By the People* to the AP U.S. History Curriculum Framework

Upon publication, this text was correlated to the College Board’s U.S. History Course Description beginning for the 2014–2015 school year. We continually monitor the College Board’s AP Courses Description for updates to exam topics. For the most current correlation for this textbook, visit PearsonSchool.com/AdvancedCorrelations.

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<td><strong>Period 1</strong> 1491–1607</td>
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<tr>
<td>Key Concept 1.1</td>
<td></td>
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<tr>
<td>On a North American continent controlled by American Indians, contact among the peoples of Europe, the Americas, and West Africa created a new world.</td>
<td>Chapters 1, 2, 3, 4</td>
</tr>
<tr>
<td>I. As settlers migrated and settled across the vast expanse of North America over time, they developed quite different and increasingly complex societies by adapting to and transforming their diverse environments.</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>pp. 1–16</td>
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<tr>
<td>Key Concept 1.2</td>
<td></td>
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<tr>
<td>European overseas expansion resulted in the Columbian Exchange, a series of interactions and adaptations among societies across the Atlantic.</td>
<td>Chapters 1, 2</td>
</tr>
<tr>
<td>I. The arrival of Europeans in the Western Hemisphere in the 15th and 16th centuries triggered extensive demographic and social changes on both sides of the Atlantic.</td>
<td>pp. 17–23, 29–38</td>
</tr>
<tr>
<td>II. European expansion into the Western Hemisphere caused intense social/religious, political, and economic competition in Europe and the promotion of empire building.</td>
<td>pp. 33–35, 41–54</td>
</tr>
<tr>
<td>Key Concept 1.3</td>
<td></td>
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<tr>
<td>Contacts among American Indians, Africans, and Europeans challenged the worldviews of each group.</td>
<td>Chapters 2, 3, 4</td>
</tr>
<tr>
<td>I. European overseas expansion and sustained contacts with Africans and American Indians dramatically altered European views of social, political, and economic relationships among and between white and nonwhite peoples.</td>
<td>pp. 29–34, 37–38, 78–89, 92–104</td>
</tr>
<tr>
<td>II. Native peoples and Africans in the Americas strove to maintain their political and cultural autonomy in the face of European challenges to their independence and core beliefs.</td>
<td>pp. 78–81, 88–89, 97–104</td>
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<tr>
<td><strong>Period 2</strong> 1607–1754</td>
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<td>Key Concept 2.1</td>
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<tr>
<td>Differences in imperial goals, cultures, and the North American environments that different empires confronted led Europeans to develop diverse patterns of colonization.</td>
<td>Chapters 3, 4</td>
</tr>
<tr>
<td>I. Seventeenth-century Spanish, French, Dutch, and British colonizers embraced different social and economic goals, cultural assumptions, and folkways, resulting in varied models of colonization.</td>
<td>pp. 63–75, 83–90, 116–119</td>
</tr>
<tr>
<td>II. The British–American system of slavery developed out of the economic, demographic, and geographic characteristics of the British-controlled regions of the New World.</td>
<td>pp. 91, 97–104</td>
</tr>
<tr>
<td>III. Along with other factors, environmental and geographical variations, including climate and natural resources, contributed to regional differences in what would become the British colonies.</td>
<td>pp. 66–71, 73–77</td>
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<tr>
<td>Key Concept 2.2</td>
<td></td>
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<tr>
<td>European colonization efforts in North America stimulated intercultural contact and intensified conflict between the various groups of colonizers and native peoples.</td>
<td>Chapters 3, 4</td>
</tr>
<tr>
<td>II. Clashes between European and American Indian social and economic values caused changes in both cultures.</td>
<td>pp. 78–83, 88–89, 116–119</td>
</tr>
<tr>
<td>Key Concept 2.3</td>
<td></td>
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<tr>
<td>The increasing political, economic, and cultural exchanges within the “Atlantic World” had a profound impact on the development of colonial societies in North America.</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>I. “Atlantic World” commercial, religious, philosophical, and political interactions among Europeans, Africans, and American native peoples stimulated economic growth, expanded social networks, and reshaped labor systems.</td>
<td>pp. 95–119</td>
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<tr>
<td>Period 3</td>
<td>1754–1800</td>
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<tr>
<td>Key Concept 3.1</td>
<td><strong>Britain’s victory over France in the imperial struggle for North America led to new conflicts among the British government, the North American colonists, and American Indians, culminating in the creation of a new nation, the United States.</strong> <strong>Chapter 5, 6, 7</strong></td>
</tr>
<tr>
<td>I. Throughout the second half of the 18th century, various American Indian groups repeatedly evaluated and adjusted their alliances with Europeans, other tribes, and the new United States government.</td>
<td>pp. 131–136, 155–156, 169–171, 203–205</td>
</tr>
<tr>
<td>II. During and after the imperial struggles of the mid–18th century, new pressures began to unite the British colonies against perceived and real constraints on their economic activities and political rights, sparking a colonial independence movement and war with Britain.</td>
<td>pp. 134–145, 149–158</td>
</tr>
<tr>
<td>III. In response to domestic and international tensions, the new United States debated and formulated foreign policy initiatives and asserted an international presence.</td>
