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## Social Studies: Grade 11

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### United States History: Continuity and Change in the Twentieth and Twenty-first Centuries

Following a review of the nation's beginnings and the impact of the Enlightenment on U.S. democratic ideals, students in grade eleven study the major events in American history in the twentieth century. Building on prior knowledge of industrialization, students analyze the emergence and impact of accelerated technological development, a corporate economy, and related social and cultural effects on society. Students trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. Emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students consider the major social problems of our time and trace their causes in historical events. Students analyze how the United States has served as a model for other nations and that the rights and freedoms we afforded are not accidental, but the results of a defined set of political principles that are not always basic to citizens of other countries. Students understand that our rights under the U.S. Constitution are a precious inheritance that depends on an educated citizenry for their preservation and protection.

### Social Studies Content Standards (SS):

Statements of what students should know and be able to do in a specific social studies grade level course. The standards provide a clear outline of content so that teachers can develop and align curriculum, instruction, and assessment. Components under each standard describe knowledge or skills and serve as progress indicators for gauging student's achievement of each standard.

- Standard: 11SS1: Students review the significant events in the founding of the United States and its attempts to realize the philosophy of government described in the Declaration of Independence.**
- Components:**
- 11SS1.a:** Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded.
  - 11SS1.b:** Analyze the ideological origins of the American Revolution, the Founding Fathers' philosophy of unalienable natural rights, the debates on the drafting and ratification of the Constitution, and the addition of the Bill of Rights.
  - 11SS1.c:** Describe the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization.
  - 11SS1.d:** Examine the effects of the Civil War, Reconstruction, and of the industrial revolution, including, demographic shifts, western movement, and the emergence in the late nineteenth century of the United States as a world power.
  - 11SS1.e:** Analyze the impact of the western movement on American Indians, farmers, transportation, and the economy.
- Standard: 11SS2: Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.**
- Components:**
- 11SS2.a:** Analyze the influence of religious movements and groups on the development of American civic principles and social reform movements.  
*Examples: The Social Gospel Movement, the rise of Christian liberal theology in the nineteenth century, the Temperance Movement, the Civil Rights Movement, and the rise of Christian fundamentalism in current*

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- 11SS2.b:** Explain the contribution of various religious groups to American civic principles and social reform movements.  
*Examples: civil and human rights, individual responsibility and the work ethic, antimonarchy and self-rule, worker protections, and family-centered communities*
- 11SS2.c:** Describe the principles of religious liberty found in the Establishment and Free Exercise clauses of the First Amendment, including the debate on the issue of separation of church and state.
- 11SS2.d:** Examine incidences of religious intolerance in the United States.  
*Examples: persecution of Mormons, anti-Catholic sentiment, Ghost Dances, and anti-Semitism*
- 11SS2.e:** Discuss the expanding religious pluralism in the United States that resulted from immigration in the twentieth century.

**Standard:** **11SS3: Students analyze the relationship among the rise of industrialization, large-scale rural to urban migration, and massive immigration from Southern and Eastern Europe and Asia.**

- Components:** **11SS3.a:** Evaluate the effects of industrialization on living and working conditions embraced in the portrayal of working conditions and food safety in Upton Sinclair's *The Jungle*.
- 11SS3.b:** Analyze the growth of cities linked by industry and trade, and the development of cities divided by race, ethnicity, and class.
- 11SS3.c:** Trace the effect of the Americanization movement.
- 11SS3.d:** Analyze the effect of urban political machines and responses to them by immigrants and middle-class reformers.
- 11SS3.e:** Discuss the corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders.  
*Examples: Andrew Carnegie, John D. Rockefeller, and Leland Stanford*
- 11SS3.f:** Trace the economic development of the United States and its emergence as a major industrial power; its gains from trade, advantages of its physical geography, and specialization in jobs and businesses.
- 11SS3.g:** Examine the effect of political programs and activities of the Populists.
- 11SS3.h:** Examine the effect of political programs and activities of the Progressives.  
*Examples: federal regulation, the Sixteenth Amendment, initiative, referendum and recall, environmental protection, Theodore Roosevelt, and Robert La Follette*
- 11SS3.i:** Discuss the reasons for the nation's changing immigration patterns and politics.

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**Standard:**     **11SS4: Students trace the rise of the United States to its role as a world power in the twentieth century.**

- Components:**   **11SS4.a:** Evaluate the purpose and the effects of the Open Door policy.
- 11SS4.b:** Analyze the Spanish-American War and U.S. expansion in the South Pacific.
- 11SS4.c:** Evaluate America's role in Latin America; including, the Roosevelt Corollary to the Monroe Doctrine, the Panama Revolution and the building of the Panama Canal.
- 11SS4.d:** Analyze and compare the presidential policies of Theodore Roosevelt's Big Stick diplomacy, William Taft's Dollar Diplomacy, and Woodrow Wilson's Moral Diplomacy.
- 11SS4.e:** Analyze the political, economic, and social ramifications of World War I on the home front.
- 11SS4.f:** Evaluate arguments for and against free trade.

