America in the World

In this theme, students should focus on the global context in which the United States originated and developed, as well as the influence of the U.S. on world affairs. Students should examine how various world actors (such as people, states, organizations, and companies) have competed for the territory and resources of the North American continent, influencing the development of both American and world societies and economies. Students should also investigate how American foreign policies and military actions have affected the rest of the world as well as social issues within the U.S. itself.

**Overarching questions:**

➤ How have events in North America and the United States related to contemporary developments in the rest of the world?

➤ How have different factors influenced U.S. military, diplomatic, and economic involvement in international affairs and foreign conflicts, both in North America and overseas?

(WOR-1) Explain how imperial competition and the exchange of commodities across both sides of the Atlantic Ocean influenced the origins and patterns of development of North American societies in the colonial period.

(WOR-2) Explain how the exchange of ideas among different parts of the Atlantic World shaped belief systems and independence movements into the 19th century.

(WOR-3) Explain how the growing interconnection of the U.S. with worldwide economic, labor, and migration systems affected U.S. society since the late 19th century.

(WOR-4) Explain how the U.S. involvement in global conflicts in the 20th century set the stage for domestic social changes.

(WOR-5) Analyze the motives behind, and results of, economic, military, and diplomatic initiatives aimed at expanding U.S. power and territory in the Western Hemisphere in the years between independence and the Civil War.

(WOR-6) Analyze the major aspects of domestic debates over U.S. expansionism in the 19th century and the early 20th century.

(WOR-7) Analyze the goals of U.S. policymakers in major international conflicts, such as the Spanish-American War, World Wars I and II, and the Cold War, and explain how U.S. involvement in these conflicts has altered the U.S. role in world affairs.

(WOR-8) Explain how U.S. military and economic involvement in the developing world and issues such as terrorism and economic globalization have changed U.S. foreign policy goals since the middle of the 20th century.

**Objectives:** Review main ideas from the Content Outline, evaluate and pre-write in response to main objectives/prompts, review chronology, contextualize main events, review causes and effects of major wars.
Skill 1: Historical Causation (cause and effect/impact)
Historical thinking involves the ability to identify, analyze, and evaluate the relationships among multiple historical causes and effects, distinguishing between those that are long-term and proximate, and among coincidence, causation, and correlation.

Proficient students should be able to …
- Compare causes and/or effects, including between short-term and long-term effects.
- Analyze and evaluate the interaction of multiple causes and/or effects.
- Assess historical contingency by distinguishing among coincidence, causation, and correlation, as well as critiquing existing interpretations of cause and effect.

Skill 6: Historical Argumentation
Historical thinking involves the ability to define and frame a question about the past and to address that question through the construction of an argument. A plausible and persuasive argument requires a clear, comprehensive, and analytical thesis, supported by relevant historical evidence — not simply evidence that supports a preferred or preconceived position. In addition, argumentation involves the capacity to describe, analyze, and evaluate the arguments of others in light of available evidence.

Proficient students should be able to …
- Analyze commonly accepted historical arguments and explain how an argument has been constructed from historical evidence.
- Construct convincing interpretations through analysis of disparate, relevant historical evidence.
- Evaluate and synthesize conflicting historical evidence to construct persuasive historical arguments.

Directions: Read and highlight main ideas in preparation for long essays addressing the causes and effects of imperial policies and American policies impacting America’s role in the world.

Period 1, 1491-1607:
THE HISTORY OF COLONIAL NORTH AMERICA centers primarily around the struggle of England, France, and Spain to gain control of the continent. Settlers crossed the Atlantic for different reasons, and their governments took different approaches to their colonizing efforts. These differences created both advantages and disadvantages that profoundly affected the New World’s fate. France and Spain, for instance, were governed by autocratic sovereigns whose rule was absolute; their colonists went to America as servants of the Crown. The English colonists, on the other hand, enjoyed far more freedom and were able to govern themselves as long as they followed English law and were loyal to the king. In addition, unlike France and Spain, England encouraged immigration from other nations, thus boosting its colonial population. By 1763 the English had established dominance in North America, having defeated France and Spain in the French and Indian War. However, those regions that had been colonized by the French or Spanish would retain national characteristics that linger to this day.

On a North American continent controlled by American Indians, contact among the peoples of Europe, the Americas, and West Africa created a new world. European overseas expansion resulted in the Columbian Exchange, a series of interactions and adaptations among societies across the Atlantic. 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. Spanish and Portuguese exploration and conquest of the Americas led to widespread deadly epidemics, the emergence of racially mixed populations, and a caste system defined by an intermixture among Spanish settlers, Africans, and Native Americans. Spanish and Portuguese traders reached West Africa and partnered with some African groups to exploit local resources and recruit slave labor for the Americas. The introduction of new crops and livestock by the Spanish had far-reaching effects on native settlement patterns, as well as on economic, social, and political development in the Western Hemisphere. In the economies of the Spanish colonies, Indian labor, used in the encomienda system to support plantation-based agriculture and extract precious metals and other resources, was gradually replaced by African slavery.
Causation... America In The World - Foreign Policies & The Atlantic World

European expansion into the Western Hemisphere caused intense social/religious, political, and economic competition in Europe and the promotion of empire building. European exploration and conquest were fueled by a desire for new sources of wealth, increased power and status, and converts to Christianity. New crops from the Americas stimulated European population growth, while new sources of mineral wealth facilitated the European shift from feudalism to capitalism. Improvements in technology and more organized methods for conducting international trade helped drive changes to economies in Europe and the Americas.

Skill Type 1: Chronological Reasoning
Historical thinking involves the ability to identify, analyze, and evaluate the relationships among multiple historical causes and effects, distinguishing between those that are long-term and proximate, and among coincidence, causation, and correlation.

