# PERIOD 6: 1865–1898

**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.**

**Key Concept 6.1:** 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.

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. **(WXT-3) (WXT-6) (WOR-3) (CUL-3) (CUL-5)**

   A. Following the Civil War, government subsidies for transportation and communication systems opened new markets in North America, while technological innovations and redesigned financial and management structures such as monopolies sought to maximize the exploitation of natural resources and a growing labor force.

   B. 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, Asia, and Latin America.

   C. Business leaders consolidated corporations into trusts and holding companies and defended their resulting status and privilege through theories such as Social Darwinism.

   *Teachers have flexibility to use examples such as the following:*
   • John D. Rockefeller, J. P. Morgan

   D. As cities grew substantially in both size and in number, some segments of American society enjoyed lives of extravagant "conspicuous consumption," while many others lived in relative poverty.

II. As leaders of big business and their allies in government aimed to create a unified industrialized nation, they were challenged in different ways by demographic issues, regional differences, and labor movements. **(WXT-5) (WXT-6) (WXT-7) (PEO-6) (ID-5)**

   A. The industrial workforce expanded through migration across national borders and internal migration, leading to a more diverse workforce, lower wages, and an increase in child labor.

   B. Labor and management battled for control over wages and working conditions, with workers organizing local and national unions and/or directly confronting corporate power.

   > *Teachers have flexibility to use examples such as the following:*
   > - Knights of Labor, American Federation of Labor, Mother Jones

   C. Despite the industrialization of some segments of the southern economy, a change promoted by southern leaders who called for a "New South," agrarian sharecropping, and tenant farming systems continued to dominate the region.

III. Westward migration, new systems of farming and transportation, and economic instability led to political and popular conflicts. **(ENV-5) (WXT-5) (WXT-7) (POL-3) (PEO-3) (PEO-5)**

   A. Government agencies and conservationist organizations contended with corporate interests about the extension of public control over natural resources, including land and water.

   > - U.S. Fish Commission, Sierra Club, Department of the Interior

   B. Farmers adapted to the new realities of mechanized agriculture and dependence on the evolving railroad system by creating local and regional organizations that sought to resist corporate control of agricultural markets.

   > - the Grange, Las Gorras Blancas, Colored Farmers' Alliance

*Key Concept 6.1*

C.  The growth of corporate power in agriculture and economic instability in the farming sector inspired activists to create the People's (Populist) Party, which called for political reform and a stronger governmental role in the American economic system.

D.  Business interests battled conservationists as the latter sought to protect sections of unspoiled wilderness through the establishment of national parks and other conservationist and preservationist measures.

**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. **(ID-6) (PEO-2) (PEO-3) (PEO-6) (POL-3)**

A.  Increased migrations from Asia and from southern and eastern Europe, as well as African American migrations within and out of the South, accompanied the mass movement of people into the nation's cities and the rural and boomtown areas of the West.

B.  Cities dramatically reflected divided social conditions among classes, races, ethnicities, and cultures, but presented economic opportunities as factories and new businesses proliferated.

C.  Immigrants sought both to "Americanize" and to maintain their unique identities; along with others, such as some African Americans and women, they were able to take advantage of new career opportunities even in the face of widespread social prejudices.

D.  In an urban atmosphere where the access to power was unequally distributed, political machines provided social services in exchange for political support, settlement houses helped immigrants adapt to the new language and customs, and women's clubs and self-help groups targeted intellectual development and social and political reform.

> *Teachers have flexibility to use examples such as the following:*
> * National American Woman Suffrage Association, Woman's Christian Temperance Union

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 assimilationist policies reduced the number of American Indians and threatened native culture and identity. **(PEO-4) (ENV-5) (POL-6)**

    A. Post–Civil War migration to the American West, encouraged by economic opportunities and government policies, caused the federal government to violate treaties with American Indian nations in order to expand the amount of land available to settlers.

> *Teachers have flexibility to use examples such as the following:*
> • subsidies, land-grant colleges

    B. The competition for land in the West among white settlers, Indians, and Mexican Americans led to an increase in violent conflict.

    C. The U.S. government generally responded to American Indian resistance with military force, eventually dispersing tribes onto small reservations and hoping to end American Indian tribal identities through assimilation.

> • Dawes Act, Chief Joseph, Ghost Dance movement

**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. **(POL-6)**

    A. Corruption in government — especially as it related to big business — energized the public to demand increased popular control and reform of local, state, and national governments, ranging from minor changes to major overhauls of the capitalist system.

