

Social Studies Curriculum

Grade 11 United States History and Government

Social Studies Practices Grades 9-12

A. Gathering, Interpreting, and Using Evidence

1. Define and frame questions about events and the world in which we live, form hypotheses as potential answers to these questions, use evidence to answer these questions, and consider and analyze counter-hypotheses.
2. Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).
3. Analyze evidence in terms of content, authorship, point of view, bias, purpose, format, and audience.
4. Describe, analyze, and evaluate arguments of others.
5. Make inferences and draw conclusions from evidence.
6. Deconstruct and construct plausible and persuasive arguments, using evidence.
7. Create meaningful and persuasive understandings of the past by fusing disparate and relevant evidence from primary and secondary sources and drawing connections to the present.

B. Chronological Reasoning and Causation

1. Articulate how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events.
2. Identify causes and effects using examples from different time periods and courses of study across several grade levels.
3. Identify, analyze, and evaluate the relationship between multiple causes and effects
4. Distinguish between long-term and immediate causes and multiple effects (time, continuity, and change).
5. Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time and investigate factors that caused those changes over time.
6. Recognize that choice of specific periodization's favors or advantages one narrative, region, or group over another narrative, region, or group.
7. Relate patterns of continuity and change to larger historical processes and themes.
8. Describe, analyze, evaluate, and construct models of historical periodization that historians use to categorize events.

C. Comparison and Contextualization

1. Identify similarities and differences between geographic regions across historical time periods, and relate differences in geography to different historical events and outcomes.
2. Identify, compare, and evaluate multiple perspectives on a given historical experience.
3. Identify and compare similarities and differences between historical developments over time and in different geographical and cultural contexts.
4. Describe, compare, and evaluate multiple historical developments (within societies; across and between societies; in various chronological and geographical contexts).
5. Recognize the relationship between geography, economics, and history as a context for events and movements and as a matrix of time and place.
6. Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes and draw connections to the present (where appropriate).

D. Geographic Reasoning

1. Ask geographic questions about where places are located, why their locations are important, and how their locations are related to the locations of other places and people.
2. Identify, describe, and evaluate the relationships between people, places, regions, and environments by using geographic tools to place them in a spatial context.
3. Identify, analyze, and evaluate the relationship between the environment and human activities, how the physical environment is modified by human activities, and how human activities are also influenced by Earth's physical features and processes.
4. Recognize and interpret (at different scales) the relationships between patterns and processes.
5. Recognize and analyze how place and region influence the social, cultural, and economic characteristics of civilizations.
6. Characterize and analyze changing connections between places and regions.

E. Economics and Economics Systems

1. Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.
2. Analyze the ways in which incentives influence what is produced and distributed in a market system.
3. Evaluate the extent to which competition between sellers and between buyers exists in specific markets.
4. Describe concepts of property rights and rule of law as they apply to a market economy.
5. Use economic indicators to analyze the current and future state of the economy.
6. Analyze government economic policies and the effects on the national and global economy.

F. Civic Participation

1. Demonstrate respect for the rights of others in discussions and classroom debates; respectfully disagree with other viewpoints and provide evidence for a counter-argument.
2. Participate in activities that focus on a classroom, school, community, state, or national issue or problem.
3. Explain differing philosophies of social and political participation and the role of the individual leading to group-driven philosophies.
4. Identify, describe, and contrast the roles of the individual in opportunities for social and political participation in different societies.
5. Participate in persuading, debating, negotiating, and compromising in the resolution of conflicts and differences.
6. Identify situations in which social actions are required and determine an appropriate course of action.
7. Work to influence those in positions of power to strive for extensions of freedom, social justice, and human rights.
8. Fulfill social and political responsibilities associated with citizenship in a democratic society and interdependent global community by developing awareness of and/or engaging in the political process.

11.1 COLONIAL FOUNDATIONS (1607– 1763): European colonization in North America prompted cultural contact and exchange between diverse peoples; cultural differences and misunderstandings at times led to conflict. A variety of factors contributed to the development of regional differences, including social and racial hierarchies, in colonial America.

(Standards: 1, 2, 3, 4, 5; Themes: MOV, TCC, GEO, GOV, ECO, EXCH)

11.1a Contact between Native American groups and Europeans occurred through cultural exchanges, resistance efforts, and conflict.

- **Key terms and ideas:** European contact with native Americans (Dutch, English, French, and Spanish), Columbian Exchange, impacts of European colonization on Native Americans

11.1b A number of factors influenced colonial economic development, social structures, and labor systems, causing variation by region.