Period 2, 1607-1754:

Europeans and American Indians maneuvered and fought for dominance, control, and security in North America, and distinctive colonial and native societies emerged. Differences in imperial goals, cultures, and the North American environments that different empires confronted led Europeans to develop diverse patterns of colonization. Seventeenth-century Spanish, French, Dutch, and British colonizers embraced different social and economic goals, cultural assumptions, and folkways, resulting in varied models of colonization. Spain sought to establish tight control over the process of colonization in the Western Hemisphere and to convert and/or exploit the native population. French and Dutch colonial efforts involved relatively few Europeans and used trade alliances and intermarriage with American Indians to acquire furs and other products for export to Europe. Unlike their European competitors, the English eventually sought to establish colonies based on agriculture, sending relatively large numbers of men and women to acquire land and populate their settlements, while having relatively hostile relationships with American Indians.

The British–American system of slavery developed out of the economic, demographic, and geographic characteristics of the British-controlled regions of the New World. Unlike Spanish, French, and Dutch colonies, which accepted intermarriage and cross-racial sexual unions with native peoples (and, in Spain’s case, with enslaved Africans), English colonies attracted both males and females who rarely intermarried with either native peoples or Africans, leading to the development of a rigid racial hierarchy. The abundance of land, a shortage of indentured servants, the lack of an effective means to enslave native peoples, and the growing European demand for colonial goods led to the emergence of the Atlantic slave trade. Reinforced by a strong belief in British racial and cultural superiority, the British system enslaved black people in perpetuity, altered African gender and kinship relationships in the colonies, and was one factor that led the British colonists into violent confrontations with native peoples. Africans developed both overt and covert means to resist the dehumanizing aspects of slavery.

European colonization efforts in North America stimulated intercultural contact and intensified conflict between the various groups of colonizers and native peoples. Competition over resources between European rivals led to conflict within and between North American colonial possessions and American Indians. Conflicts in Europe spread to North America, as French, Dutch, British, and Spanish colonies allied, traded with, and armed American Indian groups, leading to continuing political instability.
**Causation... America In The World - Foreign Policies & The Atlantic World**

As European nations competed in North America, their colonies focused on gaining new sources of labor and on producing and acquiring commodities that were valued in Europe. The goals and interests of European leaders at times diverged from those of colonial citizens, leading to growing mistrust on both sides of the Atlantic, as settlers, especially in the English colonies, expressed dissatisfaction over territorial settlements, frontier defense, and other issues.

The increasing political, economic, and cultural exchanges within the “Atlantic World” had a profound impact on the development of colonial societies in North America. “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. The growth of an Atlantic economy throughout the 18th century created a shared labor market and a wide exchange of New World and European goods, as seen in the African slave trade and the shipment of products from the Americas. Several factors promoted Anglicization in the British colonies: the growth of autonomous political communities based on English models, the development of commercial ties and legal structures, the emergence of a trans-Atlantic print culture, Protestant evangelism, religious toleration, and the spread of European Enlightenment ideas. The presence of slavery and the impact of colonial wars stimulated the growth of ideas on race in this Atlantic system, leading to the emergence of racial stereotyping and the development of strict racial categories among British colonists, which contrasted with Spanish and French acceptance of racial gradations.

Britain’s desire to maintain a viable North American empire in the face of growing internal challenges and external competition inspired efforts to strengthen its imperial control, stimulating increasing resistance from colonists who had grown accustomed to a large measure of autonomy. As regional distinctiveness among the British colonies diminished over time, they developed largely similar patterns of culture, laws, institutions, and governance within the context of the British imperial system. Late 17th-century efforts to integrate Britain’s colonies into a coherent, hierarchical imperial structure and pursue mercantilist economic aims met with scant success due largely to varied forms of colonial resistance and conflicts with American Indian groups, and were followed by nearly a half-century of the British government’s relative indifference to colonial governance. Resistance to imperial control in the British colonies drew on colonial experiences of self-government, evolving local ideas of liberty, the political thought of the Enlightenment, greater religious independence and diversity, and an ideology critical of perceived corruption in the imperial system.

### Skill Type 1: Chronological Reasoning
Historical thinking involves the ability to identify, analyze, and evaluate the relationships among multiple historical causes and effects, distinguishing between those that are long-term and proximate, and among coincidence, causation, and correlation.

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<tr>
<th>Jamestown</th>
<th>First Powhatan War</th>
<th>1607</th>
<th>1608</th>
<th>1610</th>
<th>1620</th>
<th>1622</th>
<th>1644</th>
<th>1667</th>
<th>1676</th>
<th>1692</th>
<th>1754</th>
<th>1763</th>
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<td></td>
<td></td>
<td>Montreal</td>
<td>Plymouth</td>
<td>New Amsterdam</td>
<td>First Powhatan War</td>
<td>1622</td>
<td>Second Powhatan War</td>
<td>1644</td>
<td>Third Powhatan War</td>
<td>1676</td>
<td>Bacon’s Rebellion</td>
<td>1692</td>
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Historical Analysis Activity written by Rebecca Richardson, Allen High School using the 2012 College Board APUSH Framework, socialstudies.com, and Facts on File
### Causation... America In The World - Foreign Policies & The Atlantic World

