Unit 7 America Comes of Age 1890-1945

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Transfer

America's emerges as a world power after it departs from isolationism into imperialism and participates in the world wars; in addition, economic wrecklessness leads to a depression that will permanently alter the politics, economy and social relms of the nation throughout the first half of the twenthieth century.

Enduring Understandings

Chapter 1: Progressivism

1. Various reform efforts give rise to the Progressive Movement, which aimed to restore economic opportunities and correct injustices in American life.

2. Efforts to reform politics stemmed in part from the desire to make government more efficient and responsive to its constituents.

3. The Progressive Movement and the 1920s did not equally improve the lives of all Americans.

Chapter 2: The United States Becomes a World Power

1. As events in Europe and around the world led to global conflict, the U.S. found itself having to decide between isolationism and involvement.

2. By the last decades of the 19 th century, some American leaders had become convinced that the U.S. should compete with European empires.

3. The World Wars caused great hardship for many groups of citizens.

4. The World Wars changed America's role in global affairs.

Chapter 3: The 1920s

1. World War I set the stage for social and technological changes in the U.S. in the decade after the war.

2. The new technology and changing demographics created conflict and cultural expressions during the 1920s.

3. Ideological conflicts and changes can transform politics, the economy, and society.

4. Cultural norms and values change as society progresses.

Chapter 4: The Depression and the New Deal

1. Conflicts prompt political, social, and economic change.

2. The role and scope of the government can change in reaction to different circumstances.

3. The New Deal and World War II fundamentally changed the relationship between the American people and the federal government.

4. In combating the Great Depression, the federal government redefined its role in the lives of the American people.

Chapter 5: World War II

1. The powers of the U.S. government expand during periods of conflict.

2. Technological advancements change society and affect the outcome of war.

3. There are social, political and economic reasons for war and conflict.

4. Involvement in WWII changed poltical values and the nation's identity in the world.

5. U.S. involvement in WWII led to social changes at home.

Essential Questions

Chapter 1: Progressivism

1. How did the actions of individuals and the government improve life in the Progressive Era?

2. What critiques of American life were offered by Progressive reformers?

3. To what extent did America uphold its democratic ideals during this era?

Chapter 2: The United States Becomes a World Power

1. How did new technologies and changing demographics result in conflicts and cultural expressions in the 1920s?

2. In what ways did imperialism represent a conflict over limited resources?

3. To what extent did America uphold its democratic ideals in this era?

4. What accounts for the shift from expansionism to isolationism in American foreign policy over a 20-year period?

5. How did World War I change the American home front?

Chapter 3: The 1920s

1. What is the most appropriate title for this era?

2. Which was stronger in the 1920s, the forces of normalcy or modernity — dynamic or conservative dominance?

3. How was the Scopes Trial more complicated than a simple debate between evolutionists and creationists?

4. How did the literature of the 1920s reflect its cultural values?

Chapter 4: The Great Depression and the New Deal

1. How devastating was the Great Depression to America?

2. To what extent was the New Deal successful in solving the problems of the Great Depression?

3. What were the largest shortcomings of the New Deal and who were the greatest voices of discontent?

4. What role should the federal government play in the lives of Americans?

Chapter 5: WWII

1. To what extent was Franklin D Roosevelt able to overwhelm the forces of isolationism and advance American ideals

prior to the attack at Pearl Harbor?

2. How did World War II affect life on the home front?

3. How was America's response to World War II similar to its response to World War I both abroad and at home?

Learning Objectives

WXT-2.0: Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.

WXT-3.0: Analyze how technological innovation has affected economic development and society.

MIG-2.0: Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.

POL-2.0: Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.

POL-3.0: Explain how different beliefs about the federal government's role in U.S. social and economic life have affected political debates and policies.

GEO-1.0: Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.

CUL-3.0: Explain how ideas about women's rights and gender roles have affected society and politics.

POL-1.0: Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.

POL-3.0: Explain how different beliefs about the federal government's role in U.S. social and economic life have affected political debates and policies.