- **Key terms and ideas:** Geographic impacts on patterns of settlement, development of colonial economic systems (mercantilism), salutary neglect, differing areas of the colonies (New England, middle, and southern), colonial economic and social structures, indentured servitude and slavery (understanding each and comparing each), development of slavery as a racial institution

11.1c Colonial political developments were influenced by British political traditions, Enlightenment ideas, and the colonial experience. Self-governing structures were common, and yet varied across the colonies.

- **Key terms and ideas:** Enlightenment ideas, their influence on colonial political institutions, British traditions (Magna Carta), Mayflower Compact, Maryland Toleration Act of 1649, new England Town Meetings, Virginia House of Burgesses (ideas of self-government)

Social Studies Practices: A (1, 2, 3, 4, 5, 6, 7) B (1, 2, 3, 4, 5, 6, 7, 8) C (1, 2, 3, 4, 5, 6) D (1, 2, 3, 4, 5, 6) E (6) F (1)

CCLS: RI (1, 2, 4, 5, 7) W (1a, 1b, 1c, 1d, 1e, 2b, 2c, 2d, 2e, 2f), 4, 9, 10 SL (1a, 1b, 1c, 1d, 2, 3, 5)

11.2 CONSTITUTIONAL FOUNDATIONS (1763 – 1824): Growing political and economic tensions led the American colonists to declare their independence from Great Britain. Once independent, the new nation confronted the challenge of creating a stable federal republic.

(Standards: 1, 5; Themes: TCC, GOV, CIV, ECO)

11.2a Following the French and Indian War, the British government attempted to gain greater political and economic control over the colonies. Colonists resisted these efforts, leading to increasing tensions between the colonists and the British government.

- **Key terms and ideas:** Albany Plan of Union, French and Indian War and its importance in leading to the Revolution, Proclamation of 1763, the Grenville Acts (Sugar and **Stamp Act**), the Townshend Acts, the Tea Act, Boston Massacre, Coercive Acts (Intolerable Acts), Resistance of colonists (Boycotts, Sons of Liberty, Committees of Correspondence)

11.2b Failed attempts to mitigate the conflicts between the British government and the colonists led the colonists to declare independence, which they eventually won through the Revolutionary War, which affected individuals in different ways.

- **Key terms and ideas:** Declaration of Independence, Olive Branch Petition, *Common Sense*, Battle of Saratoga, importance of France

11.2c Weaknesses of the Articles of Confederation led to a convention whose purpose was to revise the Articles of Confederation but instead resulted in the writing of a new Constitution. The ratification debate over the proposed Constitution led the Federalists to agree to add a bill of rights to the Constitution.

- **Key terms and ideas:** Strength and weaknesses of the Articles of Confederation, Northwest Ordinance, Shay's Rebellion, 4 main compromises of the Constitution, federalism, 6 principals of the Constitution, *Federalist Papers*, first 2 political parties and the issues they were based on, Bill of Rights

11.2d Under the new Constitution, the young nation sought to achieve national security and political stability, as the three branches of government established their relationships with each other and the states.

- **Key terms and ideas:** President George Washington and his importance in the future philosophy of foreign affairs (Farewell Address), Hamilton's financial plan and how it impacted the beginning of the political parties, Election of 1800, Key Marshall Court decisions (*Marbury v. Madison*, *McCulloch v. Maryland*, *Gibbons v. Ogden*, and *Worcester v. Georgia*), examine the importance of these cases on the power of the Federal government

Social Studies Practices: A (2, 3, 4, 5, 6), B (1, 4, 5, 6, 7), C (1, 2, 3, 5), D (2, 3, 6), E (4, 6), F (1, 3)

CCLS: RI (1, 2, 4, 5, 7) W (1a, 1b, 1c, 1d, 1e, 2b, 2c, 2d, 2e, 2f), 4, 9, 10 SL (1a, 1b, 1c, 1d, 2, 3, 5)

11.3 EXPANSION, NATIONALISM, AND SECTIONALISM (1800 – 1865): As the nation expanded, growing sectional tensions, especially over slavery, resulted in political and constitutional crises that culminated in the Civil War.

(Standards: 1, 3, 4, 5; Themes: TCC, GEO, GOV, ECO, TECH)

11.3a American nationalism was both strengthened and challenged by territorial expansion and economic growth.