<table>
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<tr>
<th>English</th>
<th>French</th>
<th>Spanish</th>
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<tr>
<td>Most colonies established by royal charter. Earliest settlements were  in Virginia and Massachusetts but soon spread all along the Atlantic coast, from Maine to Georgia, and into the continent’s interior as far as the Mississippi River</td>
<td>First colonies were trading posts in Newfoundland; others followed in wake of exploration of the St. Lawrence valley, parts of Canada, and the Mississippi River. Settlements include Quebec (1608) and Montreal (1642). Louisiana settled in the late 1600s.</td>
<td>Crown-sponsored conquests gained riches for Spain and expanded its empire. Most of the southern and southwestern regions claimed, as well as sections of the California coast. Settlements include St. Augustine, Florida (1565); Santa Fe, New Mexico (1610); and numerous cities in Texas and California.</td>
</tr>
<tr>
<td>Colonists were recruited from among middle-class farmers, artisans, and tradesmen. Indentured servants, specialists in certain areas (i.e., sawmill workers, lumbermen), and convicted criminals were also brought over. Immigrants from other countries were welcomed.</td>
<td>Initially fur traders, merchants, and missionaries. In 1665 some 1100 French soldiers arrived and were given land. Neither Protestants nor peasant farmers were allowed to emigrate.</td>
<td>Conquistadores, soldiers, and missionaries were the primary Spanish colonizers; farmers and traders came later.</td>
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<tr>
<td>Distance from England and a frugal Parliament allowed colonists to set up local governments and representative assemblies and to tax themselves, as long as they did not take up arms against the Crown.</td>
<td>Colonies were fully subject to the French king. There were no political rights or representative government, and public meetings could not be held without permission.</td>
<td>Colonies were governed by crown appointed viceroys or governors. Settlers had to obey the king’s laws and could make none of their own.</td>
</tr>
<tr>
<td>Largely non-Catholics. Although some tolerance was practiced in most colonies, the Puritans in Massachusetts established an autocratic and restrictive religious leadership. Pennsylvania mandated complete tolerance.</td>
<td>Even though Protestants had played a role in the founding of New France, from around 1659 on they were excluded from the colony. Colonial life was largely controlled by the French Catholic clergy.</td>
<td>Settlers were restricted to Catholics; Protestants were persecuted and driven out.</td>
</tr>
<tr>
<td>Rapid growth due to liberal immigration policies. By 1627 Virginia had approximately 1,000 settlers. By 1754 total population in the English colonies had grown to 1.5 million; this included large proportions of German and French.</td>
<td>Slow growth; by 1672 no more than 5,000 colonists had settled throughout New France. In Canada the French population totaled just under 40,000 by 1734. In Louisiana, by 1763 there were approximately 10,000 settlers, including 5,000 slaves and Acadians.</td>
<td>Slow growth due to greater emphasis on military conquest, poor relations with Native Americans, and numerous early failures to establish permanent settlements. Largest Spanish populations were in Florida, Texas, California, and Mexico.</td>
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<tr>
<td>Originally friendly; early colonists relied on Native Americans for trade and for help with survival. Eventually greed for land led to major conflicts with Indians.</td>
<td>Despite conversion efforts of missionaries, French respect for Native Americans allowed many to forge alliances, especially in their wars against the British.</td>
<td>Spanish missionaries saw Native Americans as heathens to be converted to Christianity; soldiers viewed them as fit only for killing or subjugation.</td>
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### Period 3, 1754-1800:

British imperial attempts to reassert control over its colonies and the colonial reaction to these attempts produced a new American republic, along with struggles over the new nation’s social, political, and economic identity. Britain’s victory over France in the imperial struggle for North America [French and Indian War/Seven Years War] 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. 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 [American Revolution]. Great Britain’s massive debt from the Seven Years’ War resulted in renewed efforts to consolidate imperial control over North American markets, taxes, and political institutions — actions that were supported by some colonists but resisted by others. The resulting independence movement was fueled by established colonial elites, as well as by grassroots movements that included newly mobilized laborers, artisans, and women, and rested on arguments over the rights of British subjects, the rights of the individual, and the ideas of the Enlightenment. Despite considerable loyalist opposition, as well as Great Britain’s apparently overwhelming military and financial advantages, the patriot cause succeeded because of the colonists’ greater familiarity with the land, their resilient military and political leadership, their ideological commitment, and their support from European allies [France, Spain].
French and Indian War (Seven Years War) 1754-1763

The French and Indian war was fought between the French and its American Indian allies against the British colonial forces (British and Colonials) from the year 1756 to 1763 and is considered one of the bloodiest wars in American colonial history.

CAUSES
1. Mercantilism - France and Britain were fighting over territory and so they can get wealth and power.
2. The 4th war - a series of wars between the French and British.
3. British wanted to take over the French fur trade.
4. Westward Expansion - Colonies move past the Appalachian Mountains and conflicts increase with Natives and French.

The war began in November 1754, when a French captain rejected the demand of Virginian Major, George Washington to withdraw from the Ohio region. In the initial period of the war the English forces were not successful but in 1756, when William Pitt was appointed as British Secretary of State, the tide of war completely changed in favor of British forces as the British government sent more forces and ammunition for its colonial forces in North America. In the first two years of the war the French and Indian forces had completely routed the British forces. After that, the British forces started capturing back the French territories and in 1759 they won the battle of the Plains of Abraham. British forces got control of Quebec province and after that they succeeded in capturing the province of Montreal. The 7 years French-Indian war ended in the year 1763.

EFFECTS
1. The British to completely capture the whole of North America. The British got the right to keep all of Canada in addition to obtaining some other benefits like trading and sea routes in North America.
2. British forces succeeded and ascertainment their military supremacy.
3. Huge losses of man and material for both sides.
4. This 7-years war severely demoralized French forces and diminished its power at a greater scale in Asia, Europe and North America at the same time.
5. (Debt) The British go into debt and they feel as though that the Colonists don’t support them enough. ... Americans resent taxes that follow (to help manage and repay debt created by war)
6. ...the start of a freedom struggle in America which eventually culminated in the American War of Independence... Americans want their own commanders and governments.
7. (The Treaty of Paris)- Ends the French and Indian War - The French cede Canada to the British.
8. British give land west of Mississippi to Spain
9. Pontiac’s Rebellion erupts in Northwest Territory which leads to the Proclamation Line of 1763 -- Colonists resist and move past the line anyway; line meant to prevent war and preserve Indian territory in Ohio Valley

THE REVOLUTIONARY WAR ... American Revolution... The War for Independence, 1775-1783

