

Unit 7: 1890-1945

Unit 7 covers 1890 to 1945, from the imperialism debates of the 1890s through World War II and the diplomacy that followed it (CED Topics 7.2-7.14).

AP U.S. History

1890-1945

10-17% of the exam

About 20 minutes to read

How to use this guide

Read this guide straight through the first time, following the main thread of the unit. The United States takes a larger international role over time, first by choice in the 1890s and then reluctantly during the world wars, and each expansion leads to debate at home about the country's direction. Similar questions come up in each period, including who is included in American life, how much power the federal government should hold, and whether the United States should lead internationally or avoid involvement. Watch for the same tensions in the 1890s, the World War I years, the 1920s, the 1930s, and the early 1940s.

On the second pass, study actively. Work the trap boxes and the Where Students Lose Points table before you touch the practice questions. Each practice question's explanation names the trap in every wrong option, so read all four even when you picked the right answer. Finish with the six self-check questions, answering out loud with the guide closed, then run the 20-minute plan to move the material into your Rycal decks and Brain Dump.

What this unit is worth. Unit 7 carries 10-17% of the exam, one of the six heavyweight units (Units 3 through 8). It also helps with later material because the imperialism debates preview the Cold War, the New Deal redefines the federal government for the rest of the course, and World War II sets up the second half of the course.

7.2 Imperialism: Debates

In the late 1890s, with the continent settled, some Americans started looking outward. **Imperialists** argued the United States was destined to spread its culture and institutions to peoples around the globe. They gave four reasons, including new economic opportunities abroad, racial theories that ranked some peoples as fit to be ruled, rivalry with European empires already dividing up Africa and Asia, and the perception that the western frontier was closed, so American energy needed a new outlet.

Anti-imperialists answered that ruling other peoples betrayed American principles. Their strongest argument was **self-determination**, the principle that peoples should govern themselves. In their view, defeating Spain and then governing the Philippines made the United States act like the kind of empire it had once rebelled against. They also reached for the long American tradition of **isolationism**, the idea that the country should avoid foreign entanglements. Uncomfortably for modern readers, some anti-

imperialists argued from racial theories of their own, claiming nonwhite peoples could never become true Americans.

THE IMPERIALIST CASE	THE ANTI-IMPERIALIST ANSWER
Closed frontier at home, so expand abroad	Self-determination: peoples should govern themselves
Economic opportunities in overseas markets	Empire corrupts republican government at home
Competition with European empires	Isolationism: avoid foreign entanglements
Racial theories justifying rule over others	Racial theories arguing others could never be Americans

Trap: reducing the debate to money. Economic motives were real, but the CED presents the debate more broadly through economics, racial theories, great-power rivalry, and the perception that the frontier was closed. A question about why imperialists wanted expansion can have a correct answer about racial theories, not trade.

7.3 The Spanish–American War

The war with Spain turned the imperialism debate from theory into territory. American victory brought **U.S. acquisition of island territories in the Caribbean and the Pacific** and pulled the United States deeper into Asian affairs. The war's most difficult consequence involved the **Philippines**. Instead of greeting Americans as liberators, Filipinos fought for their own independence, and the United States spent years suppressing a nationalist movement that wanted self-rule rather than a change of rulers.

The acquisitions also changed what it meant to be a world power in the American imagination. Before the war, influence had mostly meant trade and example. After it, the United States owned territory across an ocean, governed people who had not consented to be governed, and needed the military reach to hold it all. Empire was no longer only an argument about the future because the United States now had overseas territory to govern.

That fighting gave the debate in 7.2 a concrete example. Anti-imperialists could point to an actual war against people demanding self-determination and ask what had become of American principles, while imperialists could point to the same war and argue that order and American institutions had to come first. The CED does not give you a year for the war, battle names, or commanders here because the exam focus is what the war meant for the empire debate rather than its military details.

Trap: treating the war as the end of the argument. The Spanish-American War did not settle the debate. The Philippine fighting that followed made it sharper because Americans were now ruling people who had explicitly refused to be ruled.

7.4 The Progressives

Progressivism was the early-twentieth-century reform movement in which mostly middle- and upper-class reformers, including many women, worked for social change in cities and among immigrant

populations. Investigative journalists hammered political corruption, social injustice, and economic inequality in print. (The CED describes these journalists without using the familiar label muckrakers.) At the national level, Progressives pushed for federal regulation of the economy, expanded democracy, and moral reform at the same time.