- **Key terms and ideas:** Louisiana Purchase, War of 1812, Monroe Doctrine, nationalism of the time, market revolution, technological and transportation advancements of the time, growth of domestic industries, demand for free and slave labor, changing role of women, rise of political democracy, Andrew Jackson's presidency (*Eras of the common man*, Bank War, nullification, re-birth of 2-party system, Indian removal Act

11.3b Different perspectives concerning constitutional, political, economic, and social issues contributed to the growth of sectionalism.

- **Key terms and ideas:** Concept of state's rights (Kentucky and Virginia Resolutions), abolitionist movement (Nat Turner, Sojourner Truth, William Lloyd Garrison, Frederick Douglass, Harriet Beecher Stowe), emergence of Women's rights movement out of the abolition movement (Grimke sisters, Lucretia Mott, and Elizabeth Cady Stanton, Seneca Falls Convention, expansion of slavery into the new territories (Missouri Compromise, Manifest Destiny, Texas, Mexican-American War, Compromise of 1850, Kansas-Nebraska Act, *Dred Scott Case*, and John Brown's raid

11.3c Long-standing disputes over States' rights and slavery and the secession of Southern states from the Union, sparked by the election of Abraham Lincoln, led to the Civil War. After the issuance of the Emancipation Proclamation, freeing the slaves became a major Union goal. The Civil War resulted in tremendous human loss and physical destruction.

- **Key terms and ideas:** Strengths and weaknesses of the Union and Confederacy, Emancipation Proclamation, Gettysburg Address

Social Studies Practices: A (2, 3, 4, 5), B 1, 2, 3, 4, 5, 7), C (1, 2, 5), D (1, 5), E (4, 5, 6)

CCLS: RI (1, 2, 4, 5, 7) W (1a, 1b, 1c, 1d, 1e, 2b, 2c, 2d, 2e, 2f), 4, 9, 10 SL (1a, 1b, 1c, 1d, 2, 3, 5)

11.4 POST-CIVIL WAR ERA (1865 – 1900): Reconstruction resulted in political reunion and expanded constitutional rights. However, those rights were undermined, and issues of inequality continued for African Americans, women, Native Americans, Mexican Americans, and Chinese immigrants.

(Standards: 1, 4, 5; Themes: ID, TCC, CIV, ECO)

11.4a Between 1865 and 1900, constitutional rights were extended to African Americans. However, their ability to exercise these rights was undermined by individuals, groups, and government institutions.

- **Key terms and ideas:** 13th, 14th, and 15th Amendments, Radical Republicans and Reconstruction, Black Codes, KKK, Jim Crow laws, *Plessy v. Ferguson*, Freedmen’s Bureau, election of 1876, Compromise of 1877

11.4b The 14th and 15th amendments failed to address the rights of women.

- **Key terms and ideas:** 14th and 15th Amendments exclusion of women and corresponding actions, Susan B. Anthony

11.4c Federal policies regarding westward expansion had positive effects on the national economy but negative consequences for Native Americans.

- **Key terms and ideas:** Homestead Act and Pacific Railway Act (effects on westward expansion), Dawes Act

11.4d Racial and economic motives contributed to long-standing discrimination against Mexican Americans and opposition to Chinese immigration.

- **Key terms and ideas:** Mexican-American War, treaty of Guadalupe Hidalgo, Chinese immigration, “New” immigration, Chinese Exclusion Act of 1882

Social Studies Practices: A (1, 2, 3, 4, 5), B (1, 2, 3, 4, 5), C (1, 2, 4), D (1, 5, 6), F (1)

CCLS: RI (1, 2, 4, 5, 7) W (1a, 1b, 1c, 1d, 1e, 2b, 2c, 2d, 2e, 2f), 4, 9, 10 SL (1a, 1b, 1c, 1d, 2, 3, 5)

11.5 INDUSTRIALIZATION AND URBANIZATION (1870 – 1920): The United States was transformed from an agrarian to an increasingly industrial and urbanized society. Although this transformation created new economic opportunities, it also created societal problems that were addressed by a variety of reform efforts.

(Standards: 1, 3, 4, 5; Themes: TCC, GEO, SOC, CIV, TECH)

11.5a New technologies and economic models created rapid industrial growth and transformed the United States.

- **Key ideas and terms:** Industrialization of the era, John D. Rockefeller, Andrew Carnegie, J.P. Morgan, Henry Ford (analyzing their business structures and organizational structures), *Wabash St. Louis & Pacific RR v. Illinois*, Interstate Commerce Act, Sherman Anti-trust Act, President Theodore Roosevelt’s trust-busting (*Northern Securities Co. v. United States*)

11.5b Rapid industrialization and urbanization created significant challenges and societal problems that were addressed by a variety of reform efforts.