CAUSES
1. Economic - Because England was in debt from the French and Indian War, she imposed and was determined to collect various taxes.
   - Sugar Act: tax on sugar and coffee. Although no one questioned this act, vice-admiralty court trials for violators angered people.
   - Stamp Act: tax on all legal documents (birth, death, marriages, real estate). Since this was an internal tax (not a tariff) the colonies resented it. "No taxation without representation."
   - Declaratory Act: England repealed the Stamp Act, but claimed Parliamentary right to make laws for the colonies
   - Townshend Duties: external tax on glass, lead, tea, paint, and paper. Americans boycotted British goods in response.
   - Tea Act and Coercive Acts aka Intolerable Acts (after Boston Tea Party)
2. Political - England did not have effective leadership under King George III.
   - Strong leadership in America: Washington, Sam Adams, Jefferson, and Franklin.
   - Colonial institutions, having operated democratically and with limited interference since early 17th century, felt that England was acting regrettively.
   - Taxation without direct representation in Parliament angered colonists.
   - Original charters were being revoked.
   - Violation of cherished legal rights as Englishmen
   - Writs of Assistance -- general search warrants violated cherished rights.
   - Criminal trials judged in vice-admiralty courts rather than by jury of one's peers in district where crime was allegedly committed.
   - Quartering Act -- broke tradition of not quartering troops in peacetime.
3. Philosophical
   - Age of Enlightenment: John Locke (Right of revolution)
   - Thomas Paine - "Common Sense"
4. Emotional
   - Boston Massacre
   - Boston Tea Party

Major Battles
1. Lexington and Concord, April 1775 – Shot heard ‘round the world – war began
2. Saratoga (1777) America victory. Turning point in war as France agreed to ally with America. Gave military aid and troops.
3. Yorktown (1781) Cornwallis surrendered to Washington – war ends

EFFECTS
1. Independence of thirteen states (Treaty of Paris 1783)
2. Territory from Atlantic to Mississippi, but not Florida (Britain recognizes boundaries and agrees to leave Ohio Valley… but they don’t)
3. U.S. agrees to restore confiscated property to Loyalists (not all is returned)
4. Nationalistic spirit
5. Social reform: no entail or primogeniture, gradual emancipation of slaves in the North, elimination of religious requirements to vote, women began to receive more education.
6. Influenced French Revolution in 1789 and colonial independence movements in the 19th and 20th centuries.
Causation... America In The World - Foreign Policies

In response to domestic and international tensions, the new United States debated and formulated foreign policy initiatives and asserted an international presence. The continued presence of European powers in North America challenged the United States to find ways to safeguard its borders, maintain neutral trading rights, and promote its economic interests. The French Revolution’s spread throughout Europe and beyond helped fuel Americans’ debate not only about the nature of the United States’ domestic order, but also about its proper role in the world. Although George Washington’s Farewell Address warned about the dangers of divisive political parties and permanent foreign alliances, European conflict and tensions with Britain and France fueled increasingly bitter partisan debates throughout the 1790s.

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. 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. Protestant evangelical religious fervor strengthened many British colonists’ understandings of themselves as a chosen people blessed with liberty [First Great Awakening], while Enlightenment philosophers and ideas inspired many American political thinkers to emphasize individual talent over hereditary privilege. The colonists’ belief in the superiority of republican self-government based on the natural rights of the people found its clearest American expression in Thomas Paine’s Common Sense and in the Declaration of Independence. Many new state constitutions and the national Articles of Confederation, reflecting republican fears of both centralized power and excessive popular influence, placed power in the hands of the legislative branch and maintained property qualifications for voting and citizenship.

As the first national administrations began to govern under the Constitution following the failure of the Articles of Confederation, continued debates about such issues as the relationship between the national government and the states, economic policy, and the conduct of foreign affairs led to the creation of political parties. While the new governments continued to limit rights to some groups, ideas promoting self-government and personal liberty reverberated around the world. During and after the American Revolution, an increased awareness of the inequalities in society motivated some individuals and groups to call for the abolition of slavery and greater political democracy in the new state and national governments. The constitutional framers postponed a solution to the problems of slavery and the slave trade, setting the stage for recurring conflicts over these issues in later years. The American Revolution and the ideals set forth in the Declaration of Independence had reverberations in France, Haiti, and Latin America, inspiring future rebellions.

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. 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. The French withdrawal from North America and the subsequent attempt of various native groups to reassert their power over the interior of the continent resulted in new white–Indian conflicts along the western borders of British and, later, the U.S. colonial settlement and among settlers looking to assert more power in interior regions. Migrants from within North America and around the world continued to launch new settlements in the West, creating new distinctive backcountry cultures and fueling social and ethnic tensions. The Spanish, supported by the bonded labor of the local Indians, expanded their mission settlements into California, providing opportunities for social mobility among enterprising soldiers and settlers that led to new cultural blending.
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 [Northwest Indian Wars]. As settlers moved westward during the 1780s, Congress enacted the Northwest Ordinance for admitting new states and sought to promote public education, the protection of private property, and the restriction of slavery in the Northwest Territory. The Constitution’s failure to precisely define the relationship between American Indian tribes and the national government led to problems regarding treaties and Indian legal claims relating to the seizure of Indian lands. As western settlers sought free navigation of the Mississippi River, the United States forged diplomatic initiatives to manage the conflict with Spain and to deal with the continued British presence on the American continent [Jays Treaty, Pinkney’s Treaty].

Period 4, 1800-1848

The new republic struggled to define and extend democratic ideals in the face of rapid economic, territorial, and demographic changes. 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. 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. The Second Great Awakening, liberal social ideas from abroad, and Romantic beliefs in human perfectibility fostered the rise of voluntary organizations to promote religious and secular reforms, including abolition and women’s rights. Despite the outlawing of the international slave trade, the rise in the number of free African Americans in both the North and the South, and widespread discussion of various emancipation plans, the U.S. and many state governments continued to restrict African Americans’ citizenship possibilities. Resistance to initiatives for democracy and inclusion included proslavery arguments, rising xenophobia, antiblack sentiments in political and popular culture, and restrictive anti-Indian policies.

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. Struggling to create an independent global presence, U.S. policymakers sought to dominate the North American continent and to promote its foreign trade. Following the Louisiana Purchase, the drive to acquire, survey, and open up new lands and markets led Americans into numerous economic, diplomatic, and military initiatives in the Western Hemisphere and Asia. The U.S. sought dominance over the North American continent through a variety of means, including military actions, judicial decisions, and diplomatic efforts.

