



The 11<sup>th</sup> grade course in the Social Studies Recommended Curriculum has a broad chronological scope. Instruction in American history uses Delaware and the United States as a context. Since civics, geography, and economics instruction is expected during this grade, the historical timeframe in which instruction takes place must have a wide range. Students will develop skills of historical inquiry, such as reconciling conflicting claims and evaluating the reliability of narrative accounts.

**A student should know historical chronology in such a way as to be able to situate people, laws, and events in appropriate timeframes.** For example, from 1850 to 1990, there was a Civil War, Reconstruction in the South, the settlement of the West, the rise of industrialization and urbanization, a labor movement, overseas expansion, the rise of segregation, two world wars, a Cold War, the rise of the Third World, the end of colonialism, a Great Depression, the expansion of civil liberties, conflict in Korea and Vietnam, economic uncertainty, increasing technological change, globalization. A student should be able to sequence all of these major trends and events within the 1850-1990 timeframe. An organized mental framework of events, people, trends, and other historical phenomena is essential to understanding, evaluating, and constructing historical interpretations.

Social Studies Standards measured in the U.S. History EOC assessment	
Civics 2a	Civics 2b
Economics 1a	Economics 2a
Geography 1a	Geography 3a
History 1a	History 2a
History 2b	History 3a

This course recommends lessons<sup>1</sup> from the Stanford University History Education Group’s [Reading Like a Historian curriculum](#) which engages students in historical inquiry. Each lesson revolves around a central historical question and features sets of primary documents modified for groups of students with diverse reading skills and abilities.

Students learn to investigate historical questions employing literacy strategies such as sourcing, contextualizing, corroborating, and close reading. Instead of memorizing historical facts, students evaluate the trustworthiness of multiple perspectives on issues, and make historical claims backed by documentary evidence.

Lessons from the [Reading Like a Historian curriculum](#) generally follow a three-part structure:

- 1. Establish or review relevant historical background knowledge and pose the central historical question.** Each lesson approaches background knowledge differently. While establishing background knowledge is important, it's only a first step in the inquiry process, and shouldn't extend beyond opening the lesson. This content introduces and frames the central historical question, motivating students to investigate the documents for that lesson.
- 2. Students read documents, then answer guiding questions or complete a graphic organizer.** Documents address the central historical question; most lessons use two or more documents with conflicting perspectives or accounts. The curriculum offers four basic lesson structures:

<sup>1</sup> Lessons are also recommended from other reputable sources, including the Delaware Public Archives, the Delaware Recommended Curriculum, and the National Council for Economic Education.



- *Opening up the Textbook (OUT)*: In these lessons, students examine two documents: the textbook and a historical document that challenges or expands the textbook's account.
- *Cognitive Apprenticeship*: These lessons are based on a theory that cognitive skills must be visible in order for students to learn how to practice them. Here, a teacher explicitly models historical reading skills (sourcing, contextualization, corroboration, close reading). The full sequence begins with cognitive modeling, followed by teacher-led guided practice, and ultimately independent student practice.
- *Inquiry*: Students investigate historical questions, evaluate evidence, construct historical claims, and develop hypotheses through analyzing sets of documents.
- *Structured Academic Controversy (SAC)*: For these lessons, students work in pairs and then teams as they explore a historical question. After taking opposing positions on a question, they try to arrive at a consensus or at least clarify their differences.

**3. Whole-class discussion about a central historical question using documentary evidence to support claims.** Students practice historical thinking skills, articulate claims and defend them with evidence from the documents. Students see that history is open to multiple interpretations, and that the same piece of evidence can support conflicting claims.

#### Instructor Notes

- \* *Instructional resources* are available for each time period studied. Teachers should note that not every resource should be used – there is not enough time. Rather, teachers should select lessons that best fit the students and goals of the department or school.
- \* *Assessment Resources* for each time period were developed by the [Stanford History Education Group](#). These assessments capture students' knowledge in action – rather than recall of discrete facts. Short written responses provide a window to what students think – the information teachers need to make instructional adjustments. These assessments closely align with the expectations of the [Common Core State Standards](#).
- \* The syllabus calls for 34 weeks of instruction to allow time for pacing changes.

These videos linked below demonstrate the use of the instructional resources in classrooms.