WXT-1.0: Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.

WXT-2.0: Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.

NAT-2.0: Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.

WXT-3.0: Analyze how technological innovation has affected economic development and society. CUL-1.0: Explain how religious groups and ideas have affected American society and political life.

CUL-2.0: Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.

CUL-4.0: Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.

CUL-4.0: Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.

MIG-1.0: Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration's effects on U.S. society.

MIG-2.0: Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.

NAT-3.0: Analyze how ideas about national identity changed in response to U.S. involvement in international conflicts and the growth of the United States.

WOR-2.0: Analyze the reasons for, and results of, U.S. diplomatic, economic, and military initiatives in North America and overseas.

NAT-1.0: Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.

NAT-3.0: Analyze how ideas about national identity changed in response to U.S. involvement in international conflicts and the growth of the United States.

WOR-2.0: Analyze the reasons for, and results of, U.S. diplomatic, economic, and military initiatives in North America and overseas

NAT-3.0: Analyze how ideas about national identity changed in response to U.S. involvement in international conflicts and the growth of the United States.

NAT-4.0: Analyze relationships among different regional, social, ethnic, and racial groups, and explain how these groups' experiences have related to U.S. national identity.

CUL-3.0: Explain how ideas about women's rights and gender roles have affected society and politics. WOR-2.0: Analyze the reasons for, and results of, U.S. diplomatic, economic, and military initiatives in North America and overseas

Skills

I. Analyzing Historical Sources and Evidence

Primary Sources:

A1. Explain the relevance of the author's point of view, author's purpose, audience, format or medium and/or historical context as well as the interaction amoung these features, to demonstrate understanding of the significance of a primary source.

A2. Evaluate the usefulness, reliability, and/or limitations of a primary source in answering particular historical questions.

Secondary Sources:

B1. Using Secondary Sources, analyze a historian's argument, explain how the argument has been supported through the analysis of relevant historical evidence, and evlauate the argument's effectiveness.

B2. Using Secondary Sources, analyze diverse historical interpretations.

II. Making Historical Connections:

Comparison:

C1. Compare diverse perspectives represented in primary and secondary sources in order to draw conclusions about one or more historical events.

C2. Compare different historical individuals, events, developments, and/ or processes, analyzing both similarities and differences in order to draw historically valid conclusions. Comparisons can be made across different time periods, across different geographical locations, and between different historical events or

developments within the same time period and/ or geographical location.

Contextualization:

C3. Situate historical events, developments, or processes within the broader regional, national, or global context in which they occurred in order to draw conclusions about their relative significance.

Synthesis:

C4. Make connections between a given historical issue and related developments in a different historical context, geographical area, period, or era, including the present.

C5. Make connections between different course themes and/or approaches to history (such as political, economic, social, cultural, or intellectual) for a given historical issue.

C6. Use insights from a different discipline or field of inquiry (such as economics, government, and politics, art history, anthropology) to better understand a given historical issue.

III. Chronological Reasoning

Causation:

D1. Explain long and /or short-term causes and/or effects of an historical event, development, or process.

D2. Evaluate the relative significance of different causes and/or effects on historical events or processes, distinguishing between causation and correlation and showing an awareness of historical contingency.

Patterns of Continuity and Change Over Time:

D3. Identify patterns of continuity and change over time and explain the significance of such patterns.

D4. Explain how patterns of continuity and change over time relate to larger historical processes or themes.

Periodization

D5. Explain ways historical events and processes can be organized into discrete, different, and definable historical periods.

D6. Evaluate whether a particular event or date could or could not be a turning point between different, definable historical periods, when considered in terms of particular historical evidence.

D7. Analyze different and/or competing models of periodization.

IV. Creating and Supporting a Historical Argument

Argumentation:

E1. Articulate a defensible claim about the past in the form of a clear and compelling thesis that evaluates the relative importance of multiple factors and recognizes disparate, diverse, or contradictory evidence or perspectives.