**Standard:**     **11SS5: Students analyze the major political, social, economic, technological, and cultural developments of the 1920's.**

- Components:**   **11SS5.a:** Compare and contrast the policies of Presidents Warren Harding, Calvin Coolidge, and Herbert Hoover.
- 11SS5.b:** Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties; the Palmer Raids, Marcus Garvey's 'back-to-Africa' movement, the Ku Klux Klan, immigration quotas, and the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League to those attacks.
- 11SS5.c:** Examine the passage of the Eighteenth Amendment to the Constitution and the Volstead Act (Prohibition).
- 11SS5.d:** Analyze the passage of the Nineteenth Amendment and the changing role of women in society.
- 11SS5.e:** Describe the Harlem Renaissance and new trends in literature, music, and art, with special attention to the work of writers.  
  *Examples: Zora Neale Hurston and Langston Hughes*
- 11SS5.f:** Evaluate the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture.
- 11SS5.g:** Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies and the resulting prosperity and effect on the American landscape.  
  *Examples: the automobile and electricity*
- 11SS5.h:** Explain how types of business organizations, labor unions, nonprofit

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organizations, technological change, and international competition affect a market economy.

**Standard:**     **11SS6: Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.**

**Components:**   **11SS6.a:** Describe the monetary issues of the late nineteenth and early twentieth centuries that gave rise to the establishment of the Federal Reserve and the weaknesses in key sectors of the economy in the late 1920's.

**11SS6.b:** Explain the principal causes of the Great Depression and the steps taken by the Federal Reserve, Congress, and Presidents Herbert Hoover and Franklin Delano Roosevelt to combat the economic crisis.

**11SS6.c:** Discuss the human toll of the Depression, natural disasters, and unwise agricultural practices and their effects on the depopulation of rural regions and on political movements of the left and right.

**11SS6.d:** Analyze the consequences of New Deal economic policies and the expanded role of the federal government in society and the economy since the 1930's.

*Examples: Works Progress Administration (WPA), Social Security, National Labor Relations Board, farm programs, regional development policies, and energy development projects such as the Tennessee Valley Authority*

**Standard:**     **11SS7: Students analyze U.S. participation in World War II.**

**Components:**   **11SS7.a:** Identify shifting American policies of isolation, intervention, and aggression.

**11SS7.b:** Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.

**11SS7.c:** Identify the roles and sacrifices of individual American soldiers, as well as the unique contribution of the special fighting forces.

*Examples: Tuskegee Airmen, the 442<sup>nd</sup> Regimental combat team, and the Navajo Code Talkers*

**11SS7.d:** Analyze Roosevelt's foreign policy during World War II.  
*Example: Four Freedoms Speech*

**11SS7.e:** Discuss the constitutional issues and impact of events on the U.S. home front; the internment of Japanese Americans (*Fred Korematsu v. United States of America*) and the restrictions on German and Italian resident aliens, the response of the administration to Hitler's atrocities against Jews and other groups, the roles of women in military production, and the roles and growing political demands of African Americans.

**11SS7f:** Describe major developments in aviation, weaponry, communication, medicine, and the war's impact on the location of American industry and use

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of resources.

**11SS7g:** Critique the decision to drop atomic bombs (Hiroshima and Nagasaki) and the consequences of that decision.

**Standard:** **11SS8: Students analyze U.S. foreign policy in the emerging Cold War and its aftermath.**

**Components:** **11SS8.a:** Analyze the effect of the massive aid given to Western Europe under the Marshall Plan after the war and the importance of a rebuilt Europe to the U.S.

**11SS8.b:** Trace the declining role of empires and the expanding role of the Superpowers in world affairs after WWII.

**11SS8.c:** Discuss the establishment of the United Nations and International Declaration of Human Rights and their importance in shaping modern Europe and efforts to maintain peace and international order.

**11SS8.d:** Analyze the role of military alliances; including, NATO and SEATO, deterring communist aggression, and maintaining security during the Cold War.

**11SS8.e:** Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and Containment policy; the era of McCarthyism, instances of domestic Communism (Alger Hiss) and Black Listing, The Truman Doctrine; The Berlin blockade, The Korean War, The Berlin Wall, The Bay of Pigs invasion and the Cuban Missile Crisis, atomic testing in the American West, the "mutual assured destruction" doctrine, and disarmament policies, and The Vietnam War.

**11SS8.f:** Compare and contrast the effects of foreign policy on domestic policies.  
*Examples: protests during the war in Vietnam and the "nuclear freeze movement"*

**11SS8.g:** Analyze the role of the Reagan administration and other factors in the victory of the West in the Cold War.

**Standard:** **11SS9: Students analyze the economic boom and social transformation of post-World War II America.**

**Components:** **11SS9.a:** Trace the impact of the GI Bill on the American economy, society and culture.

**11SS9.b:** Trace the growth of the service sector, white collar, and professional sector jobs in government and business.

**11SS9.c:** Trace the advances and retreats of organized labor, from the creation of the American Federation of Labor (AFL) and the Congress of Industrial Organizations (CIO) to current issues of post-industrial, multinational economy.

