

**Oakland Unified School District
Teaching American History Project**

Instructions

Please help us by taking this survey. The survey will provide important information to be used in the planning and evaluation of the district's Teaching American History Project. There are two sections to this survey. The first section contains general questions about you and your approach to history/social studies instruction. The second section of the survey is designed to elicit your opinions about your instruction and student learning as it relates to specific state content standards. Please note: the second section of the survey is individualized for each grade level. Only fill in Section II of the survey for the grade level you teach.

This is an anonymous survey; individual surveys are forwarded directly to our external evaluators for tabulation. Individual responses to the survey will NOT be made available to district staff. District staff will receive a report comprised of aggregated data. You will be paid directly from the evaluator \$30 for your time so please include your contact information at the end of the survey.

Section I

Q1. What school do you teach at? _____

Q2. What grade level(s) do you teach? _____ (*Middle and high school teachers go to Q4*)

Q3. (*Elementary School Teaches Only*) What is the frequency and duration of history/social studies instruction (place a *v* next to the response that best describes your instructional program)

Q3a. On average, how many times a week do you teach history/social studies as a separate discipline?

__ less than 1 time __1 time __2 times __3 times __4 times __5 or more times

Q3b. How much time is spent in a typical history/social studies instructional session?

__15 or less minutes __15-30 minutes __30-45 minutes __45 or more minutes

(*Elementary school teachers go to Q5*)

Q4. (*Middle-High School Teaches Only*) How many classes of history/social studies do you teach? _____

Q5. (*All Teachers*) Please summarize your experiences in learning and teaching American History (e.g. workshops, teacher inservices, higher education, other professional development –use the back of this sheet if needed).

Q6. Place a *v* in the column for the response that best describes your knowledge and ability.

| | Very Limited | Limited | Adequate | Good | Expert |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|----------------|-----------------|-------------|---------------|
| <i>My Knowledge Of:</i> | | | | | |
| The history/social studies standards for the grade level(s) I teach. | | | | | |
| American history and social studies content for the grade level(s) I teach | | | | | |
| Appropriate primary sources to use when I am teaching history and social studies | | | | | |
| Curriculum and other instructional resources to assist my history/social studies instruction | | | | | |
| <i>My Ability To:</i> | | | | | |
| Promote chronological/spatial thinking among students in my classroom (e.g. location, sequence) | | | | | |
| Engage student in the examination of evidence (e.g. examining primary sources, relationship between primary sources and historical/geographical context, author's intentions/perspectives). | | | | | |
| Provide student diverse and multiple perspectives from the past to promote historical understanding (e.g. influences, empathy). | | | | | |
| Promote student interpretation (e.g. constructing/comparing historical accounts, making moral judgments) | | | | | |
| Assist students in determining historical/geographical significance (e.g. connect past and present, causation, evaluation, and location) | | | | | |
| Use biographies when teaching history/social studies | | | | | |
| Use technology to teach history/social studies | | | | | |
| Use multiple assessments, including writing projects and collaborative assessments to determine student competency related to history/social studies | | | | | |

Section II – Eleventh Grade

The following is a list of eleventh grade state content standards. Please use the scale shown above each group of items. There are no right or wrong answers, so please respond to each item with your best assessment of your current practice and beliefs.

| Eleventh Grade History-Social Science Content Standards United States History and Geography: Continuity and Change in the Twentieth Century | Does your classroom instruction and the curriculum materials you currently use prepare students to do the following? | | | | Why? Explain your response to the previous question (Check no more than two) | | | | | How Important? |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|------------------|--------------------|------|---------------------------------------------------------------------------------------------|-------------------------------|--------------------------|----------------------------|---------------------|-------------------------------------------------------------------------------------------------------------------------------|
| | Not at All | Only Slightly | Moderately Well | Well | Time | Resources and Materials | Significance of Topic | My Content Knowledge | Student Interest | On a scale of 1 (low) to 8 (high) How important is this standard to student understanding of American History? |
| 11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence. | | | | | | | | | | |
| 11.1.1 Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded. | | | | | | | | | | |
| 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. | | | | | | | | | | |
| 11.1.3 Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization. | | | | | | | | | | |
| 11.1.4 Examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late nineteenth century of the United States as a world power. | | | | | | | | | | |