Amendments, moral reform, and the vote

Progressive-era constitutional amendments dealt with moral-reform issues such as **prohibition** and with **women's suffrage**, the cause of voting rights for women. The amendments were the **18th Amendment**, ratified in 1919, banned the manufacture and sale of alcohol; the **19th Amendment**, ratified in 1920, barred denying the vote on account of sex. The CED never numbers them, so on the exam it is more useful to describe how Progressives used the Constitution itself as a reform tool for both moral regulation and democratic expansion.

A split over nature, and a split over race

Progressives also argued about natural resources. **Preservationists** and **conservationists** both supported establishing **national parks**, but they favored different government responses to the overuse of natural resources, and the CED records the split without adjudicating it. The deeper division was over race. **Southern segregation** split the movement, with some Progressives supporting the system and others simply ignoring it. For the exam, that division shows a central contradiction in the movement because reformers who wanted a more democratic country could not agree, or would not act, on whether Black Southerners counted.

Trap: picturing Progressives as universally egalitarian. The CED is explicit that segregation divided them. A question asking about the limits of Progressivism is pointing to the fact that many people received moral and economic reform while Southern segregation went unchallenged by much of the movement.

7.5 World War I: Military and Diplomacy

The United States entered **World War I** after a period of initial neutrality, and the decision to enter was itself part of the debate. **Woodrow Wilson** called on the country to defend humanitarian and democratic principles, a deliberate break from the long tradition of noninvolvement in European affairs. The **American Expeditionary Forces** played a relatively limited combat role, but American entry tipped the balance of the war in favor of the **Allies**.

Wilson then threw himself into the postwar negotiations, but the Senate refused to ratify the **Treaty of Versailles** and refused to join the **League of Nations**. The United States had entered a European war to make the world safe for democracy and then declined to join the institution meant to keep it that way. That gap between intervention and commitment carries into the debates of the 1920s.

Trap: assuming the Senate rejected the League because Americans opposed the war. The country had fought the war; the Senate's fight was over the peace, over whether the United States would bind itself to an international organization. Rejection of the treaty and the League was a choice about America's postwar role, not a verdict on the war itself.

7.6 World War I: Home Front

The war was accompanied by fear at home. The **Red Scare** was the wartime climate of anxiety about radicalism, during which official restrictions on freedom of speech grew and suspicion fell on labor activism and immigrant culture. The real laws behind the restrictions were the **Espionage Act** of 1917 and the **Sedition Act** of 1918, which criminalized dissent against the war effort and were used to jail socialists and labor leaders. The CED describes the restrictions without naming the laws, so on the exam it is more useful to describe how wartime fear produced speech restrictions rather than rely on the statute names. Fear of foreign influence and fear of radicalism reinforced each other during this period.

That fear rewrote who could come to America and where Black Americans could go. **Nativist** campaigns against some ethnic groups pushed through **immigration quotas** that limited newcomers, especially from southern and eastern Europe, while barriers to Asian immigration also rose. At the same time, the **Great Migration** carried African Americans out of the South, away from segregation, racial violence, and narrow economic chances, toward the North and West. They found new opportunities there and still met discrimination. At the same time, the country was restricting immigration while Black Southerners were moving from the South toward northern and western cities.

Trap: mixing up the causes. Immigration quotas came from nativist campaigns and wartime suspicion of foreigners. The Great Migration came from Southern segregation, racial violence, and the search for better work. They happened at the same time and both reshaped the country, but one did not cause the other.

7.7 1920s: Innovations in Communication and Technology

New communication technologies connected the country more closely during the 1920s. **Radio** and **cinema** were the new forms of mass media, and they spread a shared national culture as the same programs and pictures reached Americans everywhere while also making Americans more aware of regional cultures they had never encountered. A farmer in Kansas and a clerk in Brooklyn could now laugh at the same broadcast and glimpse how differently the other lived.

New technologies and manufacturing techniques also tilted the economy toward consumer goods and lifted standards of living, creating the decade's **consumer economy**. The **automobile** was central to this mobility. Ford's assembly line made cars affordable, and cars changed where Americans lived, worked, and spent their leisure. The CED describes greater personal mobility without naming the machine, so on the exam it is more useful to describe how new technology reshaped daily life and what Americans could buy.

Trap: treating 1920s prosperity as shared by everyone. The consumer economy improved standards of living in the aggregate, but the CED pairs this topic with the next one because the same decade produced fierce cultural and political fights over who belonged in modern America.