- [Reading Like a Historian: Overview](#)
- [Reading Like a Historian: Sourcing](#)  
Follow along as students study original documents to determine whether the source is believable.
- [Reading Like a Historian: Contextualization](#)  
See how the teacher scaffolds learning as students develop their understanding of context.
- [Reading Like a Historian: Corroboration](#)  
Students use books, documents, and images to determine reliability and bias.



**Week 1**

[Introduction](#)

[How to Think Historically](#)

Students recognize skills of historical inquiry that are used regularly, such as reconciling conflicting claims and evaluating the reliability of narrative accounts.

[Lunchroom Fight](#)

[Snapshot Autobiography](#)

[Evaluating Sources](#)

[Make Your Case](#)

[Lunchroom Fight II](#)

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**Weeks 2-5**

**Civil War and Reconstruction  
(1850 – 1877)**

Reconstruction brought important changes including an end to slavery, enfranchisement and greater autonomy for freedmen. However, political and economic inequality remained a fact of life for African Americans, particularly after the withdrawal of federal troops from the South.

Interpretations of Reconstruction range from highly critical to a recognition of its significant achievements. There is general agreement that Reconstruction was a period of remarkable effort undermined by white Southerners and a disinterested Northern electorate. Legal, political and economic opportunities would be delayed for another century.

**Instructional Resources**

[John Brown](#) History 3a

[Emancipation Proclamation](#) History 2b, History 3a

[Abraham Lincoln SAC](#) History 2b, History 3a

[Radical Reconstruction](#) History 2a

[Sharecropping](#) History 2b, History 3a

[Effectiveness of the Freedmen’s Bureau](#) History 3a

[Reconstruction SAC](#) History 2b, History 3a

[Reconstruction](#) History 1a, History 2b

**Assessment Resources**

[Gardner's Civil War Photography](#)

[John Brown’s Legacy](#)

[Reconstruction Riots](#)

[A Perspective on Slavery](#)

[Antebellum South](#)

[The KKK in the 1870s](#)

[Post-Civil War South](#)

[President Grant and Horace Greeley](#)



## Weeks 6-9

### Industrialization and Urbanization (1880 – 1920)

The U.S. underwent a massive transformation in the closing decades of the 19<sup>th</sup> century that involved the maturation of its industrial economy, intense labor conflict, and increasing immigration and urbanization.

Urban populations grew rapidly, offering economic opportunities and improving living conditions. As cities grew, they rose in the hierarchy. Many cities showed unplanned patterns of growth.

Innovations in technology in transportation, communication, agriculture and manufacturing led to increases in the standard of living. Immigration changed the demographics of the United States.

The collective bargaining process and evolution of unions and organized labor improved standards of living, wages, and working conditions.

## Instructional Resources

[Industrial Development](#) History 1a

[Worker Safety and the Triangle Shirtwaist Fire Legacy](#) Economics 1a

[Labor Unions and Working Conditions: United We Stand](#) History 2a

[Chinese Immigration and Exclusion](#) History 2b, History 3a

[Homestead Strike](#) History 2b, History 3a

[Pullman Strike](#) History 2b, History 3a

[Albert Parsons SAC](#) History 2b, History 3a

[Let Freedom Ring](#) History 1a

[Close Reading: The Gospel of Wealth](#) History 3a

Growth of the U.S. Economy After the Civil War<sup>2</sup> Economics 2a, History 1a

The Demand for Immigrants<sup>3</sup> Economics 1a

[Mexican Labor in the 1920s](#) History 2b, History 3a

## Assessment Resources

[Unions in Paterson, New Jersey](#)

[1877 Railroad Strike](#)

[Anarchism and the Haymarket Affair](#)

[Haymarket Aftermath](#)

[Standard Oil Company](#)

[Rockefeller](#)

[Edison and the Kansas Housewife](#)

[Labor Movement in the 1930s](#)

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<sup>2</sup> Focus: *Understanding Economics in U.S. History, Lesson 21*, found on the Virtual Economics® CD-ROM. To obtain this instructional resource developed by the Council for Economic Education, visit <http://ve.councilforeconed.org> or contact Scott Bacon at the [University of Delaware's Center for Economic Education and Entrepreneurship](#).