<td>pp. 207–215</td>
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<tr>
<td>Key Concept 3.2</td>
<td><strong>In the late 18th century, new experiments with democratic ideas and republican forms of government, as well as other new religious, economic, and cultural ideas, challenged traditional imperial systems across the Atlantic World.</strong> <strong>Chapters 4, 5, 6, 7</strong></td>
</tr>
<tr>
<td>I. During the 18th century, new ideas about politics and society led to debates about religion and governance, and ultimately inspired experiments with new governmental structures.</td>
<td>pp. 113–116, 137–139, 149–151, 178–179</td>
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<tr>
<td>II. After experiencing the limitations of the Articles of Confederation, American political leaders wrote a new Constitution based on the principles of federalism and separation of powers, crafted a Bill of Rights, and continued their debates about the proper balance between liberty and order.</td>
<td>pp. 178–189, 194–199, 205–215</td>
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<td>III. While the new governments continued to limit rights to some groups, ideas promoting self-government and personal liberty reverberated around the world.</td>
<td>pp. 171–174, 182–184, 207</td>
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<tr>
<td>Key Concept 3.3</td>
<td><strong>Migration within North America, cooperative interaction, and competition for resources raised questions about boundaries and policies, intensified conflicts among peoples and nations, and led to contests over the creation of a multiethnic, multiracial national identity.</strong> <strong>Chapters 6, 7</strong></td>
</tr>
<tr>
<td>I. As migrants streamed westward from the British colonies along the Atlantic seaboard, interactions among different groups that would continue under an independent United States resulted in competition for resources, shifting alliances, and cultural blending.</td>
<td>pp. 90, 167–169, 203–205</td>
</tr>
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<td>II. The policies of the United States that encouraged western migration and the orderly incorporation of new territories into the nation both extended republican institutions and intensified conflicts among American Indians and Europeans in the trans-Appalachian West.</td>
<td>pp. 167–171, 210</td>
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<tr>
<td>III. New voices for national identity challenged tendencies to cling to regional identities, contributing to the emergence of distinctly American cultural expressions.</td>
<td>pp. 171–219</td>
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<td>Period 4</td>
<td>1800–1848</td>
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<td>Key Concept 4.1</td>
<td><strong>The United States developed the world’s first modern mass democracy and celebrated a new national culture, while Americans sought to define the nation’s democratic ideals and to reform its institutions to match them.</strong> <strong>Chapters 7, 8, 9, 10, 11, 12</strong></td>
</tr>
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<td>I. The nation’s transformation to a more participatory democracy was accompanied by continued debates over federal power, the relationship between the federal government and the states, the authority of different branches of the federal government, and the rights and responsibilities of individual citizens.</td>
<td>pp. 211–218, 230–231, 245, 279–280, 286–288, 302–307, 328–332, 383–384</td>
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<tr>
<td>II. Concurrent with an increasing international exchange of goods and ideas, larger numbers of Americans began struggling with how to match democratic political ideals to political institutions and social realities.</td>
<td>pp. 307–316, 357–364, 370–375,</td>
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<tr>
<td>III. While Americans celebrated their nation’s progress toward a unified new national culture that blended Old World forms with New World ideas, various groups of the nation’s inhabitants developed distinctive cultures of their own.</td>
<td>pp. 277–278, 289, 310–313, 364–379</td>
</tr>
<tr>
<td>Key Concept 4.2</td>
<td><strong>Developments in technology, agriculture, and commerce precipitated profound changes in U.S. settlement patterns, regional identities, gender and family relations, political power, and distribution of consumer goods.</strong> <strong>Chapters 9, 10, 12</strong></td>
</tr>
<tr>
<td>Key Concept 4.3</td>
<td>U.S. interest in increasing foreign trade, expanding its national borders, and isolating itself from European conflicts shaped the nation's foreign policy and spurred government and private initiatives.</td>
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<td>Period 5</td>
<td>As the nation expanded and its population grew, regional tensions, especially over slavery, led to a civil war—the course and aftermath of which transformed American society.</td>
</tr>
<tr>
<td>Key Concept 5.1</td>
<td>The United States became more connected with the world as it pursued an expansionist foreign policy in the Western Hemisphere and emerged as the destination for many migrants from other countries.</td>
</tr>
<tr>
<td>Key Concept 5.2</td>
<td>Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war.</td>
</tr>
<tr>
<td>Key Concept 5.3</td>
<td>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.</td>
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<tr>
<td>Period 6</td>
<td>The transformation of the United States from an agricultural to an increasingly industrialized and urbanized society brought about significant economic, political, diplomatic, social, environmental, and cultural changes.</td>
</tr>
<tr>
<td>Key Concept 6.1</td>
<td>The rise of big business in the United States encouraged massive migrations and urbanization, sparked government and popular efforts to reshape the U.S. economy and environment, and renewed debates over U.S. national identity.</td>
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</table>

