

Unit	Essential Questions	Content	Skills	Key Vocabulary	Assessment	Resources	Standards	Focus Questions/Aims
Unit 13: The French Revolution <i>(Week 3, 2 Weeks)</i>	1. What causes a society to rise or fall? 2. Does power corrupt? 3. Who are the winners and losers in revolutions? 4. What defines a revolution? 5. What forces or policies in a society bring about long term change?	I. French Revolution A. Causes – political, economic, social and the Age of Reason B. Four Stages 1. National Assembly - Tennis Court Oath and the Declaration of the Rights of Man and Citizen 2. Reign of Terror - Maximilian Robespierre 3. Directory 4. Napoleon C. Napoleon – rise, impact and fall D. Congress of Vienna	1. To examine the causes/conditions and consequences of economic, political and social revolutions. 2. To compare and contrast the government and society before and after the French Revolution (Louis XVI vs. Napoleon). 3. To determine the role the Enlightenment played on the French Revolution. 4. To evaluate how the Congress of Vienna will impact Europe.	National Assembly, Estates-General, Old Regime, Absolute Monarch, Louis XVI, Marie Antoinette, Bourgeoisie, Bastille, guillotine, Reign of Terror, Directory, Jacobins, radicals, coup d'etat, Robespierre, Napoleonic Code, Committee of Public Safety, Waterloo, legitimacy, republic, Three Estates, clergy, cahier, nationalism, suffrage, Congress of Vienna, Concert of Europe, balance of power, Klemens von Metternich, Declaration of the Rights of Man and Citizen	Vocabulary Box Quiz - French Revolution Self Assessment do box quiz french revolution.docx Vocabulary Box Quiz - Napoleon Self Assessment do now box quiz napoleon and FR.docx Thematic Body Paragraph - Napoleon Written Test This is a thematic body paragraph on political leaders, analyzing a policy one has created - using Napoleon as the topic. exit ticket - napoleon.docx Exit ticket - cold climate Self Assessment short paragraph explaining how cold climate affected and led to Napoleon's defeat in Russia exit ticket cold climate.docx DBQ - Robespierre (Reviewing citations)	congress of vienna quotes.doc congress of vienna worksheet.doc Napoleon - cold climate reading.docx napoleon - hero or tyrant.docx bastille day reading.docx bastille day.docx Body Paragraph Analysis french revolution.docx cartoon french revolution 2.doc cartoon french revolution 3.docx cartoon french revolution 4.docx cartoon french revolution spider fly.docx cartoon french revolution.doc Reform napoleon sheet.docx Visual Analysis Sheet - french revolution.docx	Writing Standards 1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole. 2. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. 3. Evaluate authors' points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. 4. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. Reading Standards Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from the alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence 2. Analyze a topic thoroughly by selecting the most significant and relevant facts, data, extended definitions, concrete details, citations, or other information and	

**Unit 14:
Nationalism**
(Week 5, 2
Weeks)

1. Does cultural diffusion promote or destroy a culture?
2. What causes a society to rise and fall?
3. How does nationalism divide and/or unify regions in the world?
4. Who are the winners and

- I. Latin American Revolutions
 - A. Haiti
 - B. South America
 - C. Mexico
- II. Unification
 - A. Germany - Bismarck (Blood and Iron)
 - B. Italy
- III. Collapse of Empires
 - A. Ottoman Empire

1. To examine and analyze how the Enlightenment and French Revolution influenced the revolutions in Latin America.
2. Compare and contrast the different methods and ideas of the different Latin American revolutionary leaders.
3. Determine the major contributions of

Jose de San Martin, Miguel Hidalgo, Toussaint, L'Ouverture, natural rights, Simon Bolivar, Haitian Constitution, peninsulares, creoles, mestizo, mulatto, nationalism, Otto von Bismarck, Blood and Iron, kaiser, Camillo Cavour, Giuseppe Garibaldi, Zollverein, Kaiser Wilhelm, Franco-Prussian War, Second