7.8 1920s: Cultural and Political Controversies

The **Harlem Renaissance** was an important creative development connected to migration. It was a 1920s movement of art and literature that expressed ethnic and regional identities and was rooted in the Black communities the Great Migration had built in northern cities. The CED ties it directly to migration, which is the connection to remember.

Beyond that, the decade argued with itself over gender roles, modernism, science, religion, race, and immigration, and the arguments had real flashpoints. The **Scopes Trial** of 1925 put the teaching of evolution on trial in a Tennessee courtroom, science against scripture in front of a national audience. The revived **Ku Klux Klan**, millions strong in the 1920s, turned nativism and anti-Catholicism into a mass movement. Flappers and changing sexual norms tested what a modern woman could be; Prohibition's gangsters tested what modern law could control; the **Sacco and Vanzetti** case tested whether immigrant radicals could get justice. The CED describes these clashes without naming them, which means the exam is more likely to test how a modernizing country fought over its identity than trivia about any single controversy.

One way to read the decade is as a lag between technology and values. The machines of 7.7 changed daily life faster than the morals of many Americans changed, so the country argued over whether the new mass culture would pull people toward modern freedoms or whether older norms would limit the new culture. The controversies of the decade raised versions of that question in different parts of life.

Note. It helps to study 7.7 with 7.8. The technology topic explains what changed in American life, and the controversies topic explains why so many Americans fought about those changes as radio and movies spread the new culture.

7.9 The Great Depression

The **Great Depression** began as a severe episode of credit and market instability and became mass unemployment and social upheaval across the 1930s. The scale of the collapse did two political things. First, it produced calls for a stronger financial regulatory system because many people argued that government had to police markets that could fail this severely. The real programs that answered those calls were the Glass-Steagall Act's banking reforms, including federal deposit insurance, and the new Securities and Exchange Commission policing the stock markets. The CED names no specific program, so on the exam it is more useful to describe the calls for regulation rather than the statutes. Second, the Depression transformed what Americans expected government to do.

That transformation has two names in the CED. The **limited welfare state** describes the new government itself, in which policymakers answered unemployment and upheaval with expanded federal relief and social programs. **Modern American liberalism** describes the new idea behind it, meaning the goals and purposes of activist government as they were redefined in the 1930s. It helps to keep the two straight because one describes what government became and the other describes the argument for why it should be that way.

Trap: saying the Depression created big government by itself. Economic collapse created the pressure; political choices, relief programs, new regulations, a redefined liberalism, created the response. The exam rewards the distinction between the crisis and what policymakers did with it.

7.10 The New Deal

The **New Deal** was **Franklin Roosevelt's** answer to the Depression, and it used government power to provide relief to the poor, stimulate economic recovery, and reform the American economy. Roosevelt did not act in a vacuum. From the left, Louisiana's **Huey Long** demanded a radical redistribution of wealth with his Share Our Wealth movement, the radio priest **Charles Coughlin** thundered against bankers, and **Francis Townsend's** old-age pension crusade drew millions of followers; Roosevelt had to outbid them all. From the right, conservatives in Congress and a Supreme Court that struck down New Deal laws limited how far the programs could go, until Roosevelt's 1937 attempt to add justices to the Court, the court-packing plan, failed and cost him political capital. The CED names none of these figures or confrontations, so on the exam describe them in the framework's terms as pressures from the left and limits from the right. The New Deal developed through negotiation rather than as a fixed blueprint.

The New Deal also had lasting political effects. It fostered a lasting realignment in which ethnic groups, African Americans, and working-class communities identified with the Democratic Party. The CED describes this realignment without using the familiar label New Deal coalition, but the substance is that the party system that dominated American politics into the late twentieth century was built in the 1930s out of the politics of economic crisis.

Trap: crediting the New Deal with ending the Depression. The CED gives that credit to the mass mobilization of World War II, which is what helped end the Great Depression. The New Deal changed the government's role and realigned the parties; it did not restore prosperity by itself.

7.11 Interwar Foreign Policy

The United States did not fully stay out of international affairs during the 1920s. It pursued a **unilateral foreign policy** by acting alone through international investment, peace treaties, and selective military intervention to promote an American vision of international order, all while maintaining **isolationism** as its formal posture. Investment and military forces could go abroad, but the United States avoided entangling commitments.

In the 1930s the mood hardened. Most Americans opposed taking military action against the aggression of **Nazi Germany** and **Japan**, even as the rise of **fascism** and **totalitarianism** alarmed many of them. Opposition to war and anxiety about dictators coexisted until **Pearl Harbor**, when the Japanese attack drew the United States into World War II and ended most Americans' resistance to fighting.