I. A global market and communications revolution, influencing and influenced by technological innovations, led to dramatic shifts in the nature of agriculture and manufacturing. pp. 260–277

II. Regional economic specialization, especially the demands of cultivating southern cotton, shaped settlement patterns and the national and international economy. pp. 262–266, 272–276, 286–287, 294–300

III. The economic changes caused by the market revolution had significant effects on migration patterns, gender and family relations, and the distribution of political power. pp. 267–269, 272–279, 286–287, 300–307, 360–362

I. Struggling to create an independent global presence, U.S. policymakers sought to dominate the North American continent and to promote its foreign trade. pp. 251–255, 330–334

II. Various American groups and individuals initiated, championed, and/or resisted the expansion of territory and/or government powers. pp. 245–247, 302–307, 331, 336

III. The American acquisition of lands in the West gave rise to a contest over the extension of slavery into the western territories as well as a series of attempts at national compromise. pp. 262–266, 280–282

I. Enthusiasm for U.S. territorial expansion fueled by economic and national security interests and supported by claims of U.S. racial and cultural superiority, resulted in war, the opening of new markets, acquisition of new territory, and increased ideological conflicts. pp. 321–322, 336, 343, 362–363, 380, 385–386

II. Westward expansion, migration to and within the United States, and the end of slavery reshaped North American boundaries and caused conflicts over American cultural identities, citizenship, and the question of extending and protecting rights for various groups of U.S. Inhabitants. pp. 313, 357–364, 487, 489

I. The institution of slavery and its attendant ideological debates, along with regional economic and demographic changes, territorial expansion in the 1840s and 1850s, and cultural differences between the North and the South, all intensified sectionalism. pp. 302–306, 366–367, 374–375, 384–389, 396–397

II. Repeated attempts at political compromise failed to calm tensions over slavery and often made sectional tensions worse, breaking down the trust between sectional leaders and culminating in the bitter election of 1860, followed by the secession of southern states. pp. 385–396, 398–399, 402–409

I. The North’s greater manpower and industrial resources, its leadership, and the decision for emancipation eventually led to the Union military victory over the Confederacy in the devastating Civil War. pp. 406–409, 414, 440

II. The Civil War and Reconstruction altered power relationships between the states and the federal government and among the executive, legislative, and judicial branches, ending slavery and the notion of a divisible union, but leaving unresolved questions of relative power and largely unchanged social and economic patterns. pp. 440, 451–471