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- 11SS9.d:** Examine Truman's labor policy and the congressional reaction to the policy.
- 11SS9.e:** Describe the significance of Mexican immigration and its relationship to the economy.  
*Examples: agriculture, fishing, and service industry*
- 11SS9.f:** Analyze new federal government spending on defense, welfare, interest on national debt, and federal and state spending on education.
- 11SS9.g:** Analyze the increased powers of the presidency in response to the Great Depression, World War II, and the Cold War.
- 11SS9.h:** Discuss the diverse environmental regions of North America, their relationship to local economics, and the origins and prospects of environmental problems in those regions.
- 11SS9.i:** Evaluate the effects of technological developments on society and the economy since 1945.  
*Examples: computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology*
- 11SS9.j:** Discuss forms of popular culture, with an emphasis on their origins and geographic diffusion.  
*Examples: forms of popular music, professional sports, architectural and artistic styles*
- 11SS9.k:** Understand the role of interdependence of buyers (consumers) and sellers (producers) in the areas of public and private goods and services.
- Standard:** **11SS10: Students analyze the development of “The New Frontier”, “The Great Society” and federal civil rights and voting rights.**
- Components:** **11SS10.a:** Evaluate how minority groups organized to confront segregation and discrimination; African American Movement, Woman's Rights Movement, Native American Movement, the Asian Movement, Hispanic American Movement, Youth Activism.
- 11SS10.b:** Examine and analyze the key events, policies, and court cases in the evolution of civil rights; *Dred Scott v. Sandford*, *Plessy v. Ferguson*, *Brown v Board of Education*, and *Regents of the University of California v. Bakke*.
- 11SS10.c:** Analyze the passage and effects of civil rights and voting rights legislation (1964 Civil Rights Act, Voting Rights Act of 1965) and the Twenty-Fourth Amendment, with an emphasis on equality of access to education and to the political process.
- 11SS10.d:** Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies.
- Standard:** **11SS11: Students analyze the major social problems, domestic and economic policy issues and foreign policy in contemporary American society.**

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- Components:**
- 11SS11.a:** Discuss the reasons for the nation's changing immigration policy, with an emphasis on how the Immigration Act of 1965 and successor acts have transformed American society.
  - 11SS11.b:** Analyze the significant domestic policies of contemporary presidents; education, civil rights, economic policy, and environmental policy.
  - 11SS11.c:** Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure.
  - 11SS11.d:** Explain the constitutional crisis originating from the Watergate scandal.
  - 11SS11.e:** Trace the impact of, need for, and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protections laws, with particular attention to the interaction between environmental protection advocates and property rights advocates.
  - 11SS11.f:** Examine how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock births, and drug abuse.
  - 11SS11.g:** Explain the role of profit as the incentive to entrepreneurs in a market economy and identify the key elements of a market economy, such as property rights, competition, and profit.
  - 11SS11.h:** Describe how wages are related to supply, demand, productivity, and job skills.
  - 11SS11.i:** Illustrate the measurements and calculations that compute U.S. national economic performance.
  - 11SS11.j:** Identify the different causes of inflation and explain who gains and loses because of inflation.
  - 11SS11.k:** Explain how changes in exchange rates can have an impact on the purchasing power of individuals in the United States and in other countries.
  - 11SS11.l:** Describe the ways in which the United States uses foreign policy with nations to interact with one another to try to resolve problems in such areas as trade, cultural contact, treaties, diplomacy and military force.
  - 11SS11.m:** Evaluate U.S./Middle East policy and its strategic, political, and economic interests, including those related to the Gulf War.
  - 11SS11.n:** Examine relations between the United States and Mexico; including, key economic, political, immigration, and environmental issues.
  - 11SS11.o:** Examine the different forces that influence U.S. foreign policy; business and labor organizations, interest groups, public opinion, and ethnic and religious

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organizations.

### Social Studies Skills (SSK):

The intellectual skills noted below are to be learned through, and applied to, the content standards for grade eleven. They are to be assessed *only in conjunction with* these content standards. Students demonstrate the following intellectual, reasoning, reflection, and research skills.

#### Chronological and Spatial Thinking

- Skills:**
- 11SSK1:** Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
  - 11SSK2:** Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and political but also values and beliefs.
  - 11SSK3:** Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.
  - 11SSK4:** Students relate current events to the physical and human characteristics of places and regions.

#### Historical Research, Evidence, and Point of View

- Skills:**
- 11SSK5:** Students distinguish valid arguments from fallacious arguments in historical interpretations.
  - 11SSK6:** Students identify bias and prejudice in historical interpretations.
  - 11SSK7:** Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.
  - 11SSK8:** Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

#### Historical Interpretation

- 11SSK9:** Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
- 11SSK10:** Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
- 11SSK11:** Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.

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- 11SSK12:** Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.
- 11SSK13:** Students analyze human modifications of landscapes and examine the resulting environmental policy issues.
- 11SSK14:** Students conduct cost-benefit analyses and apply basic economic indicator to analyze the aggregate economic behavior of the U.S. economy.

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