**­­­APUSH Period 7 Study Guide**

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

**Key Concept 7.2:** Innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in internal and international migration patterns.

**Key Concept 7.3:** Participation in a series of global conflicts propelled the United States into a position of international power while renewing domestic debates over the nation’s proper role in the world.

**Essential Questions/ Vocabulary:**

**Ch. 29: *Wilsonian Progressivism at Home and Abroad*, 1912-1916**

**\* Note: Students with the “White Book” need to read Ch. 29& 30. The “Blue Book” combined these chapters in 2016.**

To what extent did Progressive reformers respond 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?

In what ways did World War I create a repressive atmosphere for civil liberties and official restrictions on freedom of speech?

How did World War I and its aftermath intensify debates about the nation’s role in the world and how best to achieve national security and pursue American interests?

How and why did the Treaty of Versailles and the League of Nations generate substantial debate within the Unites States?

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| ***Tell the Story of…*** | | | | |
| **- “Triple Wall of**  **Privilege”**  **- Underwood Tariff / 16th**  **Amendment**  **- Federal Reserve Act**  **- Federal Trade**  **Commission Act** | **- Clayton Anti-Trust**  **Act**  **- Holding companies**  **- Workingmen’s**  **Compensation Act**  **- Adamson Act**  **- 19th Amendment** | **- Jones Act / Tampico**  **Incident**  **- Central Powers /**  **Allies**  **- U-boats / Lusitania**  **- Zimmermann note** | **- Committee on**  **Public Information**  **- Espionage Act**  **- Schenck v. United**  **States (1919)**  **- War Industries**  **Board**  **- Great Migration** | **- Fourteen Points /**  **League of Nations**  **- Treaty of**  **Versailles**  **- Irreconcilables**  **- Henry Cabot**  **Lodge** |

**Ch. 30: *American Life in the “Roaring Twenties”*, 1919-1929**

In what ways did the United States continue its transition from a rural, agricultural society to an urban, industrial one and offer new economic opportunities for women, internal migrants, and international migrants who continued to flock to the United States?

How did Congress justify establishing highly restrictive immigration quotas?

To what extent did a revolution in communications and transportation technology help to create a new mass culture and spread “modern” values and ideas?

In what ways did the rise of an urban, industrial society encourage the development of a variety of cultural expressions for migrant, regional, and African American artists (expressed most notably in the Harlem Renaissance)?

How did the rise of an urban, industrial society contribute to national culture by making shared experiences more possible through art, cinema, and the mass media?

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| ***Tell the Story of…*** | | | |
| **- Bolshevik Revolution**  **- Red Scare**  **- Palmer Raids**  **- American plan**  **- Sacco & Vanzetti Trial** | **- Bible Belt / Fundamentalism**  **- Scopes Trial**  **- Scientific Management / Fordism**  **- Eighteenth Amendment**  **- Volstead Act / Al Capone** | **- “Lost Generation”**  **- Fitzgerald / Hemingway**  **- Great Migration (again!)**  **- Harlem Renaissance**  **- Langston Hughes / Jazz Age**  **- United Negro Improvement Association (UNIA)** | **- Nativism**  **- Emergency Quota Act of 1921**  **- Immigration Act of 1924**  **- Ku Klux Klan** |