III. The constitutional changes of the Reconstruction period embodied a Northern idea of American identity and national purpose and led to conflicts over new definitions of citizenship, particularly regarding the rights of African-Americans, women, and other minorities. pp. 453, 457–459, 465–472

I. Large-scale production—accompanied by massive technological change, expanding international communication networks, and pro-growth government policies—fueled the development of a “Gilded Age” marked by an emphasis on consumption, marketing, and business consolidation. pp. 510–520, 525–527, 531–536
### Key Concept 6.2
**The emergence of an industrial culture in the United States led to both greater opportunities for, and restrictions on, immigrants, minorities, and women.**

| 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. | Chapters 16, 17, 19 |
| II. | As transcontinental railroads were completed, bringing more settlers west, U.S. military actions, the destruction of the buffalo, the confinement of American Indians to reservations, and assimilatory policies reduced the number of American Indians and threatened native culture and identity. | pp. 527–534, 578–581 |
| III. | Westward migration, new systems of farming and transportation, and economic instability led to political and popular conflicts. | pp. 480–498 |

### Key Concept 6.3
**The “Gilded Age” witnessed new cultural and intellectual movements in tandem with political debates over economic and social policies.**

| I. | Gilded Age politics were intimately tied to big business and focused nationally on economic issues—tariffs, currency, corporate expansion, and laissez-faire economic policy—that engendered numerous calls for reform. | Chapters 17, 18, 19 |
| II. | New cultural and intellectual movements both buttressed and challenged the social order of the Gilded Age. | pp. 543–546, 558–560, 574–578, 585–586 |
| III. | Economic dislocations, social pressures, and the economic growth spurred by World Wars I and II led to a greater degree of migration within the United States, as well as migration to the United States from elsewhere in the Western Hemisphere. | pp. 519, 546–547, 569–570, 581–583 |

### Period 7
**1890–1945**

**An increasingly pluralistic United States faced profound domestic and global challenges, debated the proper degree of government activism, and sought to define its international role.**

| I. | The continued growth and consolidation of large corporations transformed American society and the nation’s economy, promoting urbanization and economic growth, even as business cycle fluctuations became increasingly severe. | Chapters 17, 19, 22 |
| II. | Progressive reformers responded to economic instability, social inequality, and political corruption by calling for government intervention in the economy, expanded democracy, greater social justice, and conservation of natural resources. | pp. 522–524, 531–536, 562–564, 644–668 |
| III. | National, state, and local reformers responded to economic upheavals, laissez-faire capitalism, and the Great Depression by transforming the U.S. into a limited welfare state. | pp. 668–669, 671, 675–679, 681–682, 689 |

### Key Concept 7.1
**Governmental, political, and social organizations struggled to address the effects of large-scale industrialization, economic uncertainty, and related social changes such as urbanization and mass migration.**

| I. | The global ramifications of World War I and wartime patriotism and xenophobia, combined with social tensions created by increased international migration, resulted in legislation restricting immigration from Asia and from southern and eastern Europe. | pp. 480–498 |
| II. | Progressive reformers responded to economic instability, social inequality, and political corruption by calling for government intervention in the economy, expanded democracy, greater social justice, and conservation of natural resources. | pp. 570–572, 583–595 |
| III. | National, state, and local reformers responded to economic upheavals, laissez-faire capitalism, and the Great Depression by transforming the U.S. into a limited welfare state. | pp. 668–669, 671, 675–679, 681–682, 689 |

### Key Concept 7.2
**A revolution in communications and transportation technology helped to create a new mass culture and spread “modern” values and ideas, even as cultural conflicts between groups increased under the pressure of migration, world wars, and economic distress.**

| I. | New technologies led to social transformations that improved the standard of living for many, while contributing to increased political and cultural conflicts. | Chapters 20, 21, 23 |
| II. | The global ramifications of World War I and wartime patriotism and xenophobia, combined with social tensions created by increased international migration, resulted in legislation restricting immigration from Asia and from southern and eastern Europe. | pp. 619, 621–622, 634–635, 651–653 |
| III. | Economic dislocations, social pressures, and the economic growth spurred by World Wars I and II led to a greater degree of migration within the United States, as well as migration to the United States from elsewhere in the Western Hemisphere. | pp. 638, 646–647, 672–675, 697–704 |