Various American groups and individuals initiated, championed, and/or resisted the expansion of territory and/or government powers. With expanding borders came public debates about whether to expand and how to define and use the new territories. Federal government attempts to assert authority over the states brought resistance from state governments in the North and the South at different times. Whites living on the frontier tended to champion expansion efforts, while resistance by American Indians led to a sequence of wars and federal efforts to control American Indian populations.

THE WAR OF 1812 (1812-1814)

<table>
<thead>
<tr>
<th>CAUSES</th>
<th>EFFECTS</th>
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<tbody>
<tr>
<td>1. Impressment of American sailors</td>
<td>1. The status quo was maintained in the Treaty of Ghent (1815)</td>
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<tr>
<td>2. Problems with Indians in the Ohio River Valley</td>
<td>2. Increased nationalism</td>
</tr>
<tr>
<td>3. England continued to maintain forts on frontier</td>
<td>3. Increased manufacturing</td>
</tr>
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<td>4. Agricultural depression</td>
<td>4. Freedom of the seas restored</td>
</tr>
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<td>5. War Hawks (Calhoun and Clay) wanted to expand to Canada and were anti-British</td>
<td>5. Andrew Jackson became a war hero</td>
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<td>6. (The Monroe Doctrine, 1823)</td>
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<td>7. Treaties with Britain to define northern border</td>
</tr>
<tr>
<td></td>
<td>8. Indian Wars (Seminole Wars in Florida, for example) and treaty with Spain, Adams-Onis Treaty</td>
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Skill Type 1: Chronological Reasoning
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<tbody>
<tr>
<td>Columbian Exchange</td>
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<tr>
<td>Casta (Caste) System</td>
<td>Mission System</td>
<td>1769-1800s, after missionizing much of Mexico, Spanish moved up the west coast to claim California before other nations could get a foothold. Franciscan priests and Spanish soldiers “built” a series of 21 missions along what is now coastal California with the goal of Christianizing natives, exploiting resources, and securing political power in the region. (California's Indigenous peoples, numbering more than 1 million at the time, did most of the actual labor and were subjugated into dependency.) Californios were mixed descent or pure natives who became “Hispanic” in language and culture. [San Diego, San Francisco, etc.].</td>
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# Causation... America In The World - Foreign Policies

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<tbody>
<tr>
<td>St. Augustine</td>
<td>Pueblo Revolt</td>
<td>Defeat of the Spanish Armada</td>
<td>Jamestown</td>
</tr>
<tr>
<td>Montreal</td>
<td>Triangular Trade &amp; Middle Passage</td>
<td>Enlightenment</td>
<td>First Great Awakening</td>
</tr>
<tr>
<td>Mercantilism</td>
<td>Treaty of Paris, 1763</td>
<td>Pontiac's Rebellion</td>
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<td>Common Sense</td>
<td></td>
</tr>
<tr>
<td>Battle of Saratoga</td>
<td></td>
<td>Articles of Confederation</td>
<td></td>
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<tr>
<td>Proclamation of Neutrality</td>
<td></td>
<td>French Revolution</td>
<td></td>
</tr>
<tr>
<td>Louisiana Purchase</td>
<td></td>
<td>Treaty of Ghent</td>
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</tr>
<tr>
<td>Northwest Indian Wars</td>
<td></td>
<td>Tripolitan War</td>
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<tr>
<td>Seminole Wars</td>
<td></td>
<td>Trail of Tears</td>
<td></td>
</tr>
</tbody>
</table>
### Skill 1: Historical Causation (cause and effect/impact)

Historical thinking involves the ability to identify, analyze, and evaluate the relationships among multiple historical causes and effects, distinguishing between those that are long-term and proximate, and among coincidence, causation, and correlation.

Proficient students should be able to:
- Compare causes and/or effects, including between short-term and long-term effects.
- Analyze and evaluate the interaction of multiple causes and/or effects.
- Assess historical contingency by distinguishing among coincidence, causation, and correlation, as well as critiquing existing interpretations of cause and effect.

### Directions

Address the prompt using your thesis formula and contextualization skill by writing a complete introductory paragraph.

### Prompt

**Explain how imperial competition and the exchange of commodities across both sides of the Atlantic Ocean influenced the origins and patterns of development of North American societies in the colonial period.**

<table>
<thead>
<tr>
<th>1492</th>
<th>1565</th>
<th>1607</th>
<th>1754</th>
</tr>
</thead>
</table>

Identify and explain three specific ways the imperial competition and exchange of commodities impacted each category:

a) Impact on European nations…
   1. 
   2. 
   3.

b) Impact on patterns of development in the Americas…
   1. 
   2. 
   3.

Which part of the competition or exchange had the most significant impact or effect? What was the main cause of imperial competition?

Write your thesis!
Causation... America In The World - Foreign Policies & The Atlantic World

Skill 1: Historical Causation (cause and effect/impact)
Historical thinking involves the ability to identify, analyze, and evaluate the relationships among multiple historical causes and effects, distinguishing between those that are long-term and proximate, and among coincidence, causation, and correlation.
Proficient students should be able to ...
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- Analyze and evaluate the interaction of multiple causes and/or effects.
- Assess historical contingency by distinguishing among coincidence, causation, and correlation, as well as critiquing existing interpretations of cause and effect.

Directions: Address the prompt using your thesis formula and contextualization skill by writing a complete introductory paragraph.

Prompt: Explain how the exchange of ideas among different parts of the Atlantic World shaped belief systems and independence movements from the colonial era into the 19th century.

List three significant IDEAS... make sure they span the broad parameters of the prompt:
1.  
2.  
3.

Identify and explain three specific ways the exchange of ideas impacted each category:
a) Impact on belief systems in the Americas...
1.  
2.  
3.  
c) Impact on independence movements in the Americas...
1.  
2.  
3.

What was the most significant idea? Explain how this idea impacted the Americas...

Write your thesis!

