

## **ELEVENTH GRADE CONTENT STANDARDS**

### **TOPICS FROM THE CALIFORNIA STATE HISTORY~SOCIAL SCIENCE FRAMEWORK**

#### **United States History and Geography: Continuity and Change in the 20<sup>th</sup> Century**

What students should know:

#### REVIEW: THE NATION'S BEGINNINGS

- Demonstrate an understanding of major ideals that influenced the founding of the United States.

#### REVIEW: US TO 1900

- Understand the effects of Civil War and Reconstruction.

#### RELIGION IN AMERICA

- Analyze the role religion played in the development of American society.
- Discuss the contributions of various religious groups.
- Examine incidents of religious intolerance in the United States.

#### INDUSTRIALIZATION

- Explain how industrialization, immigration, and expansion transformed the United States in the period from 1877-1914.
- Describe how Progressives addressed the excesses of the Gilded Age, urbanization, and political corruption.

#### UNITED STATES AS A WORLD POWER

- Trace the rise of the US as a world power in the 20th-century including an examination of the Open Door Policy, and the Spanish American War.
- Examine foreign policies of the Roosevelt, Taft, and Wilson administrations.
- Understand the political, economic, and social ramifications of World War I.

## THE JAZZ AGE

- Demonstrate an understanding of major political, social, economic, and cultural developments of the 1920s.

## GREAT DEPRESSION

- Demonstrate an understanding of the causes of the Great Depression and how the New Deal affected society and changed American federalism.

## WORLD WAR II

- Understand the role of the United States in World War II and the impact of the war on the home front.

## POST WORLD WAR II

- Analyze the economic and social transformations of the United States from WWII to 1965.

## FOREIGN POLICY FROM 1945 - 1989

- Understand the Cold War's impact on American foreign policy, including Korea, Vietnam, and relationships with Latin America.
- Examine the relationship between American foreign policy and the McCarthy Era.
- Analyze the movements protesting foreign policy and their impact on America's subsequent role in world events. Include the movements against the war in Vietnam and movement against nuclear weapons.

## CIVIL RIGHTS MOVEMENT

- Demonstrate an understanding of the struggle for racial equality and the extension of civil rights and civil liberties.

## CONTEMPORARY AMERICAN SOCIETY

- Demonstrate an understanding of the significant political, social and economic changes in the United States from 1965 to the present.

**Eleventh Grade Skills Based on Standardized Tests**

~ Read statistical tables.

~ Understand the historical context of political cartoons, paintings and other visual media.

~ Make sophisticated assumptions by looking at maps..

*OUSD K-12 History / Social Studies Standards*  
**9th-12th GRADE HISTORICAL THINKING STANDARDS**

**Chronological/Spatial Thinking**

1. Students know the key events of the historical eras they are studying, and place them in chronological sequence.
2. Students understand the relationships between a year (e.g., 1865) and the century (e.g., the nineteenth) in which it occurred. They use the terms "early (mid, late) \_\_\_ century."
3. Students use maps to identify physical and cultural features of neighborhoods, cities, states, and countries that they are studying, both historically and in the present.
4. Students understand that change happens at different rates at different times; that some aspects of a thing can change while others remain the same; that change is complicated and not always what it seems. They understand that change affects not only technology and politics, but also values and beliefs.
5. Students understand that we use periodization to divide the past into meaningful chunks of time (e.g., Middle Ages, the Civil Rights Era, the Reagan years). They understand that periods can be divided differently, depending on our purposes in examining the past.
6. Students understand that the present is connected to the past. They identify both similarity (continuity) and difference (change) between past and present.

**Examining Evidence**

1. Students are familiar with a wide range of artifacts, photographs, stories, music, historical maps, and written sources from the periods they are studying. They use these sources to generate questions about the past.
2. Students identify the uses of an artifact. They identify parts of the artifact and how they might contribute to its usefulness. They identify the main subject of a photograph. They identify details in a photograph and explain how they contribute information to the picture. The students understand the meaning of the vocabulary used in written sources and accurately read information from them. They identify the main idea or ideas stated in the source as well as supporting details.
3. Students identify sources, primary and secondary, where they can gain information. They understand how the original intent or audience for the source can be used to evaluate reliability (e.g., diary vs. public letter).