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| 11.2 Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe. | | | | | | | | | | |
| 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 <i>The Jungle</i> . | | | | | | | | | | |
| 11.2.2 Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class. | | | | | | | | | | |
| 1.2.3 Trace the effect of the Americanization movement. | | | | | | | | | | |
| 11.2.4 Analyze the effect of urban political machines and responses to them by immigrants and middle-class reformers. | | | | | | | | | | |
| 11.2.5 Discuss corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders. | | | | | | | | | | |
| 11.2.6 Trace the economic development of the United States and its emergence as a major industrial power, including its gains from trade and the advantages of its physical geography. | | | | | | | | | | |

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| 11.2.7 Analyze the similarities and differences between the ideologies of Social Darwinism and Social Gospel (e.g., using biographies of William Graham Sumner, Billy Sunday, Dwight L. Moody). | | | | | | | | | | |
| 11.2.8 Examine the effect of political programs and activities of Populists. | | | | | | | | | | |
| 11.2.9 Understand the effect of political programs and activities of the Progressives (e.g., federal regulation of railroad transport, Children's Bureau, the Sixteenth Amendment, Theodore Roosevelt, Hiram Johnson). | | | | | | | | | | |
| 11.3 Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty. | | | | | | | | | | |
| 11.3.1 Describe the contributions of various religious groups to American civic principles and social reform movements (e.g., civil and human rights, individual responsibility and the work ethic, antimonarchy and self-rule, worker protection, family-centered communities). | | | | | | | | | | |

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| 11.3.2 Analyze the great religious revivals and the leaders involved in them, including the First Great Awakening, the Second Great Awakening, the Civil War revivals, the Social Gospel Movement, the rise of Christian liberal theology in the nineteenth century, the impact of the Second Vatican Council, and the rise of Christian fundamentalism in current times. | | | | | | | | | | |
| 11.3.3 Cite incidences of religious intolerance in the United States (e.g., persecution of Mormons, anti-Catholic sentiment, anti-Semitism). | | | | | | | | | | |
| 11.3.4 Discuss the expanding religious pluralism in the United States and California that resulted from large-scale immigration in the twentieth century. | | | | | | | | | | |
| 11.3.5 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. | | | | | | | | | | |
| 11.4 Students trace the rise of the United States to its role as a world power in the twentieth century. | | | | | | | | | | |
| 11.4.1 List the purpose and the effects of the Open Door policy. | | | | | | | | | | |

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| 11.4.2 Describe the Spanish-American War and U.S. expansion in the South Pacific. | | | | | | | | | | |
| 11.4.3 Discuss America's role in the Panama Revolution and the building of the Panama Canal. | | | | | | | | | | |
| 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. | | | | | | | | | | |
| 11.4.5 Analyze the political, economic, and social ramifications of World War I on the home front. | | | | | | | | | | |
| 11.4.6 Trace the declining role of Great Britain and the expanding role of the United States in world affairs after World War II. | | | | | | | | | | |
| 11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s. | | | | | | | | | | |
| 11.5.1 Discuss the policies of Presidents Warren Harding, Calvin Coolidge, and Herbert Hoover. | | | | | | | | | | |

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| 11.5.2 Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey's "back-to-Africa" movement, the Ku Klux Klan, and 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. | | | | | | | | | | |
| 11.5.3 Examine the passage of the Eighteenth Amendment to the Constitution and the Volstead Act (Prohibition). | | | | | | | | | | |
| 11.5.4 Analyze the passage of the Nineteenth Amendment and the changing role of women in society. | | | | | | | | | | |
| 11.5.5 Describe the Harlem Renaissance and new trends in literature, music, and art, with special attention to the work of writers (e.g., Zora Neale Hurston, Langston Hughes). | | | | | | | | | | |
| 11.5.6 Trace the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture. | | | | | | | | | | |

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| 11.5.7 Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape. | | | | | | | | | | |
| 11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government. | | | | | | | | | | |
| 11.6.1 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 1920s. | | | | | | | | | | |
| 11.6.2 Understand the explanations of 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. | | | | | | | | | | |