<sup>3</sup> Focus: *Understanding Economics in U.S. History, Lesson 22*



### Weeks 10-13

#### Progressivism (1890 – 1920)

The Progressive era witnessed significant changes including the births of the modern business corporation, modern politics, the modern presidency, a modern vision of the international order, and modern consumer capitalism.

Progressives influence legislation and constitutional amendments, while political parties take progressive ideas. Progressivism was a response to problems of industrialization and urbanization.

Historians have disagreed over whether progressivism was a large scale “movement,” who was behind it, and why.

#### Instructional Resources

[Political Bosses](#) History 2a

[Jacob Riis](#) History 2a

[Booker T. Washington vs. W.E.B. Dubois](#) History 2a

[Background on Woman Suffrage](#) History 2a

[Anti-Suffragists](#) History 2a

Money Panics and the Establishment of the Federal Reserve<sup>4</sup> Economics 2a

Bigger is Better: The Economics of Mass Production<sup>5</sup> Economics 1a

[Settlement House Movement SAC](#) History 2b, History 3a

[Japanese Segregation in San Francisco](#) History 2a

[Populism and the Election of 1896](#) History 1a

[Chicago Race Riots of 1919](#) History 1a

#### Assessment Resources

[The Role of Women](#)

[Photographs of Working Children](#)

[Riis's Urban Photography](#)

[Women's Rights](#)

[Immigration](#)

[The Conservation Movement](#)

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<sup>4</sup> Focus: *Understanding Economics in U.S. History, Lesson 28*, found on the Virtual Economics® CD-ROM. To obtain this instructional resource developed by the Council for Economic Education, visit <http://ve.councilforeconed.org> or contact Scott Bacon at the [University of Delaware's Center for Economic Education and Entrepreneurship](#).

<sup>5</sup> Focus: *Understanding Economics in U.S. History, Lesson 23*



**Weeks 14-17**

**American Overseas Expansion  
(1890 – 1920)**

The United States territorial expansion overseas at the turn of the 20<sup>th</sup> century signaled the rise of the United States as a world power.

Americans had opposing viewpoints and motives for engaging in expansion overseas. Others refer to the expansion as justified by economic, political, ideological, and military necessity).

Historians have debated whether the transition from continental based expansion to overseas expansion marked a departure from or continuation of U.S. policy.

**Instructional Resources**

- [Maine Explosion](#)
- [Spanish-American War](#)
- [Philippine-American War Political Cartoons](#)
- [Soldiers in the Philippines](#)

**Assessment Resources**

- [Opposition to the Philippine-American War](#)
- [Connections to the Philippine-American War](#)
- [American Imperialism](#)
- [Explosion of the USS Maine](#)

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**Weeks 18-21**

**The Great Depression and the  
New Deal  
(1929 – 1940)**

Increasing technological change, an economic depression, and an environmental disaster caused major demographic shifts. These shifts altered population patterns and impacted people’s standard of living.

The Great Depression and New Deal redefined the role of government and produced legislation that reshaped the modern U.S. economy.

**Instructional Resources**

- [Measuring the Great Depression](#) Economics 2a
- [The New Deal](#) History 1a
- [Social Security](#) History 3a
- [New Deal SAC](#) History 2b, History 3a
- [Text-Based Writing: FDR’s Bank Holiday Speech](#) Economics 2a
- [The Dust Bowl](#) History 1a

**Assessment Resources**

- [Migrant Mother](#)
  - [Labor History](#)
  - [Breadlines in the 1930s](#)
  - [Lange's Iconic Photograph](#)
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**Weeks 22 – 23**

**Entry into the Second World War  
(1941-1946)**

The U.S. emerged from its defense of democracy in the Second World War as a world superpower.

While the U.S. defended democratic principles abroad, it continued to deny some at home. U.S. entry into the Second World War caused changes in the labor force, the roles of women, and African Americans in the military.

Goods and services were rationed, while the U.S. government worked to persuade Americans to help in the war effort.