4. Students understand that some sources are more reliable than others. They compare reliable and unreliable sources and offer reasons why one source should be accepted as more reliable than another. They understand that sources may conflict for a variety of reasons.
5. Students understand that primary sources also tell us about the person or people who created them. They use sources to help figure out the purposes and perspectives of their author(s). They explain how sources attempt to persuade audiences through use of vocabulary and other strategies.
6. Students discuss how different primary sources from a time period are related to each other. They explain how the sources are products of the time in which they were produced. They discuss how the author's beliefs and values are related to those of others at the time the source was created.

### **Diversity / Multiple Perspectives**

1. Students examine beliefs, values, and conditions of life of a variety of different people from different times and places.
2. Students imaginatively place themselves in the position of others in different circumstances - today or in the past - and explain what things would look like from those other people's positions. They explain differences between two or more participants' views of a particular event. They tell a story incorporating the views of multiple characters. They understand that the meaning of a story or history changes, depending upon which participant's viewpoint is placed at the center.
3. Students understand the importance of considering the actions and perspectives of all of those involved in a particular event. They discuss how a person's circumstances were connected to how they viewed the world (e.g. a person who lived in the desert valued water highly; an enslaved person saw being able to travel as part of the meaning of freedom).
4. Students do not dismiss others because they are different. They value diversity; they value the attempt to understand why others act as they do.
5. Students understand that it is not sufficient to "imagine" multiple perspectives. They seek and are able to interpret evidence of various historical actors' views and perspectives in order to construct historical accounts. They understand that it is difficult to understand others' assumptions and values without superimposing one's own.

### **Historical Interpretation**

1. Students understand that different interpretations of the same events may be the result of different questions being asked, or different sources being used, or different perspectives of the authors.
2. Students understand that historical interpretations have changed over time.
3. Students describe the strengths and weaknesses of different historical interpretations, based on their authors' use of evidence and their inclusion of multiple perspectives.
4. Students explain why different groups interpret and use history in different ways.
5. Students use multiple primary and secondary sources to construct a narrative of a historical event.

### **Determining Historical/ Geographical Significance**

1. Students explain how certain events and decisions had consequences for others. They evaluate the consequences as positive or negative (or a combination of the two).
2. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
3. Students justify their own judgments of the historical significance of particular events or people.
4. Students distinguish between the significant and trivial details, in relation to a particular historical development or account.
5. Students understand that different historical events, people, and trends may have different significance for different groups or individuals.
6. Students understand the significance of place in people's lives and in shaping historical events.

## **HISTORICAL THINKING: SAMPLE ASSIGNMENTS – ELEVENTH GRADE**

### **Spatial / Chronological Thinking**

- Design a map to illustrate the northward migration and the population density of African Americans in northern cities during the 1920s.
- Make a map with a key contrasting the relative wealth of different regions of the United States during the Depression.
- Prepare a map showing which East European nations were occupied immediately after World War II and by whom.
- Prepare a time line of events leading to the Cuban Missile Crisis.
- Create a time line of United States involvement in Vietnam.

### **Examining Evidence**

- Read the 18th Amendment, the Volstead Act, editorials by Wets and Drys, and list arguments for and against the 18th Amendment.
- Make a chart illustrating how each of these policies (Marshall Plan, NATO, and the Berlin Blockade/ Airlift) illustrates the major premises of the Truman Doctrine.
- Examine four political cartoons from the 1950s to the 1970s (one from each presidential administration: Eisenhower, Kennedy, Johnson, and Nixon) on the Vietnam war. Write a brief commentary about the point of view of each cartoon regarding that conflict.
- Analyze public opinion polls (1972-74) to determine public confidence in government institutions.

### **Diversity / Multiple Perspectives**

- Do a mock trial on either the constitutionality of the trial of Sacco and Vanzetti or the KKK's right to march on Washington.
- Read the poetry and stories of Langston Hughes, Jean Toomer, Countee Cullen; listen to the music of Bessie Smith, Louis Armstrong, Billie Holliday, etc.; write their own blues and/or poetry.