Trap: reading 1920s isolationism as ignoring the world. The United States invested abroad, signed treaties, and intervened militarily in the 1920s. Isolationism meant no permanent alliances and no League-style commitments, not no foreign policy. A question contrasting 1920s unilateralism with 1930s noninvolvement is testing exactly this distinction.

7.12 World War II: Mobilization

World War II mobilized the whole of American society, and that mobilization helped end the Great Depression in a way the New Deal had not. The country's strong industrial base became the engine of victory, equipping and provisioning both America's allies and millions of U.S. troops. **Wartime mobilization** is the economic side of the war, with full employment through war production and government and industry working closely together.

Mobilization also forced the country's contradictions into the open. The war challenged civil liberties most starkly in the **internment of Japanese Americans**. War work opened new opportunities for women and minorities, and wartime debates over racial segregation grew sharper. Migration from Mexico and elsewhere in the Western Hemisphere increased even as government policies toward that migration contradicted themselves. The **Bracero Program**, begun in 1942, actively recruited Mexican farm laborers even as other policies turned migrants away. The CED describes the contradiction without naming the program, so on the exam it is more useful to describe how wartime need pulled migrants in while policy pushed them out. The war made the United States more powerful, and it also made unequal treatment harder to ignore.

Trap: treating mobilization as purely an economic story. The CED pairs the industrial achievement with the civil-liberties failures and the migration pressures deliberately. An exam question on the war's domestic effects can correct-answer on internment just as easily as on war production.

7.13 World War II: Military

The United States and its allies won through **Allied cooperation**, and the CED cites campaigns including the **D-Day invasion** and **Pacific island-hopping** as contributors to that victory. They fought the **Axis powers**, the wartime coalition of Germany, Italy, and Japan. The campaigns included the following examples. On June 6, 1944, American, British, and Canadian forces stormed the beaches of Normandy in the largest amphibious invasion in history, opening the Western Front against Germany; across the Pacific, American forces hopped from island to island, Guadalcanal to Tarawa to Iwo Jima to Okinawa, moving steadily toward Japan. The CED names these as examples without dates or details, so the exam is testing that Allied military cooperation produced victory rather than the order of battle. Technological and scientific advances also contributed; the CED names none specifically. The **atomic bombs** hastened the war's end and immediately raised debates about the morality of using them.

After the war, the revelation of Nazi atrocities, centered on the concentration camps the CED calls the **Holocaust**, reinforced how Americans understood the war as a struggle for freedom and democracy against fascist and militarist ideologies. The military victory and that moral framing together shaped how the United States saw its new power.

Trap: turning the atomic bombs into a debate the exam asks you to settle. The CED makes a narrow claim here, which is that the bombs hastened the end of the war and sparked moral debate. A question will test whether you know that framing, not whether the decision was justified.

7.14 Postwar Diplomacy

The war left Europe and Asia in ruins and the United States dominant in the Allied victory and the postwar peace settlements. **Postwar diplomacy**, as the CED frames it, grew out of that imbalance because America emerged as the most powerful nation on Earth while other countries had been weakened and its own military and economy had been mobilized. This topic connects directly to Unit 8 because the Cold War, the Red Scare, and the affluent society all developed after the United States came out of 1945 with unmatched power and had to decide how to use it.

That dominance also meant the old foreign-policy arguments were finished. Isolationism had depended on distance and on other powers doing the heavy work of keeping order. After 1945, no other power could do that work, and distance no longer protected anyone. The debates of Unit 8 are less about whether America would lead and more about how it would do so through containing communism, policing loyalty, and deciding what the world's most powerful nation owed its own citizens.

Note. The real institutions behind this topic include the **United Nations**, founded in 1945 in San Francisco to keep the peace the League could not, and the **Marshall Plan**, America's 1948 program of massive aid to rebuild Western Europe's shattered economies. The CED names neither, so on the exam it is more useful to answer from the structural fact the CED does give, which is American power without peer in a wrecked world. That is the premise every Cold War question in Unit 8 assumes.