**Instructional Resources**

[FDR and the Lend-Lease Act](#) Civics 2b

[Rationing](#) Economics 1a

[American Persuasion](#) History 2b

[Changing Gender Roles](#) History 2a

[Japanese Internment](#) History 2b, History 3a

[Atomic Bomb](#) History 3a

[Women in the U.S. Workforce](#)<sup>6</sup> Economics 1a, History 1a

[When the Boys Came Marching Home](#)<sup>7</sup> Economics 2a

**Assessment Resources**

[Appeasement at Munich](#)

[Japanese Internment](#)

[Evacuating Japanese Americans](#)

**Weeks 24 - 25**

**Cold War and Containment  
(1945 – 1970)**

American foreign policy targets communism, leading to conflict in Korea and Vietnam.

The alliance between the U.S. and Soviet Union during the Second World War dissolved in the face of competing visions for the postwar world. Hostilities between the superpowers continued for nearly half a century.

Historians have debated whether one side was to blame for the Cold War, or it was the inevitable result of tensions between the world's two most powerful nations.

**Instructional Resources**

[Cold War](#) History 2b

[Cuban Missile Crisis](#) History 1a

[Korean War](#) History 3a

[Gulf of Tonkin](#) History 2a

[The Cold War](#) History 2b

[Anti-Vietnam War Movement](#) History 1a

[Cold War in Guatemala](#) History 1a

[Truman and MacArthur](#) History 3a

**Assessment Resources**

[Cold War Foreign Policy](#)

<sup>6</sup> Focus: Understanding Economics in U.S. History, Lesson 34, found on the Virtual Economics® CD-ROM. To obtain this instructional resource, developed by the Council for Economic Education, visit <http://ve.councilforeconed.org> or contact Scott Bacon at the [University of Delaware's Center for Economic Education and Entrepreneurship](#).

<sup>7</sup> Focus: Understanding Economics in U.S. History, Lesson 33



**Weeks 26-29**

**Expansion of Civil Liberties  
(1950 - 1970)**

**Historical Research:**

[Begin a National History Day project.](#)

Approaches to ending racial segregation include legislation, reform movements, non-violence and violence. These approaches, and judicial reinterpretations of amendments, contributed to significant gains for minorities during the Civil Rights era. But the goal of full equality remains unfulfilled.

Historians disagree about when the Civil Rights Movement started, the emphasis placed on Civil Rights leaders, and the centrality of nonviolent protest in affecting change.

**Instructional Resources**

[Integration of the U.S. Armed Forces](#) History 1a

[Desegregation in Delaware](#) Civics 2b

[School Integration](#) History 1a, Civics 2b

[Montgomery Bus Boycott](#) History 2a

[Women in the 1950s](#) History 3a

[Great Society](#) History 3a

[Civil Rights Act of 1964](#) History 2a

The Economics of Racial Discrimination<sup>8</sup> Economics 1a

**Assessment Resources**

[Civil Rights Movement in Context](#)

[Women's Rights](#)

[Nashville Riot](#)

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<sup>8</sup> *Focus: Understanding Economics in U.S. History, Lesson 35*, found on the Virtual Economics® CD-ROM. To obtain this instructional resource, developed by the Council for Economic Education, visit <http://ve.councilforeconed.org> or contact Scott Bacon at the [University of Delaware's Center for Economic Education and Entrepreneurship](#).





**Weeks 30-34**

**Building Contemporary America  
(1960 – 1990)**

Historical Research: Complete a National History Day project.

Demographic changes include new urban patterns (suburbs, cities); new population patterns that result from technology and economic change; and increasing connections in transportation and communication.

The powers of the Presidency have changed over time, increasing the use of executive orders and direct intervention without consent of Congress.

The U.S. continues to face international dangers in the modern era but terrorism has replaced communism as the dominant threat.

The globalization of business, the change from a manufacturing economy to a services economy, and a revolution in information technologies have given birth to a new economy that present opportunities and challenges for the U.S. economy.

**Instructional Resources**

[President Reagan and the Cold War](#) History 2a

[Executive Power in Times of Crisis](#); [Lesson Plan](#) History 1a, Civics 2b

[Building Suburbia: Highways and Housing in Postwar America](#) Geography 3a, History 1a

The Knowledge and Technology-Based Economy of Today<sup>9</sup> Economics 2a

The No-Good Seventies<sup>10</sup> Economics 2a

**Assessment Resources**

[The Conservation Movement](#)

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<sup>9</sup> Focus: *Understanding Economics in U.S. History, Lesson 38*

<sup>10</sup> Focus: *Understanding Economics in U.S. History, Lesson 36*