- **Key ideas and terms:** Irish immigration and immigration from southern and eastern Europe between 1840 and 1920, farmers between 1870 and 1900 (Grange, farmer alliances, and Populist Party), attempts of workers to unionize (Knights of labor, AFL, American railway Union, International Garment Worker's Union, and the Industrial Workers of the World), Progressive era reforms (16th and 17th Amendments and Federal Reserve, 19th Amendment, temperance and prohibition movements), Jane Addams (Hull House), Jacob Riis (*How the Other Half Lives*), Upton Sinclair (*The Jungle* and the Meat Inspection Act), Margret Sanger and birth control, Ida Tarbell (*The History of the Standard Oil Company*), Ida Wells and her writings about lynching of African Americans, W. E. B. Du Bois and the founding of the National Association for the Advancement of Colored People (NAACP), the publication of *The Crisis*, and the Silent Protest (1917)

Social Studies Practices: A (1, 2, 3, 5), B (1, 2, 4, 5, 7), C (2), D (6), E (2, 6), F (6)

CCLS: RI (1, 2, 4, 5, 7) W (1a, 1b, 1c, 1d, 1e, 2b, 2c, 2d, 2e, 2f), 4, 9, 10 SL (1a, 1b, 1c, 1d, 2, 3, 5)

11.6 THE RISE OF AMERICAN POWER (1890 – 1920): Numerous factors contributed to the rise of the United States as a world power. Debates over the United States' role in world affairs increased in response to overseas expansion and involvement in World War I. United States participation in the war had important effects on American society.

(Standards: 1, 2, 3, 4: Themes: GEO, SOC, GOV, ECO)

11.6a In the late 1800s, various strategic and economic factors led to a greater focus on foreign affairs and debates over the United States' role in the world.

- **Key terms and ideas:** Imperialistic aims of United States (economic and strategic), Hawaii, Spanish-American War, annexation of the Philippines, Caribbean and Latin America, Panama canal, Roosevelt Corollary
- 11.6b While the United States attempted to follow its traditional policy of neutrality at the beginning of World War I, the nation eventually became involved in the war. President Woodrow Wilson led the nation into war with the hope of reforming the international order through his Fourteen Points.
- **Key terms and ideas:** WWI (President Wilson's shift from neutrality to involvement), goals of the Fourteen Points, his role at the Versailles peace Conference, compromises to gain approval for the league of Nations, reasons US Senate did not ratify Treaty of Versailles

11.6c World War I had important social, political, and economic effects on American society.

- **Key terms and ideas:** Effects of mobilization on the United States economy, including the role and contributions of women and African Americans in the war effort, causes of the Great Migration, *Schenck v. United States*, connection between postwar recession, fear of radicals, xenophobia, and the Red Scare (1919)

Social Studies Practices: A (1, 2), B (2, 3, 4, 6), C (3, 4, 5), D (1, 2, 4, 5, 6)

CCLS: RI (1, 2, 4, 5, 7) W (1a, 1b, 1c, 1d, 1e, 2b, 2c, 2d, 2e, 2f), 4, 9, 10 SL (1a, 1b, 1c, 1d, 2, 3, 5)

11.7 PROSPERITY AND DEPRESSION (1920 – 1939): The 1920s and 1930s were a time of cultural and economic changes in the nation. During this period, the nation faced significant domestic challenges, including the Great Depression.

(Standards: 1, 4; Themes: ID, TCC, SOC, CIV)

11.7a The 1920s was a time of cultural change in the country, characterized by clashes between modern and traditional values.

- **Key terms and ideas:** Roaring Twenties, Flappers, changing roles, Prohibition, Immigration Quota Acts of 1820s, reemergence of the KKK, Scopes Trial

11.7b African Americans continued to struggle for social and economic equality while expanding their own thriving and unique culture. African American cultural achievements were increasingly integrated into national culture.

- **Key terms and ideas:** Harlem Renaissance, Marcus Garvey (Black Nationalism)

11.7c For many Americans, the 1920s was a time of prosperity. However, underlying economic problems, reflected in the stock market crash of 1929, led to the Great Depression. President Franklin D. Roosevelt's responses to the Great Depression increased the role of the federal government.