> • referendum, socialism, Interstate Commerce Act

B. Increasingly prominent racist and nativist theories, along with Supreme Court decisions such as *Plessy v. Ferguson*, were used to justify violence as well as local and national policies of discrimination and segregation.

> *Teachers have flexibility to use examples such as the following:*
> - American Protective Association, Chinese Exclusion Act

II. New cultural and intellectual movements both buttressed and challenged the social order of the Gilded Age. **(ID-2) (CUL-3) (CUL-5) (CUL-6)**

A. Cultural and intellectual arguments justified the success of those at the top of the socioeconomic structure as both appropriate and inevitable, even as some leaders argued that the wealthy had some obligation to help the less fortunate.

> - Henry George, Edward Bellamy, Gospel of Wealth

B. A number of critics challenged the dominant corporate ethic in the United States and sometimes capitalism itself, offering alternate visions of the good society through utopianism and the Social Gospel.

C. Challenging their prescribed "place," women and African American activists articulated alternative visions of political, social, and economic equality.

> - Booker T. Washington, Ida Wells-Barnett, Elizabeth Cady Stanton

# 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.**

**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 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. **(WOR-3) (ID-7) (WXT-3) (WXT-5) (POL-3)**

   A.  Large corporations came to dominate the U.S. economy as it increasingly focused on the production of consumer goods, driven by new technologies and manufacturing techniques.

   B.  The United States continued its transition from a rural, agricultural society to an urban, industrial one, offering new economic opportunities for women, internal migrants, and international migrants who continued to flock to the United States.

   C.  Even as economic growth continued, episodes of credit and market instability, most critically the Great Depression, led to calls for the creation of a stronger financial regulatory system.

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. **(WXT-6) (WXT-7) (WXT-8) (POL-3) (ENV-5) (CUL-5)**

   A.  In the late 1890s and the early years of the 20th century, journalists and Progressive reformers — largely urban and middle class, and often female — worked to reform existing social and political institutions at the local, state, and federal levels by creating new organizations aimed at addressing social problems associated with an industrial society.

B. Progressives promoted federal legislation to regulate abuses of the economy and the environment, and many sought to expand democracy.

> *Teachers have flexibility to use examples such as the following:*
> - Clayton Antitrust Act, Florence Kelley, Federal Reserve Bank

III. National, state, and local reformers responded to economic upheavals, laissez-faire capitalism, and the Great Depression by transforming the United States into a limited welfare state. **(WXT-8) (POL-2) (POL-4) (ID-3) (CUL-5)**

A. The liberalism of President Franklin Roosevelt's New Deal drew on earlier progressive ideas and represented a multifaceted approach to both the causes and effects of the Great Depression, using government power to provide relief to the poor, stimulate recovery, and reform the American economy.

> - National Recovery Administration, Tennessee Valley Authority, Federal Writers' Project

B. Radical, union, and populist movements pushed Roosevelt toward more extensive reforms, even as conservatives in Congress and the Supreme Court sought to limit the New Deal's scope.

> - Huey Long, Supreme Court fight

C. Although the New Deal did not completely overcome the Depression, it left a legacy of reforms and agencies that endeavored to make society and individuals more secure, and it helped foster a long-term political realignment in which many ethnic groups, African Americans, and working-class communities identified with the Democratic Party.

> - Social Security Act, Federal Deposit Insurance Corporation (FDIC)

**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. **(ID-6) (ID-8) (WXT-3) (WXT-5) (CUL-3) (CUL-6) (CUL-7)**

    A.  New technologies contributed to improved standards of living, greater personal mobility, and better communications systems.

    > *Teachers have flexibility to use examples such as the following:*
    > - radio, motion pictures, automobiles

    B.  Technological change, modernization, and changing demographics led to increased political and cultural conflict on several fronts: tradition versus innovation, urban versus rural, fundamentalist Christianity versus scientific modernism, management versus labor, native-born versus new immigrants, white versus black, and idealism versus disillusionment.

    C.  The rise of an urban, industrial society encouraged the development of a variety of cultural expressions for migrant, regional, and African American artists (expressed most notably in the Harlem Renaissance movement); it also contributed to national culture by making shared experiences more possible through art, cinema, and the mass media.