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| 11.6.3 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, with particular attention to the Dust Bowl refugees and their social and economic impacts in California. | | | | | | | | | | |
| 1.6.4 Analyze the effects of and the controversies arising from New Deal economic policies and the expanded role of the federal government in society and the economy since the 1930s (e.g., Works Progress Administration, Social Security, National Labor Relations Board, farm programs, regional development policies, and energy development projects such as the Tennessee Valley Authority, California Central Valley Project, and Bonneville Dam). | | | | | | | | | | |
| 11.6.5 Trace the advances and retreats of organized labor, from the creation of the American Federation of Labor and the Congress of Industrial Organizations to current issues of a postindustrial, multinational economy, including the United Farm Workers in California. | | | | | | | | | | |

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| 11.7 Students analyze America's participation in World War II. | | | | | | | | | | |
| 11.7.1 Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor. | | | | | | | | | | |
| 11.7.2 Explain U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge. | | | | | | | | | | |
| 11.7.3 Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442nd Regimental Combat team, the Navajo Code Talkers). | | | | | | | | | | |
| 11.7.4 Analyze Roosevelt's foreign policy during World War II (e.g., Four Freedoms speech). | | | | | | | | | | |

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| 11.7.5 Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., 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. | | | | | | | | | | |
| 11.7.6 Describe major developments in aviation, weaponry, communication, and medicine and the war's impact on the location of American industry and use of resources. | | | | | | | | | | |
| 11.7.7 Discuss the decision to drop atomic bombs and the consequences of the decision (Hiroshima and Nagasaki). | | | | | | | | | | |
| 11.7.8 Analyze the effect of massive aid given to Western Europe under the Marshall Plan to rebuild itself after the war and the importance of a rebuilt Europe to the U.S. economy. | | | | | | | | | | |

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| 11.8 Students analyze the economic boom and social transformation of post-World War II America. | | | | | | | | | | |
| 11.8.1 Trace the growth of service sector, white collar, and professional sector jobs in business and government. | | | | | | | | | | |
| 1.8.2 Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California. | | | | | | | | | | |
| 11.8.3 Examine Truman's labor policy and congressional reaction to it. | | | | | | | | | | |
| 11.8.4 Analyze new federal government spending on defense, welfare, interest on the national debt, and federal and state spending on education, including the California Master Plan. | | | | | | | | | | |
| 11.8.5 Describe the increased powers of the presidency in response to the Great Depression, World War II, and the Cold War. | | | | | | | | | | |
| 11.8.6 Discuss the diverse environmental regions of North America, their relationship to local economies, and the origins and prospects of environmental problems in those regions. | | | | | | | | | | |

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| 11.8.7 Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology. | | | | | | | | | | |
| 11.8.8 Discuss forms of popular culture, with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles). | | | | | | | | | | |
| 11.9 Students analyze U.S. foreign policy since World War II. | | | | | | | | | | |
| 11.9.1 Discuss the establishment of the United Nations and International Declaration of Human Rights, International Monetary Fund, World Bank, and General Agreement on Tariffs and Trade (GATT) and their importance in shaping modern Europe and maintaining peace and international order. | | | | | | | | | | |
| 11.9.2 Understand the role of military alliances, including NATO and SEATO, in deterring communist aggression and maintaining security during the Cold War. | | | | | | | | | | |

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| 11.9.3 Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following: | | | | | | | | | | |
| 11.9.3a The era of McCarthyism, instances of domestic Communism (e.g., Alger Hiss) and blacklisting | | | | | | | | | | |
| 11.9.3b The Truman Doctrine | | | | | | | | | | |
| 11.9.3c The Berlin Blockade | | | | | | | | | | |
| 11.9.3d The Korean War | | | | | | | | | | |
| 11.9.3e The Bay of Pigs invasion and the Cuban Missile Crisis | | | | | | | | | | |
| 11.9.3f Atomic testing in the American West, the "mutual assured destruction" doctrine, and disarmament policies | | | | | | | | | | |
| 11.9.3g The Vietnam War | | | | | | | | | | |
| 11.9.3h Latin American policy | | | | | | | | | | |
| 11.9.4 List the effects of foreign policy on domestic policies and vice versa (e.g., protests during the war in Vietnam, the "nuclear freeze" movement). | | | | | | | | | | |
| 11.9.5 Analyze the role of the Reagan administration and other factors in the victory of the West in the Cold War. | | | | | | | | | | |