### Key Concept 7.3
**Global conflicts over resources, territories, and ideologies renewed debates over the nation's values and its role in the world, while simultaneously propelling the United States into a dominant international military, political, cultural, and economic position.**

<p>| I. | Many Americans began to advocate overseas expansionism in the late 19th century, leading to new territorial ambitions and acquisitions in the Western Hemisphere and the Pacific. | Chapters 20, 21, 22, 23 |
| II. | World War I and its aftermath intensified debates about the nation's role in the world and how best to achieve national security and pursue American interests. | pp. 602–609 |
| III. | The involvement of the United States in World War II, while opposed by most Americans prior to the attack on Pearl Harbor, vaulted the United States into global political and military prominence, and transformed both American society and the relationship between the United States and the rest of the world. | pp. 697–707, 710–721 |</p>
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<thead>
<tr>
<th>Period 8</th>
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<tr>
<td>1945–1980</td>
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<tr>
<td>After World War II, the United States grappled with prosperity and unfamiliar international responsibilities, while struggling to live up to its ideals.</td>
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<td><strong>Key Concept 8.1</strong></td>
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<tr>
<td>I. After World War II, the United States sought to stem the growth of Communist military power and ideological influence, create a stable global economy, and build an international security system.</td>
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<tr>
<td>II. As the United States focused on containing communism, it faced increasingly complex foreign policy issues, including decolonization, shifting international alignments and regional conflicts, and global economic and environmental changes.</td>
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<tr>
<td>III. Cold War policies led to continued public debates over the power of the federal government, acceptable means for pursuing international and domestic goals, and the proper balance between liberty and order.</td>
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<tr>
<td><strong>Key Concept 8.2</strong></td>
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<tr>
<td>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 and halting.</td>
</tr>
<tr>
<td>II. Stirred by a growing awareness of inequalities in American society and by the African-American civil rights movement, activists also addressed issues of identity and social justice, such as gender/sexuality and ethnicity.</td>
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<tr>
<td>III. As many liberal principles came to dominate postwar politics and court decisions, liberalism came under attack from the left as well as from resurgent conservative movements.</td>
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<tr>
<td><strong>Key Concept 8.3</strong></td>
</tr>
<tr>
<td>I. Rapid economic and social changes in American society fostered a sense of optimism in the postwar years, as well as underlying concerns about how these changes were affecting American values.</td>
</tr>
<tr>
<td>II. As federal programs expanded and economic growth reshaped American society, many sought greater access to prosperity even as critics began to question the burgeoning use of natural resources.</td>
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<tr>
<td>III. New demographic and social issues led to significant political and moral debates that sharply divided the nation.</td>
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<td>Period 9</td>
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<tr>
<td>1980–PRESENT</td>
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<tr>
<td>As the United States transitioned to a new century filled with challenges and possibilities, it experienced renewed ideological and cultural debates, sought to redefine its foreign policy, and adapted to economic globalization and revolutionary changes in science and technology.</td>
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<tr>
<td><strong>Key Concept 9.1</strong></td>
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<tr>
<td>I. Reduced public faith in the government’s ability to solve social and economic problems, the growth of religious fundamentalism, and the dissemination of neoconservative thought all combined to invigorate conservatism.</td>
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<tr>
<td>II. Conservatives achieved some of their political and policy goals, but their success was limited by the enduring popularity and institutional strength of some government programs and public support for cultural trends of recent decades.</td>
</tr>
<tr>
<td><strong>Key Concept 9.2</strong></td>
</tr>
<tr>
<td>I. The Reagan administration pursued a reinvigorated anti-Communist and interventionist foreign policy that set the tone for later administrations.</td>
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<tr>
<td>II. Following the attacks of September 11, 2001, U.S. foreign policy and military involvement focused on a war on terrorism, which also generated debates about domestic security and civil rights.</td>
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<tr>
<td><strong>Key Concept 9.3</strong></td>
</tr>
<tr>
<td>I. The increasing integration of the U.S. into the world economy was accompanied by economic instability and major policy, social, and environmental challenges.</td>
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<tr>
<td>II. The U.S. population continued to undergo significant demographic shifts that had profound cultural and political consequences.</td>
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