Your 20-minute plan for this unit

- Minutes 0-5. Run the Unit 7 flashcards on Rycal in Learn mode, Recognition stage first. That set is the unit's deck under AP U.S. History, and it covers the terms in this guide. You are checking which names and terms you actually know, including imperialism, self-determination, and the New Deal's three aims. Containment belongs to Unit 8, so do not import it here. Star every card you miss, then drill those starred cards spaced over several days instead of looking at them all in one sitting.
- Minutes 5-12. Open Brain Dump and write for seven minutes on why the United States went from refusing the League of Nations in 1919 to building a mobilized war economy in 1941. Do not look at the guide. Then compare your dump against sections 7.5, 7.11, and 7.12 and note exactly which links you dropped.
- Minutes 12-18. Do a set of AP-style questions for Unit 7 on Rycal. The questions target the same traps named in this guide and in the Where Students Lose Points table below. For each miss, write one sentence naming the trap you fell for, using the wording in the table. If you confused the New Deal with the end of the Depression, that sentence is your study note.
- Minutes 18-20. Open an FRQ drill on Rycal and outline a short-answer response rather than writing a full essay, with one similarity and one difference between the imperialism debates of the 1890s and

the isolationism debates of the 1930s. Take two minutes to plan and then stop, since outlining under time is the skill being practiced.

Where students lose points

Students lose points in Unit 7 when they learn the events but blur the arguments. The table below covers the confusions that cost the most.

THE MIX-UP	THE FIX
Imperialism was only about markets	The CED's debate has four tracks: economics, racial theories, great-power rivalry, and the closed frontier. Any of them can be the right answer.
Progressives were egalitarian reformers	Southern segregation divided the movement: some Progressives supported it, others ignored it. Reform had racial limits.
The Senate rejected the League because the war was unpopular	The fight was over the peace, not the war: whether America would join an international organization.
The New Deal ended the Depression	The CED credits WWII mass mobilization with helping end the Depression. The New Deal changed government's role and realigned the parties.
1920s isolationism meant ignoring the world	The 1920s were unilateral: investment, treaties, and selective intervention without entangling alliances.
Immigration quotas caused the Great Migration	Quotas came from nativism; the Migration came from Southern segregation, violence, and the search for work. Same era, separate causes.
Naming the Espionage Act or the Manhattan Project for CED credit	The CED describes wartime speech restrictions and wartime science without naming them. Describe the pattern; keep the names as the memory behind it.
D-Day details will be tested	The CED names D-Day and island-hopping only as examples of Allied campaigns that produced victory. Know the cooperation, not the order of battle; keep June 1944 and the island names as the story behind the cooperation.

Each mix-up in that table has a matching flashcard in the Unit 7 deck on Rycal. If you read a row and think you would have missed it that way, star that card and bring it back in short spaced drills until the two options stop looking alike.

Practice Questions

Original questions written for this guide in the style of the AP exam. Answers and explanations follow. Do not peek.

1. A newspaper editorial from the late 1890s argues that Americans, seeing the western frontier closed and European empires expanding, are destined to carry their culture and institutions to peoples around the globe. Which position does the editorial best support?

- A. Imperialism
- B. Anti-imperialism
- C. Isolationism
- D. The New Deal coalition

2. Which development does the course framework credit with helping to end the Great Depression?

- A. The New Deal's relief and reform programs
- B. The mass mobilization of American society for World War II
- C. The consumer economy of the 1920s
- D. Progressive-era federal regulation of business

Answer Key

1. A. A is correct because the editorial repeats the imperialist argument, with a closed frontier plus European rivalry justifying the spread of American culture and institutions abroad. B is not correct because anti-imperialists argued the opposite from self-determination, saying that peoples should govern themselves. C is not correct because isolationism was the tradition anti-imperialists invoked against expansion rather than for it. D is not correct because it describes a 1930s political realignment, decades later and about domestic party politics rather than overseas expansion.

2. B. B is correct because the framework states directly that the mass mobilization of American society during World War II helped end the Great Depression, as war production created full employment. A is not correct because the New Deal provided relief, recovery efforts, and reform and realigned the parties, but the framework does not credit it with ending the Depression. C is not correct because the 1920s consumer economy preceded the Depression and collapsed with it. D is not correct because Progressive regulation belongs to the early 1900s and addressed a different economy.

If you missed one above, make it a flashcard now. Put the question in your own words on the front and the trap you fell for on the back, then drill that card spaced over a few days in Rycal.

Six questions to answer without looking

Say each answer out loud or write it down before you check the guide. It helps to answer from memory first so you are practicing recall rather than only recognizing the page.

1. What were the four justifications imperialists gave for overseas expansion in the late 1890s, and what was the anti-imperialists' strongest counterargument?
2. Why did the Philippine conflict after the Spanish–American War sharpen the imperialism debate instead of settling it?
3. In what two ways did Southern segregation expose the limits of Progressivism?
4. What did the Senate's refusal to ratify the Treaty of Versailles and join the League of Nations reveal about America's postwar intentions?