- **Key terms and ideas:** Prosperity of the 1920's, weaknesses of the economy that lead to stock market crash of 1929 and the Great Depression, compare and contrast responses of President Hoover and President Franklin D. Roosevelt's response to Great Depression, Dust Bowl, FDR's leadership during depression, New Deal, expansion of federal government, constitutional challenges, court packing

Social Studies Practices: A (1, 2, 3, 4, 6, 7), B (1, 2, 3, 4, 5, 6, 7), C (2, 3, 4, 6), D (1, 2, 3), E (1, 5, 6)

CCLS: RI (1, 2, 4, 5, 7) W (1a, 1b,1c,1d, 1e, 2b, 2c, 2d, 2e, 2f), 4, 9, 10 SL (1a, 1b, 1c, 1d, 2, 3, 5)

**11.8. WORLD WAR II (1935 – 1945): The participation of the United States in World War II was a transformative event for the nation and its role in the world.
(Standards: 1, 2; Themes: TCC, GOV, CIV, TECH)**

11.8a As situations overseas deteriorated, President Roosevelt’s leadership helped to move the nation from a policy of neutrality to a pro-Allied position and, ultimately, direct involvement in the war.

- **Key terms and ideas:** Neutrality Acts (1935-1937), “cash and carry”, lend-lease, American-Japanese diplomacy prior to the war, Pearl Harbor, FDR’s leadership during WWII and as leader of the Grand Alliance

11.8b United States entry into World War II had a significant impact on American society.

- **Key terms and ideas:** United States mobilization (war time production and effects on unemployment) Japanese removal (internment camps), *Korematsu v. United States* (1944), contributions of women (Rosie the Riveter), African Americans, native Americans, Asian Americans, and Mexican Americans, discrimination in military and workforce

11.8c In response to World War II and the Holocaust, the United States played a major role in efforts to prevent such human suffering in the future.

- **Key terms and ideas:** Holocaust, Nuremberg War Crimes trials, Eleanor Roosevelt and the creation of the United Nations Universal Declaration of Human Rights

Social Studies Practices: A (1, 2, 3, 4, 5, 6, 7), B (1, 2, 3, 4, 5, 6, 7), C (2, 3, 4, 5, 6), D (1, 2, 4, 5, 6), E (6)

CCLS: RI (1, 2, 4, 5, 7) W (1a, 1b,1c,1d, 1e, 2b, 2c, 2d, 2e, 2f), 4, 9, 10 SL (1a, 1b, 1c, 1d, 2, 3, 5)

**11.9 COLD WAR (1945 – 1990): In the period following World War II, the United States entered into an extended era of international conflict called the Cold War which influenced foreign and domestic policy for more than 40 years.
(Standards: 1, 2, 3; Themes: TCC, GOV, ECON)**

11.9a After World War II, ideological differences led to political tensions between the United States and the Soviet Union. In an attempt to halt the spread of Soviet influence, the United States pursued a policy of containment.

- **Key terms and ideas:** Post war conferences (Poland, postwar Germany, Eastern Europe, and their direct influence on creating the Cold war), containment, Truman Doctrine, Marshall Plan, NATO, Berlin blockade, McCarthyism, Korean War, Vietnam War, anti-war movement, student protest, Watergate, War Powers Act

11.9b The United States and the Soviet Union engaged in a nuclear arms race that eventually led to agreements that limited the arms buildup and improved United States-Soviet relations.

- **Key terms and ideas:** Nuclear arms race and proliferation (begin with detonation by Soviets of atomic bomb in 1949, Sputnik, space race), Cuban Missile Crisis (Soviet motives and US reaction), Nuclear Test Ban Treaty, détente and its effect on the nuclear arms race

11.9c American strategic interests in the Middle East grew with the Cold War, the creation of the State of Israel, and the increased United States dependence on Middle Eastern oil. The continuing nature of the Arab-Israeli dispute has helped to define the contours of American policy in the Middle East.

- **Key terms and ideas:** US foreign policy in the Middle East (Israel, Iran Saudi Arabia, and Camp David Accords)

11.9d A combination of factors contributed to the end of the Cold War, including American policies and Soviet economic and political problems that led to the loss of Soviet control over Eastern Europe.

- **Key terms and ideas:** Fall of Berlin Wall, end of the Cold War, Soviet economic problems, Soviet efforts at reform (perestroika and glasnost), loss of Soviet control over Eastern Europe

Social Studies Practices: A (1, 2, 3, 4, 5, 6, 7), B (1, 2, 3, 4, 5, 6, 7, 8), C (1, 2, 3, 4, 5, 6), D (1, 2, 4, 5, 6), E (2), F (1)

CCLS: RI (1, 2, 4, 5, 7) W (1a, 1b, 1c, 1d, 1e, 2b, 2c, 2d, 2e, 2f), 4, 9, 10 SL (1a, 1b, 1c, 1d, 2, 3, 5)

11.10 SOCIAL AND ECONOMIC CHANGE/DOMESTIC ISSUES (1945 – present): Racial, gender, and socioeconomic inequalities were addressed by individuals, groups, and organizations. Varying political philosophies prompted debates over the role of the federal government in regulating the economy and providing a social safety net.