Historical Analysis Activity written by Rebecca Richardson, Allen High School using the 2012 College Board APUSH Framework, socialstudies.com, and Facts on File
Historical Analysis Activity written by Rebecca Richardson, Allen High School using the 2012 College Board APUSH Framework, socialstudies.com, and Facts on File
**Skill 1: Historical Causation (cause and effect/impact)**

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- Assess historical contingency by distinguishing among coincidence, causation, and correlation, as well as critiquing existing interpretations of cause and effect.

**Directions:** Complete the graphic organizer below by listing pertinent facts to support your answer to the prompt.

**Objective:** Analyze the motives behind, and results of, economic, military, and diplomatic initiatives aimed at expanding U.S. power and territory in the Western Hemisphere in the years between independence and the Civil War.

---

Historical Analysis Activity written by Rebecca Richardson, Allen High School using the 2012 College Board APUSH Framework, socialstudies.com, and Facts on File
Causation... America In The World - Foreign Policies

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

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. 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. 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. 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. 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. 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.

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. 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. 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 non-white nations of the globe. 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. 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.

SPANISH AMERICAN WAR (1898)

<table>
<thead>
<tr>
<th>CAUSES</th>
<th>EFFECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Cubans wanted independence from Spain / Teller Amendment</td>
<td>1. Cuban independence from Spain</td>
</tr>
<tr>
<td>2. Yellow press / Yellow journalism</td>
<td>2. U.S. acquired Philippines, Puerto Rico, Guam and protectorate status of Cuba under the Platt Amendment</td>
</tr>
<tr>
<td>4. De Lome Letter</td>
<td>4. Debate over the annexation of the Philippines, Treaty of Paris ratified by the Senate, the Philippines annexed Following Filipino Insurrection</td>
</tr>
<tr>
<td>5. The sinking of the USS Maine</td>
<td></td>
</tr>
<tr>
<td>6. Imperialism</td>
<td></td>
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<tr>
<td>7. Belief in white man’s burden</td>
<td></td>
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<tr>
<td>8. Need for markets</td>
<td></td>
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</tbody>
</table>

Historical Analysis Activity written by Rebecca Richardson, Allen High School using the 2012 College Board APUSH Framework, socialstudies.com, and Facts on File.
**Causation... America In The World - Foreign Policies**

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. 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. 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. 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.

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. 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. World War I created a repressive atmosphere for civil liberties, resulting in official restrictions on freedom of speech. As labor strikes and racial strife disrupted society, the immediate postwar period witnessed the first “Red Scare,” which legitimized attacks on radicals and immigrants. 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.

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. 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. 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. 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. 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.

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. 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. 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. Many Mexicans, drawn to the U.S. by economic opportunities, faced ambivalent government policies in the 1930s and 1940s.

*Historical Analysis Activity written by Rebecca Richardson, Allen High School using the 2012 College Board APUSH Framework, socialstudies.com, and Facts on File*
WORLD WAR I (1914-1918; 1917-1918 for the United States)

CAUSES
1. Violation of the freedom of the seas (U-Boat activity) – Breaking the Sussex Pledge and the sinking of the Lusitania
2. Close ties with England and France
3. The Zimmerman note
4. “to make the world safe for democracy” – Wilson’s Fourteen Points

(initial spark in 1914 was the assassination of Archduke Ferdinand which led to entangling alliances falling into war)

EFFECTS
1. U.S. emerged as a creditor nation
2. The Versailles Treaty (reparations, war guilt clause, League of Nations, new European boundaries)
3. Russian Revolution
4. U.S. Senate rejected League, World Court, and Versailles Treaty
5. Disillusionment and return to isolationism and neutrality
6. The Red Scare
7. Political and economic instability in Europe
8. Disarmament conference and fear of another war (Washington Naval Conference)

WORLD WAR II (1939-1945; 1941-1945 for the United States)

CAUSES
1. Political and economic instability in Europe and Asia
2. Reparations and War Guilt clause -- Versailles Treaty
3. Woodrow Wilson's rejection of Racial Equality clause (Japan)
4. Fascist aggression (Germany and Italy)
5. Japanese attack on Pearl Harbor
6. U.S. desire to help Great Britain in her “finest hour”

(initial spark in 1939 was Hitler’s invasion of Poland)

EFFECTS
1. Economic and political instability in Europe and Asia
2. Atomic age
3. Creation of the United Nations
4. Iron Curtain/Russian domination of Eastern Europe
5. Marshall Plan
6. Occupation of Japan and Germany
7. Division of Korea
8. NATO
9. Emergence of Third World/Colonial independence movements

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. 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. 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. The United States developed a foreign policy based on collective security and a multilateral economic framework that bolstered non-Communist nations. The United States sought to “contain” Soviet-dominated communism through a variety of measures, including military engagements in Korea and Vietnam. The Cold War fluctuated between periods of direct and indirect military confrontation and periods of mutual coexistence (or détente).
Causation... America In The World - Foreign Policies

Skill 1: Historical Causation (cause and effect/impact)

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- Compare causes and/or effects, including between short-term and long-term effects.
- Analyze and evaluate the interaction of multiple causes and/or effects.
- Assess historical contingency by distinguishing among coincidence, causation, and correlation, as well as critiquing existing interpretations of cause and effect.

Directions: On a separate sheet of paper, address the Short Answer Questions below. Write in complete sentences.

Set 1 Objective: Explain how the growing interconnection of the U.S. with worldwide economic, labor, and migration systems affected U.S. society since the late 19th century.

a. Briefly explain ONE way the U.S. increased global, economic connections from the Gilded Age through the Progressive Era.
b. Briefly explain ONE way the U.S. increased its global connection with the world labor market from the Gilded Age through the Progressive Era.
c. Briefly explain ONE way the U.S. internal and external migration systems impacted U.S. society from the Gilded Age through the Progressive Era.

Set 2 Objective: Explain how the U.S. involvement in global conflicts in the 20th century set the stage for domestic social changes.

b. Briefly explain how ONE of the following events illustrates an impact of U.S. involvement in global conflicts: First Red Scare, Isolationism, Immigration Quota Act.
c. Briefly explain ONE additional item to defend your answer in part a. or b.