- Write a paper that analyzes Soviet Cold War policy statements in the context of their historic vulnerability to the West (Napoleon, World War I, and World War II).
- Make a collage contrasting the "counterculture" and mainstream culture in the 1960s.

### **Historical Interpretation**

- Make a chart that contrasts the increased wealth of the rich with the decreased wealth of the poor today and speculate on why this might have happened.
- Examine advertisements and films depicting the image of women in the 1950s and 1960s and statistics and court cases concerning the reality of women; write an essay analyzing the incongruity between how women were depicted in popular culture and what life was really like.
- Examine examples of popular culture from the 1920s and, in a formal essay, hypothesize what it was like to be young in the 1920s.
- Write a position paper on the causes of the Cold War, including a comparison of traditional and revisionist interpretations.

### **Determining Historical/ Geographical Significance**

- Write an informal essay describing how popular culture influences students today in terms of language, fashion, and attitudes towards sex. Compare their experiences with those of young people in the 1920s and 1960s.
- Write a cause-and-effect essay illustrating the connection between World War I and the Harlem Renaissance.
- Make a top ten list of American women in the 20th century. Justify your choices.
- Have students determine the significance of economic events such as the Depression, WWII, post-war boom and recession, to patterns of immigration from Mexico and the experiences of Mexican American immigrants. Students should focus on the immigrant experience, attitudes of California residents, and economic and political policies enacted at the national, state, and local levels.

**MODEI UNIT FOR GRADE 11— THE DEPRESSION**

*Sample Question: What caused the Depression and what were its effects on the American people and the role of government?*

**Grade 11 : Model Unit**

<p><b>Historical Thinking Standard</b></p>	<p><b>Assignments / Activities</b> <i>To show evidence of standards, students might:</i></p>
<p><b>Chronological/ Spatial Thinking</b></p> <ul style="list-style-type: none"> <li>• Location</li> <li>• Sequencing</li> </ul>	<ul style="list-style-type: none"> <li>• Draw a map to locate the Dust Bowl and routes taken to California</li> <li>• Create a timeline that shows events leading to the Great Depression, the election of Franklin Delano Roosevelt, and the subsequent New Deal legislation.</li> </ul>
<p><b>Examining Evidence</b></p> <ul style="list-style-type: none"> <li>• Examining primary sources (such as photos, artifacts, and documents)</li> <li>• Relationship between primary sources and historical/ geographical context</li> <li>• Author's intentions / perspective</li> </ul>	<ul style="list-style-type: none"> <li>• Read oral histories from Stud Terkel's <i>Hard Times</i> on the Great Depression.</li> <li>• Write captions or news stories to go with textless photographs of Dorothea Lange, Margaret Bourke-White, and Walker Evans.</li> <li>• Examine charts, graphs, and tables that show rising unemployment, GNP, etc. and write text to accompany these charts.</li> </ul>
<p><b>Diversity / Multiple Perspectives</b></p> <ul style="list-style-type: none"> <li>• Influences (such as location, race, gender, class, age, sexual orientation)</li> <li>• Empathy</li> </ul>	<ul style="list-style-type: none"> <li>• Explore views of patriotism by writing a learning log. Share the log with others in the class.</li> <li>• Read speeches of political leaders such as Lloyd George and Teddy Roosevelt and compare their ideas to the film <i>Gallipoli</i>.</li> </ul>
<p><b>Interpretation</b></p> <ul style="list-style-type: none"> <li>• Constructing historical accounts</li> <li>• Comparing historical accounts</li> <li>• Moral judgment</li> </ul>	<ul style="list-style-type: none"> <li>• Using evidence such as maps, statistics, posters, speeches, and literature, write a one-page analysis of the role nationalism played in World War I and its outcome.</li> </ul>
<p><b>Determining Historical / Geographical Significance</b></p> <ul style="list-style-type: none"> <li>• Connect past and present</li> <li>• Causation</li> <li>• Evaluation</li> <li>• Location</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to a lecture on issues of nationalism in the world today and of the struggle of some people to form nations.</li> <li>• Write an opinion piece answering the question, "Is nationalism a good thing?", drawing upon their knowledge of World War I and current issues.</li> </ul>