    > - Yiddish theater, jazz, Edward Hopper

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. **(ID-6) (WOR-4) (PEO-2) (PEO-6) (PEO-7) (POL-7) (WXT-6)**

    A.  World War I created a repressive atmosphere for civil liberties, resulting in official restrictions on freedom of speech.

B. As labor strikes and racial strife disrupted society, the immediate postwar period witnessed the first "Red Scare," which legitimized attacks on radicals and immigrants.

C. Several acts of Congress established highly restrictive immigration quotas, while national policies continued to permit unrestricted immigration from nations in the Western Hemisphere, especially Mexico, in order to guarantee an inexpensive supply of labor.

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. **(ID-6) (ID-8) (PEO-3) (WOR-4)**

A. Although most African Americans remained in the South despite legalized segregation and racial violence, some began a "Great Migration" out of the South to pursue new economic opportunities offered by World War I.

B. Many Americans migrated during the Great Depression, often driven by economic difficulties, and during World Wars I and II, as a result of the need for wartime production labor.

C. Many Mexicans, drawn to the United States by economic opportunities, faced ambivalent government policies in the 1930s and 1940s.

> *Teachers have flexibility to use examples such as the following:*
> - Great Depression–era deportations, Bracero program, Luisa Moreno

**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.

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. **(WOR-6) (WOR-7) (ENV-5) (POL-6)**

A. The perception in the 1890s that the western frontier was "closed," economic motives, competition with other European imperialist

ventures of the time, and racial theories all furthered arguments that Americans were destined to expand their culture and norms to others, especially the nonwhite nations of the globe.

B. The American victory in the Spanish-American War led to the U.S. acquisition of island territories, an expanded economic and military presence in the Caribbean and Latin America, engagement in a protracted insurrection in the Philippines, and increased involvement in Asia.

C. Questions about America's role in the world generated considerable debate, prompting the development of a wide variety of views and arguments between imperialists and anti-imperialists and, later, interventionists and isolationists.

> *Teachers have flexibility to use examples such as the following:*
> * dollar diplomacy, Mexican intervention

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. **(WOR-4) (WOR-7) (ID-3) (POL-6)**

A. After initial neutrality in World War I, the nation entered the conflict, departing from the U.S. foreign policy tradition of noninvolvement in European affairs in response to Woodrow Wilson's call for the defense of humanitarian and democratic principles.

B. Although the American Expeditionary Force played a relatively limited role in the war, Wilson was heavily involved in postwar negotiations, resulting in the Treaty of Versailles and the League of Nations, both of which generated substantial debate within the United States.

C. 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, which continued to the late 1930s.

*Key Concept 7.3*

> *Teachers have flexibility to use examples such as the following:*
> - Washington Naval Conference, Stimson Doctrine, Neutrality Acts

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. **(WOR-4) (WOR-7) (ID-3) (ID-6) (POL-5)**

    A. The mass mobilization of American society to supply troops for the war effort and a workforce on the home front ended the Great Depression and provided opportunities for women and minorities to improve their socioeconomic positions.

    B. Wartime experiences, such as the internment of Japanese Americans, challenges to civil liberties, debates over race and segregation, and the decision to drop the atomic bomb raised questions about American values.

    C. The United States and its allies achieved victory over the Axis powers through a combination of factors, including allied political and military cooperation, industrial production, technological and scientific advances, and popular commitment to advancing democratic ideals.

> - Atlantic Charter, development of sonar, Manhattan Project

    D. The dominant American role in the Allied victory and postwar peace settlements, combined with the war-ravaged condition of Asia and Europe, allowed the United States to emerge from the war as the most powerful nation on earth.

# PERIOD 8: 1945–1980

**After World War II, the United States grappled with prosperity and unfamiliar international responsibilities while struggling to live up to its ideals.**

**Key Concept 8.1:** The United States responded to an uncertain and unstable postwar world by asserting and attempting to defend a position of global leadership, with far-reaching domestic and international consequences.

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. **(WOR-4) (WOR-7) (WOR-8)**

 A.  The United States developed a foreign policy based on collective security and a multilateral economic framework that bolstered non-Communist nations.

 B.  The United States sought to "contain" Soviet-dominated communism through a variety of measures, including military engagements in Korea and Vietnam.

 *Teachers have flexibility to use examples such as the following:*
 - development of hydrogen bomb, massive retaliation, space race

 C.  The Cold War fluctuated between periods of direct and indirect military confrontation and periods of mutual coexistence (or détente).