(Standards: 1, 4, 5; Themes: ID, TCC, SOC, GOV, CIV, ECO)

11.10a After World War II, long-term demands for equality by African Americans led to the civil rights movement. The efforts of individuals, groups, and institutions helped to redefine African American civil rights, though numerous issues remain unresolved.

- **Key terms and ideas:** Martin Luther King Jr., Stokely Carmichael, Fannie Lou Hammer, Malcom X, NAACP, Southern Christian Leadership Conference (SCLC) Student Non-violent Coordination Committee (SNCC), *Brown v. Board of Education of Topeka*, the Civil Rights Act of 1964, *Heart of Atlanta Motel, Inc. v. United States*, Voting Rights Act of 1965, Montgomery bus boycott, Little Rock 9, Birmingham protest, March on Washington

11.10b Individuals, diverse groups, and organizations have sought to bring about change in American society through a variety of methods.

Key terms and ideas: *feminine Mystique*, national Organization of Women, Equal Pay Act, Title IX, *Roe v. Wade*, Cesar Chavez (United Farm Workers), Native Americans, People with Disabilities Act, rights of the accused (*Mapp v. Ohio*, *Gideon v. Wainwright*, *Miranda v. Arizona*, Immigration Act of 1965, Immigration Act of 1986, debates over immigration, Gay rights, *Silent Spring*, Clean Air Act, Clean Water Act, Environmental Protection Agency, *Engel v. Vitale*, *Tinker v. Des Moines School District*, *New Jersey v. T.L.O*

11.10c Varying political philosophies prompted debates over the role of the federal government in regulating the economy and providing a social safety net.

- **Key terms and ideas:** President Johnson's Great Society and President Reagan's Reaganomics (compare and contrast the two), causes of financial panic of 2008, federal government's response to the Great Recession, Affordable Care Act

Social Studies Practices: A (1, 2, 3, 4, 5, 6, 7), B (1, 2, 3, 4, 5, 6, 7), C (2, 3, 4, 5, 6), D (2, 3, 5), E (2, 3, 5, 6), F (1)

CCLS: RI (1, 2, 4, 5, 7) W (1a, 1b, 1c, 1d, 1e, 2b, 2c, 2d, 2e, 2f), 4, 9, 10 SL (1a, 1b, 1c, 1d, 2, 3, 5)

11.11 THE UNITED STATES IN A GLOBALIZING WORLD (1990 – present)

The United States' political and economic status in the world has faced external and internal challenges related to international conflicts, economic competition, and globalization. Throughout this time period, the nation has continued to debate and define its role in the world.

(Standards: 1, 2, 4, 5; Themes: TCC, GOV, CIV, TECH, EXCH)

11.11a The United States created a coalition to defeat Iraq in the Persian Gulf War (1991), but was reluctant to commit American military power through the rest of the decade.

- **Key terms and ideas:** Persian Gulf War, United States foreign policy (Bosnia, Rwanda, Kosovo), examine these areas in regard to the tension between the ideas of defending human rights and reluctance to intervene stemming from the Vietnam syndrome

11.11b In response to the terrorist attacks of September 11, 2001, the United States launched the War on Terror, which involved controversial foreign and domestic policies.

- **Key terms and ideas:** September 11th, War on Terror, invasion of Afghanistan, US Patriot Act (constitutional issues in regards to civil liberties) , invasion of Iraq (weapons of mass destruction and course of the war)

11.11c Globalization and advances in technology have affected the United States economy and society.

- **Key terms and ideas:** Positive and negative effects of globalization in regard to US economy, economic and strategic rivalry between United States and China

Social Studies Practices: A (1, 2, 3, 4, 5, 6, 7), B (1, 2, 3, 4, 5, 6, 7, 8), C (1, 2, 3, 4, 5, 6), D (1, 3, 5, 6), E (2, 5, 6), F (1)

CCLS: RI (1, 2, 4, 5, 7) W (1a, 1b,1c,1d, 1e, 2b, 2c, 2d, 2e, 2f), 4, 9, 10 SL (1a, 1b, 1c, 1d, 2, 3, 5)