Set 3 Objective: Analyze the major aspects of domestic debates over U.S. expansionism in the 19th century and the early 20th century.

a. Briefly explain ONE difference in the viewpoints of imperialists and anti-imperialists in the late 19th century and early 20th century.
b. Briefly explain ONE event in the late 19th century or early 20th century that could be used to defend the viewpoint of an imperialist.
c. Briefly explain ONE event in the late 19th century or early 20th century that could be used to defend the viewpoint of an anti-imperialist.
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. 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. Cold War competition extended to Latin America, where the U.S. supported non-Communist regimes with varying levels of commitment to democracy. 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.

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. 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. 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. 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.

### THE COLD WAR (1945-1989)

<table>
<thead>
<tr>
<th>CAUSES</th>
<th>EFFECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Soviet aggression &amp; U.S. fears of communist ideology</td>
<td>2. U.S. and USSR debt</td>
</tr>
<tr>
<td>4. Russian success in testing atomic bomb</td>
<td>4. Events from Truman's administration to Bush's administration that relate to Cold War</td>
</tr>
<tr>
<td>5. Emerging Third World nations and U.S. competition with Soviet Union for allies</td>
<td>5. U.S. economic and political involvement in various countries</td>
</tr>
</tbody>
</table>

### THE KOREAN WAR (1950-1953)

<table>
<thead>
<tr>
<th>CAUSES</th>
<th>EFFECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Invasion of North Korean forces into South Korea</td>
<td>1. Armistice and divided country at the 38th parallel</td>
</tr>
<tr>
<td>2. U.S. belief that Soviet Union was behind North Korean invasion</td>
<td>2. North Korea remained communist</td>
</tr>
<tr>
<td>3. A civil war between North and South Korea</td>
<td>3. South Korea now democratic</td>
</tr>
<tr>
<td>4. U.S. belief in policy of containment</td>
<td>4. As a result of armistice U.S. believed it could contain communism anywhere; this led to Vietnam</td>
</tr>
<tr>
<td>5. U.N. Security Council vote</td>
<td>5. Continued tension between North and South Korea</td>
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</tbody>
</table>

### WAR IN VIETNAM (1950-1975)

<table>
<thead>
<tr>
<th>CAUSES</th>
<th>EFFECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The containment policy</td>
<td>1. 58,000 U.S. dead, one million Asians and Cost of over $150 billion</td>
</tr>
<tr>
<td>2. Support of French in Indochina</td>
<td>2. Destruction of Vietnam</td>
</tr>
<tr>
<td>5. The belief that U.S. had successfully contained communism in Korea</td>
<td>5. disillusionment with government (Pentagon Papers, secret bombings)</td>
</tr>
<tr>
<td>7. Gulf of Tonkin Resolution (1964)</td>
<td>7. End of Great Society</td>
</tr>
<tr>
<td>Battles/Key Dates-Tet Offensive (1968); Armistice (1973); Loss of Vietnam (1975)</td>
<td>8. Domestic unrest</td>
</tr>
</tbody>
</table>

Battles/Key Dates-Tet Offensive (1968); Armistice (1973); Loss of Vietnam (1975)
Prompt: To what extent have U.S. policymakers maintained continuity or fostered change in America’s role in the world from 1898-1989?

Define your parameters, and analyze important turning points referenced on the timeline.


Identify three major turning points and briefly explain how they maintained continuity or fostered change. Consider the foreign policy in 1898 as establishing the “before.” Be sure to address EXTENT!

a) 
b) 
c) 

Which one fostered more change? (specific event)

Which one maintained continuity the most? (specific event)

Write your complete thesis:
Period 9, 1980-Present:
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**. The Reagan administration pursued a reinvigorated **anti-Communist and interventionist foreign policy** that set the tone for later administrations. 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.

The **end of the Cold War** led to **new diplomatic relationships** but also **new U.S. military and peacekeeping interventions**, as well as debates over the nature and **extent of American power in the world**. 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. 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**. 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.

Moving into the 21st century, the nation continued to experience challenges stemming from social, economic, and demographic changes. The **increasing integration of the U.S. into the world economy** was accompanied by economic instability and major policy, social, and environmental challenges. Economic inequality increased after 1980 as U.S. manufacturing jobs were eliminated, union membership declined, and real wages stagnated for the middle class. **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. **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.

### Modern Era Wars

<table>
<thead>
<tr>
<th>Modern Era Wars</th>
<th>Duration</th>
<th>Causes</th>
<th>Allies</th>
<th>Opponents</th>
<th>Turning Points</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persian Gulf War</td>
<td>1990-1991</td>
<td>Iraq’s invasion of Kuwait Saddam declared invasion response to overproduction oil</td>
<td>United States &amp; Coalition Forces</td>
<td>Iraq-Saddam Hussein &amp; his army</td>
<td>Operation Desert Storm</td>
<td>Cease fire Feb 28 Iraq recognized Kuwait’s sovereignty (set fire to oil on their way out) agree to get rid of WMD and UN inspections (don’t follow through)</td>
</tr>
<tr>
<td>Intervention in Bosnia and Herzegovina</td>
<td>1996</td>
<td>End of Cold War, Breakup of Yugoslavia and use of terror and genocide against Muslims,</td>
<td>United States &amp; NATO</td>
<td>Slobodan Milosevic &amp; his forces</td>
<td>n/a turning point, but this was deemed a “Humanitarian War”</td>
<td>Milosevic executed, withdrawal of Yugoslav army, continued tension among ethnic/religious groups</td>
</tr>
<tr>
<td>Invasion of Afghanistan</td>
<td>2001-2013</td>
<td>September 11 attacks in Washington DC and NYC</td>
<td>United States and Coalition Forces</td>
<td>Taliban regime in Afghanistan, Osama bin Laden’s al-Qaeda organization</td>
<td>Taliban overthrown, new government elected, Bin Laden on the run Later… 2011 US Navy Seals kill Osama bin Laden</td>
<td>UN-backed peace talks began between the Afghan government &amp; the Taliban, peacekeeping forces still present</td>
</tr>
</tbody>
</table>

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### Skill Type 1: Chronological Reasoning

Historical thinking involves the ability to identify, analyze, and evaluate the relationships among multiple historical causes and effects, distinguishing between those that are long-term and proximate, and among coincidence, causation, and correlation.