Thematic Body Paragraph - Toussaint Written Test
Thematic body paragraph on Toussaint
L'Ouverture - using the challenges to tradition or authority.
[do now - toussaint.docx](#)
Thematic Body Paragraph - Nationalism

[Latin America reading source.docx](#)
[Latin America worksheet.docx](#)
[toussaint reading.docx](#)
[graphic organizer latin america.docx](#)
[Haitian constitution.docx](#)
[do now - cartoon italy unification.docx](#)
[German](#)

Writing Standards
1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.
2. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
3. Evaluate authors' points of view on the same historical event or issue by assessing the authors'

Other written assessments

Practice reviewing the concept of citations and analyzing documents - teacher can model how to do the first task and have students do the other two as practice.

French Revolution Document Analysis Self Assessment

Students will practice breaking down document information using the four step process, making sure to underline and label documents accordingly.

[vocab quiz - french revolution.docx](#)

- examples appropriate to the audience's knowledge of the topic.
3. Write a response to texts and to events, ideas, and theories that include personal, cultural, and thematic connections.
 4. Draw evidence from informational texts to support analysis, reflection, and research.
 5. Introduce a topic and organize complex ideas, concepts, and information so that the progression creates a unified whole.
 6. Develop claim(s) and counterclaims objectively and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

losers in revolutions?
5. Is change good?

B. Austro-Hungarian Empire

the Haitian Revolution and Toussaint L'Ouverture had on Latin America and the world.
4. To examine how nationalism promoted the unification of Italy and Germany.
5. To determine and analyze the role nationalism played in breaking apart the Austro-Hungarian and Ottoman Empires.

Reich, Iron Chancellor, kulturkampf, Giuseppe Mazzini, Victor Emmanuel II, Ottomans, Balkans,

Other written assessments

Students will practice writing a thematic body paragraph on nationalism.

[do now - nationalism latin america.docx](#)

Thematic Body Paragraph - Bismarck

Other written assessments

[do now - bismarck.docx](#)

Thematic Essay - Nationalism

Extended Essay
Full thematic essay on nationalism - focusing on either Germany or Latin America. Attached is a structured outline for Germany (this is for any student that is continuing to struggle with their writing).

[nationalism - thematic essay.docx](#)
[nationalism structured paragraph.docx](#)
[exit ticket - kulturkampf.docx](#)
[box quiz german unification.docx](#)

[Unification Sheet.docx](#)
[Italian Unification.docx](#)

claims, reasoning, and evidence.
4. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Reading Standards
Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from the alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence
2. Analyze a topic thoroughly by selecting the most significant and relevant facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.
3. Write a response to texts and to events, ideas, and theories that include personal, cultural, and thematic connections.
4. Draw evidence from informational texts to support analysis, reflection, and research.
5. Introduce a topic and organize complex ideas, concepts, and information so that the progression creates a unified whole.
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**Unit 15:
Industrial
Revolution**
(Week 7, 2
Weeks)

1. What are the push/pull factors of migration?
2. Who are the winners and losers in a revolution?
3. Is change good?
4. What defines a revolution?
5. How are turning points in world history defined?

I. Industrial Revolution
A. Causes – Agricultural (Agrarian) Revolution, Enclosure Movement
B. Why England?
C. Factory System - new technologies, transportation
C. Societal Effects – urbanization, standard of living, labor conditions, class differences
D. Economic Systems – socialism, communism, capitalism (Marx vs. Smith)
E. Responses to industrialization (reforms, potato famine)

1. To examine the causes and conditions that led to the Industrial Revolution and why it began in England.
2. To compare and contrast life on the farm to city life, examining the changes which occurred during the period of industrialization, including urbanization and the creation of the factory system.
3. To compare and contrast the different economic ideas which arose as a result of the Industrialization.
4. To examine the effects of the Industrial Revolution on society and the reforms which were created as a result of these effects.