5. How did the home front of World War I change both immigration policy and Black Americans' geography, and what caused each change?
6. What is the difference between the New Deal's effect on the Depression and World War II mobilization's effect on it?

Anything you could not say out loud goes into the deck. Add a card for it, say the answer again tomorrow, and let the spacing push the card further out each time you get it right. When a question keeps beating you, put it back in a short session the next day rather than rereading this page.

Key terms for this unit

Imperialism, Anti-imperialists, Isolationism, Self-determination, "Closed" frontier, Spanish–American War, Philippines, Progressive reform movement, Muckrakers, Prohibition, Women's suffrage, Preservationists, Conservationists, Southern segregation, National parks, World War I, Woodrow Wilson, American Expeditionary Forces, Treaty of Versailles, League of Nations, The Allies, WWI neutrality, Red Scare (after World War I), Immigration quotas, WWI restrictions on freedom of speech, Great Migration, Nativism, Radio, Cinema, Mass media, Automobile, Consumer economy (1920s), Harlem Renaissance, Great Depression, Limited welfare state, Modern American liberalism, New Deal, Franklin Roosevelt, New Deal coalition, Pearl Harbor, Fascism, Totalitarianism, Nazi Germany, Japan, Unilateral foreign policy, World War II, Japanese American internment, Mass mobilization, Mexican immigration, Axis powers, Holocaust, D-Day invasion, Pacific island-hopping, Atomic bombs, Postwar diplomacy

Questions students ask about Unit 7

How is the APUSH exam structured?

Section I: 55 multiple-choice questions in 55 minutes (40% of the score), then 3 short-answer questions in 40 minutes (20%). Starting with the May 2027 exam, all 3 short-answer questions are required, no choosing, and each includes a specified kind of source. Section II: one document-based question with 7 documents in 60 minutes, including a 15-minute reading period (25%); the 2027 DBQ draws evidence from a wider stretch of the course. Then one long essay in 40 minutes (15%), a single required prompt instead of a choice of three. Total exam time is 3 hours 15 minutes.

How much of the exam is Unit 7?

Unit 7 is worth 10-17% of the exam, putting it in the top weight band alongside Units 3 through 8. Only Units 1, 2, and 9 weigh less. It should be treated as a major unit because it covers 1890 to 1945, more than half a century, and its arguments about empire, federal power, and America's world role echo through Units 8 and 9.

Do I need to memorize dates like 1898 for the Spanish–American War or the year of D-Day?

Learn them as context, not as answers. The Spanish–American War was fought in 1898, and D-Day was June 6, 1944, and knowing those anchors keeps the sequence straight in your head. But the course framework frequently omits years the textbooks emphasize. It never gives the year of the Spanish–American War and names D-Day and island-hopping only as example campaigns without dates. The exam tests what events meant and how they connect, so it helps to lead with sequence and significance and use the dates to keep the order straight.

Should I memorize amendment numbers for Prohibition and women's suffrage?

The 18th Amendment banned alcohol and the 19th barred denying the vote on account of sex, and those numbers are worth knowing as context. But the framework says Progressive-era amendments dealt with issues such as prohibition and women's suffrage without numbering them, so on the exam it helps to lead with the pattern that Progressives used constitutional amendments for both moral reform and democratic expansion and use the numbers to keep the amendments straight.

What connects the two world wars' home fronts?

Both wars expanded federal power and both triggered fear-driven crackdowns, with the World War I Red Scare bringing speech restrictions and nativist quotas and World War II bringing the internment of Japanese Americans. Both wars also moved people, including the Great Migration during and after World War I and wartime migration of women, minorities, and Mexican immigrants during World War II.

How does Unit 7 set up Unit 8?

Topic 7.14 is the bridge to the next unit because America emerged from World War II as the most powerful nation on Earth in a wrecked world. Unit 8 asks what it did with that power, containing the Soviet Union abroad while the Red Scare policed loyalty at home. The wartime debates over segregation and civil liberties also feed directly into the civil rights movement of Unit 8.

Where to go next

Turn every missed item from this guide into flashcards and drill them spaced over several days rather than in one sitting. The Unit 7 deck under AP U.S. History on Rycal covers the terms used here, and its practice questions hit the same traps described above. After you have added your misses, check them once more with the guide closed. If you are working toward a test date, put that date in the Test Planner and let it pace the next sessions, or open Brain Dump and write the throughline of this unit from memory before you look anything up.