E2. Develop and support a historical argument, including in a written essay, through a close analysis of relevant and diverse historical evidence, framing the argument and evidence around the application of a specific historical thinking skill (e.g., comparison, causation, patterns of continuity and change over time, or

periodization).

E3. Evaluate evidence to explain its relevance to a claim or thesis, providing clear and consistent links between the evidence and the argument.

E4. Relate diverse historical evidence in a cohesive way to illustrate contradiction, corroboration, qualification, and other types of historical relationships in developing an argument.

Resources

Instructor Resources

Teaching with primary sources in APUSH http://apcentral.collegeboard.com/apc/public/repository/ap05_Hist_PrimSource.pdf

Unit 7 Overview http://www.apushreview.com/new-ap-curriculum/period-7-1890-1945/

Primary Source Learning http://primarysourcenexus.org/2011/10/mining-the-library-for-great-depression-teaching-resources-strategies/

Ed Tech Teacher The Age of Imperialism http://besthistorysites.net/american-history/the-age-of-imperialism/

Primary Sources:

Progressive Era to the New Era https://www.gilderlehrman.org/history-by-era/progressive-era-new-era-1900-1929

Great Depression and WWII https://www.gilderlehrman.org/history-by-era/great-depression-and-world-war-ii-1929-1945

Gilder Lehrman Unit 7 http://ap.gilderlehrman.org/period/7 timelines, videos, reviews, documentaries

Disfranchisement of Aftican American Voters http://ap.gilderlehrman.org/resources/disfranchisement-african-american-voters-virgi?period=7

Birth of a Nation http://ap.gilderlehrman.org/resources/birth-nation-1915?period=7

Women's Suffrage http://ap.gilderlehrman.org/resources/women%25E2%2580%2599s-suffrage-poster-1915?period=7

"In Flanders Field" http://ap.gilderlehrman.org/resources/birth-nation-1915?period=7

Treaty of Versailles http://ap.gilderlehrman.org/resources/treaty-versailles-and-president-wilson-1919-and-1921?period=7

Supreme Court upholds Prohibition p.gilderlehrman.org/resources/supreme-court-upholds-national-prohibition-1920?period=7

Lynching in America http://ap.gilderlehrman.org/resources/lynching-america-ca-1926?period=7

Hoover's Inaugural Address http://ap.gilderlehrman.org/resources/herbert-hoover%25E2%2580%2599s-inaugural-address-1929?period=7

Origins of FDR's New Deal http://ap.gilderlehrman.org/resources/origins-fdr%25E2%2580%2599s-new-deal-1932?period=7

1932 FDR's Inaugural Address http://ap.gilderlehrman.org/resources/franklin-d-roosevelt%25E2%2580%2599s-first-inauguration-1933?period=7

Reelct FDR Friend of Labor http://ap.gilderlehrman.org/resources/%25E2%2580%259Creelect-roosevelt%25E2%2580%2594friend-labor%25E2%2580%259D-1936?period=7

CCC Poster http://ap.gilderlehrman.org/resources/civilian-conservation-corps-poster-1938?period=7

Dust Bowl Farm http://ap.gilderlehrman.org/resources/photograph-abandoned-farm-dust-bowl-1938?period=7

Japan Declares War http://ap.gilderlehrman.org/resources/japan-declares-war-1941?period=7

Japanese Internment http://ap.gilderlehrman.org/resources/japanese-internment-1942?period=7

Eleanor Roosevelt's four basic rights http://ap.gilderlehrman.org/resources/eleanor-roosevelt%25E2%2580%2599s-four-basic-rights-1944?period=7

Review for Exam and Units of Study- Links for Students

APUSH REVIEW VIDEOS

- **https://www.youtube.com/playlist?annotation_id=annotation_1993227871&feature=iv&list=PL-69ThEyf7-A8PgWRxaH3Qi3dD_ZUu2BF&src_vid=eHBZ2BxiTBI**

APUSH LECTURES
https://teacher.ocps.net/stephen.hansen/AP%20UNITED%20STATES%20HISTORY%20NOTES.htm

