

11th Grade Social Science Blueprint Benchmark #1

Content Standard	CCSS Literacy Standard	# of Questions	Type of Question	DoK level	%	Documents
11.1.2 Analyze the ideological origins of the American Revolution, the Founding Fathers' philosophy of divinely bestowed unalienable natural rights, the debates on the drafting and ratification of the Constitution, and the addition of the Bill of Rights.	RH 11-12.1 RH 11-12.2	3-4	Multiple Choice	2-3	20	1st and 2nd paragraph of the Declaration of Independence
11.2.1 Know the effects of industrialization on living and working conditions, including the portrayal of working conditions and food safety in Upton Sinclair's The Jungle.	RH 11-12.1 RH 11-12.2	3-4	Multiple Choice	2-3	20	Excerpt from the Jungle
11.1.2 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.	RH 11-12.2	3-4	Multiple Choice	2-3	20	1st Amendment (free exercise/establishment clause)
11.4.4 Explain Theodore Roosevelt's Big Stick diplomacy, William Taft's Dollar Diplomacy, and Woodrow Wilson's Moral Diplomacy, drawing on relevant speeches.	RH 11-12.6 RH 11-12.7	3-4	Multiple Choice	1-3	20	Roosevelt Corollary Political Cartoon Missionary/Moral Diplomacy "Meaning of Liberty" (2nd Paragraph) Dollar Diplomacy (Substitute Dollars for Bullets 2nd paragraph)
11.4.4 Explain Theodore Roosevelt's Big Stick diplomacy, William Taft's Dollar Diplomacy, and Woodrow Wilson's Moral Diplomacy, drawing on relevant speeches.	RH 11-12.6 RH 11-12.7 WHST..11-12.2	1	Extended Response	3	20	Same documents as above for 11.4.4

Key Ideas and Details

- **CCSS.ELA-Literacy.RH.11-12.1** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- **CCSS.ELA-Literacy.RH.11-12.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- **CCSS.ELA-Literacy.RH.11-12.3** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure

- **CCSS.ELA-Literacy.RH.11-12.4** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
- **CCSS.ELA-Literacy.RH.11-12.5** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- **CCSS.ELA-Literacy.RH.11-12.6** Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas

- **CCSS.ELA-Literacy.RH.11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- **CCSS.ELA-Literacy.RH.11-12.8** Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- **CCSS.ELA-Literacy.RH.11-12.9** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity

CCSS.ELA-Literacy.RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

Primary Resource Documents to accompany the questions:

11.1.2 Document

Source: 1st and 2nd paragraph of the Declaration of Independence

Action of Second Continental Congress, July 4, 1776
The unanimous Declaration of the thirteen United States of America

WHEN in the Course of human Events, it becomes necessary for one People to dissolve the Political Bands which have connected them with another, and to assume among the Powers of the Earth, the separate and equal Station to which the Laws of Nature and of Nature's God entitle them, a decent Respect to the Opinions of Mankind requires that they should declare the causes which impel them to the Separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.--That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, --That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.--Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world...

11.2.1 Document

Source: Excerpt from *The Jungle*, by Upton Sinclair 1906

Meat scraps were also found being shoveled into receptacles from dirty floors, where they were left to lie until again shoveled into barrels or into machines for chopping. These floors, it must be noted, were in most cases damp and soggy, in dark, ill-ventilated rooms, and the employees in utter ignorance of cleanliness or danger to health expectorated at will upon them. In a word, we saw meat shoveled from filthy wooden floors, piled on tables rarely washed, pushed from room to room in rotten box carts, in all of which processes it was in the way of gathering dirt, splinters, floor filth, and the expectoration of tuberculosis and other diseased workers. . . . Where comment was made to floor superintendents about these matters, it was always the reply that this meat would afterwards be cooked, and that this sterilization would prevent any danger from its use. . . In one well-known establishment we came upon fresh meat being shoveled into barrels, and a regular proportion being added of stale scraps that had lain on a dirty floor in the corner of a room for some days previous.” Upton Sinclair, *The Jungle*, 1906.

11.3.5 Document

Source: U.S. Constitution 1st Amendment

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

11.4.4

Suggested question for the 11.4.4 Extended Response:

Compare and contrast **TWO** of the three types of diplomacy and their meaning as issued by President's Theodore Roosevelt, William Taft and Woodrow Wilson. Use the documents and historical background examples in which each form of diplomacy was used to demonstrate overall understanding of each policy.

1. Roosevelt Corollary Political Cartoon



The Roosevelt Corollary was an additional policy to Monroe Doctrine by U.S. President Theodore Roosevelt in 1904. It showed that U.S. have the right to exercise “an international police power” in the Western Hemisphere against European intervention. The Roosevelt administration encouraged American banks to invest into Dominican Republic, Cuba and Costa Rica, and he believed economic control was the best way to spread American values. And this policy influenced economy and politics of these small countries a lot.

2. Taft's Dollar Diplomacy

Excerpt from President Taft's Dollar Diplomacy, 1912

“The diplomacy of the present administration ...has been characterized as substituting dollars for bullets. It is one that appeals alike to idealistic humanitarian sentiments, to the dictates of sound policy and strategy, and to legitimate commercial aims. It is an effort frankly directed to the increase of American trade upon the axiomatic principle that the government of the United States shall extend all proper support to every legitimate and beneficial American enterprise abroad.”

3. Wilson's Moral Diplomacy

Missionary/Moral Diplomacy “Meaning of Liberty” July 4, 1914, Woodrow Wilson's speech at Independence Hall

“You know, my fellow-countrymen, what a big question there is in Mexico. Eighty-five per cent of the Mexican people have never been allowed to have any genuine participation in their own Government or to exercise any substantial rights with regard to the very land they live upon. All the rights that men most desire have been exercised by the other fifteen per cent. Do you suppose that that circumstance is not sometimes in my thought? I know that the American people have a heart that will beat just as strong for those millions in Mexico as it will beat, or has beaten, for any other millions elsewhere in the world, and that when once they conceive what is at stake in Mexico they will know what ought to be done in Mexico. I hear a great deal said about the loss of property in Mexico and the loss of the lives of foreigners, and I deplore these things with all my heart. Undoubtedly, upon the conclusion of the present disturbed conditions in Mexico those who have been unjustly deprived of their property or in any wise unjustly put upon ought to be compensated. Men's individual rights have no doubt been invaded, and the invasion of those rights has been attended by many deplorable circumstances, which ought sometime, in the proper way, to be accounted for. But back of it all is the struggle of a people to come into its own, and while we look upon the incidents in the foreground let us not forget the great tragic reality in the background which towers above the whole picture.”