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| 11.9.6 Describe U.S. Middle East policy and its strategic, political, and economic interests, including those related to the Gulf War. | | | | | | | | | | |
| 11.9.7 Examine relations between the United States and Mexico in the twentieth century, including key economic, political, immigration, and environmental issues. | | | | | | | | | | |
| 11.10 Students analyze the development of federal civil rights and voting rights. | | | | | | | | | | |
| 11.10.1 Explain how demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt's ban on racial discrimination in defense industries in 1941, and how African Americans' service in World War II produced a stimulus for President Truman's decision to end segregation in the armed forces in 1948. | | | | | | | | | | |
| 11.10.2 Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including <i>Dred Scott v. Sandford</i> , <i>Plessy v. Ferguson</i> , <i>Brown v. Board of Education</i> , <i>Regents of the University of California v. Bakke</i> , and California Proposition 209. | | | | | | | | | | |

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| 11.10.3 Describe the collaboration on legal strategy between African American and white civil rights lawyers to end racial segregation in higher education. | | | | | | | | | | |
| 11.10.4 Examine the roles of civil rights advocates (e.g., A. Philip Randolph, Martin Luther King, Jr., Malcom X, Thurgood Marshall, James Farmer, Rosa Parks), including the significance of Martin Luther King, Jr.'s "Letter from Birmingham Jail" and "I Have a Dream" speech. | | | | | | | | | | |
| 11.10.5 Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities. | | | | | | | | | | |

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| 11.10.6 Analyze the passage and effects of civil rights and voting rights legislation (e.g., 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. | | | | | | | | | | |
| 11.10.7 Analyze the women's rights movement from the era of Elizabeth Stanton and Susan Anthony and the passage of the Nineteenth Amendment to the movement launched in the 1960s, including differing perspectives on the roles of women. | | | | | | | | | | |
| 11.11 Students analyze the major social problems and domestic policy issues in contemporary American society. | | | | | | | | | | |
| 11.11.1 Discuss the reasons for the nation's changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society. | | | | | | | | | | |
| 11.11.2 Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., with regard to education, civil rights, economic policy, environmental policy). | | | | | | | | | | |

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| | Not at All | Only Slightly | Moderately Well | Well | Time | Resources and Materials | Significance of Topic | My Content Knowledge | Student Interest | On a scale of 1 (low) to 8 (high) How important is this standard to student understanding of American History? |
| 11.11.3 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. | | | | | | | | | | |
| 11.11.4 Explain the constitutional crisis originating from the Watergate scandal. | | | | | | | | | | |
| 11.11.5 Trace the impact of, need for, and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates. | | | | | | | | | | |
| 11.11.6 Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies. | | | | | | | | | | |

| Eleventh Grade History-Social Science Content Standards United States History and Geography: Continuity and Change in the Twentieth Century | Does your classroom instruction and the curriculum materials you currently use prepare students to do the following? | | | | Why? Explain your response to the previous question (Check no more than two) | | | | | How Important? |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------------------|-------------|---------------------------------------------------------------------------------------------|----------------------------------------|----------------------------------|-------------------------------------|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| | Not at All | Only Slightly | Moderately Well | Well | Time | Resources and Materials | Significance of Topic | My Content Knowledge | Student Interest | On a scale of 1 (low) to 8 (high) How important is this standard to student understanding of American History? |
| 11.11.7 Explain 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. | | | | | | | | | | |

Section III – Eleventh Grade

Please list any major history-social studies units (one week or more) you teach that are not part of the standards for your grade level.

Thank you for completing this survey!

Please fill out the information below to insure that your \$30 check will be sent out within five working days.

Name: _____

Address: _____

City: _____ State: _____ Zip Code: _____

School: _____

Thank you – If you have any questions regarding this survey please call or e-mail:

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