### Historical Thinking Skill 5: Contextualization

Historical thinking involves the ability to connect historical events and processes to specific circumstances of time and place and to broader regional, national, or global processes.

**Proficient students should be able to …**

- Explain and evaluate ways in which specific historical phenomena, events, or processes connect to broader regional, national, or global processes occurring at the same time.
- Explain and evaluate ways in which a phenomenon, event, or process connects to other, similar historical phenomena across time and place.

### Directions:

Briefly identify the historical context of each item in the chart below. Your broad context is America’s changing Role in the World. In your contextualization, focus on local context, but consider your analysis of foreign policies (cause and effect).

<table>
<thead>
<tr>
<th>MAIN EVENTS</th>
<th>CONTEXT</th>
<th>MAIN EVENTS</th>
<th>CONTEXT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emancipation</td>
<td>Homestead Act</td>
<td>Custer’s Last</td>
<td>Wounded Knee</td>
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<td>Proclamation</td>
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<td>Stand</td>
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<td>Pacific Railway</td>
<td>Seward’s Folly</td>
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<tr>
<td>Act</td>
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</table>
### Causation... America In The World - Foreign Policies

<table>
<thead>
<tr>
<th>MAIN EVENTS</th>
<th>CONTEXT</th>
<th>MAIN EVENTS</th>
<th>CONTEXT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frontier Thesis</td>
<td></td>
<td>Hawaii</td>
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<tr>
<td>Treaty of Paris, 1898</td>
<td></td>
<td>Open Door Policy</td>
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<tr>
<td>Big Stick</td>
<td></td>
<td>Dollar Diplomacy</td>
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<tr>
<td>Moral Diplomacy</td>
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<td>Fourteen Points</td>
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<td>American Expeditionary Force</td>
<td></td>
<td>Battle of Argonne Forrest</td>
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<tr>
<td>Xenophobia</td>
<td></td>
<td>Red Scare</td>
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<tr>
<td>Treaty of Versailles</td>
<td></td>
<td>Kellogg-Briand Pact</td>
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<tr>
<td>MAIN EVENTS</td>
<td>CONTEXT</td>
<td>MAIN EVENTS</td>
<td>CONTEXT</td>
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<tr>
<td>Isolationism</td>
<td></td>
<td>Axis Powers</td>
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<tr>
<td>Appeasement</td>
<td></td>
<td>Neutrality Acts</td>
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<td>Pearl Harbor</td>
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<td>D-Day</td>
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<td>Battle of Midway</td>
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<td>Atomic Weapons</td>
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<td>Iron Curtain</td>
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<td>NATO</td>
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<td>United Nations</td>
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<td>NASA</td>
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<tr>
<td>Military Industrial Complex</td>
<td></td>
<td>Cuban Missile Crisis</td>
<td></td>
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</tbody>
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Causation... America In The World - Foreign Policies

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<th>MAIN EVENTS</th>
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<td>Arab Oil Embargo</td>
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<td>War Powers Act</td>
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Skill 2: Patterns of Continuity and Change over Time

Historical thinking involves the ability to recognize, analyze, and evaluate the dynamics of historical continuity and change over periods of time of varying lengths, as well as the ability to relate these patterns to larger historical processes or themes.

Directions: On a separate sheet of paper, address the Short Answer Questions. Write in complete sentences.

Objective: Explain how U.S. military and economic involvement in the developing world and issues such as terrorism and economic globalization have changed U.S. foreign policy goals since the middle of the 20th century.

Set 1
a. Briefly explain ONE way U.S. military involvement in the developing world has maintained continuity or fostered change in foreign policy from 1950-Present.
b. Briefly explain ONE way U.S. economic involvement in the developing world has maintained continuity or fostered change in foreign policy from 1950-Present.
c. Briefly explain ONE additional item to defend your answer in part a. or b.

Set 2
a. Briefly explain how ONE of the following events maintained continuity or fostered change U.S. foreign policy in the later half of the 20th century: Arab Oil Embargo of 1973, Lebanon Hostage Crisis of 1982, Attacks of September 11th 2001
b. Briefly explain ONE way increased economic globalization has maintained continuity or fostered change in U.S. foreign policy since mid 20th century.
c. Briefly explain ONE additional event that either maintained continuity or fostered change in U.S. foreign policy in modern times.

Historical Analysis Activity written by Rebecca Richardson, Allen High School using the 2012 College Board APUSH Framework, socialstudies.com, and Facts on File
Continuity/Change over Time, America In The World

Directions: Create a thematic review timeline by adding notes on causes, effects, and the changing role of America in the World.

1634-1638 Pequot War

1675-1676 King Philip's War

1689-1697 King William's War
1702-1713 Queen Anne's War
1744-1748 King George's War

1754-1763 French and Indian War (Seven Years War)

1775-1783 American Revolution

1798-1800 Franco-American Naval War (Quasi-War)

1801, 1805, 1815 Barbary Wars (pirates)

1812-1815 War of 1812

1836 War of Texas Independence

1846-1848 Mexican-American War

1861-1865 American Civil War

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Continuity/Change over Time, America In The World

1898  Spanish-American War

1917-1918  WWI

1941-1945  WWII

1950-1953  Korean War

1954-1973  Vietnam War

1961  Bay of Pigs

1962  Cuban Missile Crisis

1983  Invasion of Grenada

1989  Invasion of Panama

1990-1991  Persian Gulf War, Operation Desert Storm

1995-1996  Intervention in Bosnia and Herzegovina

2001-present  Invasion of Afghanistan

2003-2011  Invasion of Iraq

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