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. **(ENV-5) (WOR-3) (WOR-7) (WOR-8)**

 A.  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.

*Key Concept 8.1*

B. Cold War competition extended to Latin America, where the United States supported non-Communist regimes with varying levels of commitment to democracy.

C. 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.

> *Teachers have flexibility to use examples such as the following:*
> - Suez Crisis, Organization of the Petroleum Exporting Countries (OPEC)

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. **(ID-3) (POL-7) (WOR-4) (CUL-5)**

A. Americans debated policies and methods designed to root out Communists within the United States even as both parties tended to support the broader Cold War strategy of containing communism.

B. Although the Korean conflict produced some minor domestic opposition, the Vietnam War saw the rise of sizable, passionate, and sometimes violent antiwar protests that became more numerous as the war escalated.

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.

**Key Concept 8.2:** Liberalism, based on anticommunism abroad and a firm belief in the efficacy of governmental and especially federal power to achieve social goals at home, reached its apex in the mid-1960s and generated a variety 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 and halting. **(ID-8) (POL-3) (POL-4) (POL-7)**

   A.  Following World War II, civil rights activists utilized a variety of strategies — legal challenges, direct action, and nonviolent protest tactics — to combat racial discrimination.

   - Fannie Lou Hamer, John Lewis, Thurgood Marshall

   B.  Decision-makers in each of 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 justice.

   C.  Continuing white resistance slowed efforts at desegregation, sparking a series of social and political crises across the nation, while tensions among civil rights activists over tactical and philosophical issues increased after 1965.

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. **(POL-3) (ID-8)**

   A.  Activists began to question society's assumptions about gender and to call for social and economic equality for women and for gays and lesbians.

   *Teachers have flexibility to use examples such as the following:*
   - *The Feminine Mystique*, Gloria Steinem

B. Latinos, American Indians, and Asian Americans began to demand social and economic equality and a redress of past injustices.

C. Despite the perception of overall affluence in postwar America, advocates raised awareness of the prevalence and persistence of poverty as a national problem, sparking efforts to address this issue.

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. **(POL-2) (POL-5) (POL-7)**

A. Liberalism reached its zenith with Lyndon Johnson's Great Society efforts to use federal power to end racial discrimination, eliminate poverty, and address other social issues while attacking communism abroad.

B. Liberal ideals were realized in Supreme Court decisions that expanded democracy and individual freedoms, Great Society social programs and policies, and the power of the federal government, yet these unintentionally helped energize a new conservative movement that mobilized to defend traditional visions of morality and the proper role of state authority.

> *Teachers have flexibility to use examples such as the following:*
> - *Griswold v. Connecticut, Miranda v. Arizona*

C. Groups on the left also assailed liberals, claiming they did too little to transform the racial and economic status quo at home and pursued immoral policies abroad.

> - Students for a Democratic Society, Black Panthers

**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 as well as underlying concerns about how these changes were affecting American values. **(WXT-3) (WXT-5) (CUL-5) (CUL-6) (CUL-7) (PEO-3)**

   A. A burgeoning private sector, continued federal spending, the baby boom, and technological developments helped spur economic growth, middle-class suburbanization, social mobility, a rapid expansion of higher education, and the rise of the "Sun Belt" as a political and economic force.

   B. These economic and social changes, in addition to the anxiety engendered by the Cold War, led to an increasingly homogeneous mass culture as well as challenges to conformity by artists, intellectuals, and rebellious youth.

   - Beat movement, *The Affluent Society*, rock and roll music

   C. Conservatives, fearing juvenile delinquency, urban unrest, and challenges to the traditional family, increasingly promoted their own values and ideology.

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. **(ID-6) (PEO-2) (PEO-3) (PEO-7) (ENV-5) (WXT-8)**

   A. Internal migrants as well as migrants from around the world sought access to the economic boom and other benefits of the United States, especially after the passage of new immigration laws in 1965.

   B. Responding to the abuse of natural resources and the alarming environmental problems, activists and legislators began to call for conservation measures and a fight against pollution.

*Key Concept 8.3*

> *Teachers have flexibility to use examples such as the following:*
> * Rachel Carson, Clean Air Act

III. New demographic and social issues led to significant political and moral debates that sharply divided the nation. **(ID-7) (POL-5) (CUL-6) (CUL-7)**

    A. Although the image of the traditional nuclear family dominated popular perceptions in the postwar era, the family structure of Americans was undergoing profound changes as the number of working women increased and many social attitudes changed.