- **AMERICAN PAGEANT RESOURCES AND POWERPOINTS**

Textbook support website. Includes chapter themes, summaries, key vocabulary, etc...to support student learning. Under general resources students will find audio powerpoint lectures for each chapter in The American Pageant.
http://college.cengage.com/history/us/kennedy/am_pageant/13e/chapters/chapter1.html

- **THE GILDER LEHRMAN INSTITUTE OF AMERICAN HISTORY AP US HISTORY STUDY GUIDE**

http://ap.gilderlehrman.org/

- **HIPPOCAMPUS**

  Video presentations that correlate to chapters in The American Pageant textbook. Scroll down the list of APUSH textbooks and click on The American Pageant: A History of the Republic 16th edition by Kennedy to view topics by textbook page number.
  http://www.hippocampus.org/HippoCampus/History%20%26%20Government?view=Textbooks

- **APUSH QUIZZES**

  Website contains quality review quizzes for every period of US History. Scroll down website page, pick a time period to review and click on the heart flags to begin a quiz.
  http://www.historyteacher.net/USQuizMainPage.htm

- **APUSH PRACTICE TEST #1**

  http://www.americandestiny.us/APUSH/PracticeExam/apush-strivefor5-03.htm

- **APUSH PRACTICE TEST #2**

  http://www.americandestiny.us/APUSH/PracticeExam/apush-practice(1996)-01.htm

- **APUSH PRACTICE TEST #3**

  http://www.americandestiny.us/APUSH/PracticeExam/apush-practice(2001)-02.htm

Standards

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.

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.

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.

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.

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.

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

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.

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.

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.

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 workingclass communities identified with the Democratic Party

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.

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

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

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.

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.

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.

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

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.

B) Anti-imperialists cited principles of selfdetermination 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.

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.

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.

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.

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.

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.

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.

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.

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.

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, such as the internment of Japanese Americans.

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.

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.

SOC.6.1.12.6	The Emergence of Modern America (1890-1930)
SOC.6.1.12.A.6.a	Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
SOC.6.1.12.A.6.b	Evaluate the ways in which women organized to promote government policies (i.e.,

	abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.
SOC.6.1.12.A.6.c	Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.
SOC.6.1.12.A.7.a	Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war.
SOC.6.1.12.A.7.b	Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).
SOC.6.1.12.A.7.c	Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.
SOC.6.1.12.A.8.a	Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.
SOC.6.1.12.B.6.a	Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
SOC.6.1.12.B.6.b	Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.
SOC.6.1.12.B.7.a	Explain how global competition by nations for land and resources led to increased militarism.
SOC.6.1.12.B.8.a	Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.
SOC.6.1.12.C.6.a	Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.
SOC.6.1.12.C.6.b	Determine how supply and demand influenced price and output during the Industrial Revolution.
SOC.6.1.12.C.6.c	Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.
SOC.6.1.12.C.7.a	Determine how technological advancements affected the nature of World War I on land, on water, and in the air.
SOC.6.1.12.C.7.b	Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.
SOC.6.1.12.C.8.a	Analyze the push-pull factors that led to the Great Migration.
SOC.6.1.12.D.6.c	Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment.
SOC.6.1.12.D.7.a	Evaluate the effectiveness of Woodrow Wilson's leadership during and immediately after World War I.
SOC.6.1.12.D.7.b	Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I.
SOC.6.1.12.D.7.c	Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.
SOC.6.1.12.D.8.a	Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.
SOC.6.1.12.D.8.b	Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.
SOC.6.1.12.CS6	The Emergence of Modern America: Progressive Reforms: Progressive reform movements

	promoted government efforts to address problems created by rapid industrialization, immigration, and unfair treatment of women, children, and minority groups. An expanding market for international trade promoted policies that resulted in America emerging as a world power.
SOC.6.1.12.CS8	The Emergence of Modern America: Roaring Twenties: The 1920s is characterized as a time of social, economic, technological, and political change, as well as a time of emerging isolationism, racial and social tensions, and economic problems.