    B. Young people who participated in the counterculture of the 1960s rejected many of the social, economic, and political values of their parents' generation, initiated a sexual revolution, and introduced greater informality into U.S. culture.

    C. Conservatives and liberals clashed over many new social issues, the power of the presidency and the federal government, and movements for greater individual rights.

> * Watergate, *Bakke v. University of California*, Phyllis Schlafly

# PERIOD 9: 1980–Present

> **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.**

**Key Concept 9.1:** A new conservatism grew to prominence in U.S. culture and politics, defending traditional social values and rejecting liberal views about the role of government.

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. **(POL-3)**

    A.  Public confidence and trust in government declined in the 1970s in the wake of economic challenges, political scandals, foreign policy "failures," and a sense of social and moral decay.

> *Teachers have flexibility to use examples such as the following:*
> - OPEC oil embargo, 1970s inflation, Iranian hostage crisis

    B.  The rapid and substantial growth of evangelical and fundamentalist Christian churches and organizations, as well as increased political participation by some of those groups, encouraged significant opposition to liberal social and political trends.

> - Moral Majority, Focus on the Family

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. **(WXT-8) (POL-4)**

    A. Conservatives enjoyed significant victories related to taxation and deregulation of many industries, but many conservative efforts to advance moral ideals through politics met inertia and opposition.

> *Teachers have flexibility to use examples such as the following:*
> - tax cuts passed under Ronald Reagan and George W. Bush, Contract with America, *Planned Parenthood v. Casey*

    B. Although Republicans continued to denounce "big government," the size and scope of the federal government continued to grow after 1980, as many programs remained popular with voters and difficult to reform or eliminate.

> - expansion of Medicare and Medicaid, growth of the budget deficit

**Key Concept 9.2:** The end of the Cold War and new challenges to U.S. leadership in the world forced the nation to redefine its foreign policy and global role.

I. The Reagan administration pursued a reinvigorated anti-Communist and interventionist foreign policy that set the tone for later administrations. **(WOR-7) (WOR-8)**

    A. President Ronald Reagan, who initially rejected détente with increased defense spending, military action, and bellicose rhetoric, later developed a friendly relationship with Soviet leader Mikhail Gorbachev, leading to significant arms reductions by both countries.

> - "Star Wars" missile defense system, Start I

    B. The end of the Cold War led not only to new diplomatic relationships but also to new U.S. military and peacekeeping interventions as well as debates over the nature and extent of American power in the world.

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. **(POL-7) (WOR-7) (WOR-8)**

A.    In the wake of attacks on the World Trade Center and the Pentagon, U.S. decision-makers launched foreign policy and military efforts against terrorism and lengthy, controversial conflicts in Afghanistan and Iraq.

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.

**Key Concept 9.3:** Moving into the 21st century, the nation continued to experience challenges stemming from social, economic, and demographic changes.

I.    The increasing integration of the United States into the world economy was accompanied by economic instability and major policy, social, and environmental challenges. **(WXT-3) (WXT-7) (WOR-3) (ENV-5) (CUL-7)**

A.    Economic inequality increased after 1980 as U.S. manufacturing jobs were eliminated, union membership declined, and real wages stagnated for the middle class.

B.    Policy debates intensified over free trade agreements, the size and scope of the government social safety net, and calls to reform the U.S. financial system.

> *Teachers have flexibility to use examples such as the following:*
> - North American Free Trade Agreement, debates over health care reform, debates over Social Security reform

C.    Conflict 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.

D.    The spread of computer technology and the Internet into daily life increased access to information and led to new social behaviors and networks.

*Key Concept 9.3*

II. The U.S. population continued to undergo significant demographic shifts that had profound cultural and political consequences. **(ID-6) (ID-7) (PEO-2) (PEO-3) (PEO-7)**

    A. After 1980, the political, economic, and cultural influences of the American South and West continued to increase as population shifted to those areas, fueled in part by a surge in migration from regions that had not been heavily represented in earlier migrations, especially Latin America and Asia.

    B. The new migrants affected U.S. culture in many ways and supplied the economy with an important labor force, but they also became the focus of intense political, economic, and cultural debates.

    C. Demographic changes intensified debates about gender roles, family structures, and racial and national identity.

> *Teachers have flexibility to use examples such as the following:*
> - Immigration Reform and Control Act of 1986; Don't Ask, Don't Tell debate