Agricultural Revolution, Enclosure Movement, Jethro Tull, James Watt, seed drill, Urbanization, crop rotation, entrepreneur, spinning jenny, flying shuttle, Power loom, middle class, tenements, assembly line, water frame, Steam engine, factory system, sweat shop, child labor, mechanization, Mass production, pollution, capitalism, communism, proletariat, Laissez faire, supply & demand, socialism, labor union, strike, Wealth of Nations, Communist Manifesto, Sadler Report, Karl Marx, Adam Smith, Market economy, Thomas Malthus, Frederick Engels, capital, bourgeoisie

DBQ Industrial Revolution Extended Essay
Students will write a full DBQ essay examining the positives and negatives of the Industrial Revolution.
[Industrial Revolution picture analysis exit ticket.docx](#)
[mini box industrial revolution #1.docx](#)
[industrial revolution quiz.docx](#)

[Industrial Revolution - England.doc](#)
[Industrial Revolution - technologies.docx](#)
[industrial revolution pictures.docx](#)
[Industrialization case study manchester.docx](#)
[Industrialization spreads map.doc](#)
[Life in England Before the Industrial Revolution.doc](#)
[Living Conditions in the slums.docx](#)
[Middle Classes living conditions.docx](#)
[Communist Manifesto.doc](#)

in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

Writing Standards
1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.
2. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
3. Evaluate authors' points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
4. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Reading Standards
Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from the alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence
2. Analyze a topic thoroughly by selecting the most significant and relevant facts, data, extended definitions, concrete details, citations, or other information and

**Unit 16:
Imperialism**
(Week 9, 3
Weeks)

1. How are turning points in world history defined?
2. Does cultural diffusion promote or destroy culture?
3. Are the most technologically advanced societies the most civilized?
4. Is change good?
5. What is the relationship between

I. Imperialism (types of imperialism)
a. Causes - economic, political, social
b. Division of Africa - Berlin Conference, Cecil Rhodes, resistance movements
c. India - British East India Company, exploitation of Indians, Sepoy Rebellion,

1. To examine the social, economic, and political motivations for European imperialism throughout the world.
2. To evaluate the positive and negative impacts European imperialism had on indigenous societies (their culture, economy, government) and the changes made to the world due to this major change.

Imperialism, raw materials, Scramble for Africa, Berlin Conference, Boer War, Zulu, cash crop, White Man's Burden, sphere of influence, colony, protectorate, direct/indirect control, British East India Co., Social Darwinism, Muslim League, Sepoy Rebellion, Boxer Rebellion, Indian National Congress, Opium War, Hong Kong, Treaty of Nanking, Taiping

Thematic Body Paragraph - Political Change: Meiji Restoration
Other written assessments
[Exit ticket - meiji restoration.docx](#)
Raft - Chinese Imperialism Narrative Writing Assignment
[RAFT- chinese imperialism.docx](#)
India DBQ Paragraph
Other written assessments

[imperialism source packet.doc](#)
[african imperialism cartoons.docx](#)
[African resistance.docx](#)
[berlin conference reading.docx](#)
[causes of imperialism.docx](#)
[Cecil Rhodes quotes.docx](#)
[David Livingstone diary excerpt.docx](#)
[imperialism cartoon analysis.docx](#)
[indian poem and](#)

- examples appropriate to the audience's knowledge of the topic.
3. Write a response to texts and to events, ideas, and theories that include personal, cultural, and thematic connections.
 4. Draw evidence from informational texts to support analysis, reflection, and research.
 5. Introduce a topic and organize complex ideas, concepts, and information so that the progression creates a unified whole.
 6. Develop claim(s) and counterclaims objectively and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

Writing Standards

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.
2. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
3. Evaluate authors' points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
4. Integrate information from diverse sources, both primary and secondary,

imperialism and oppression?
6. How does economic decision making become more global as the world becomes more interdependent?

nationalist organizations
d. China - sphere of influence, Opium War & Treaty of Nanjing, Taiping and Boxer Rebellions, Sun Yat Sen (Chinese Revolution)
E. Japan - opening of Japan (Matthew Perry), Meiji Restoration, wars

3. To analyze how imperialism was a turning point in history.
4. To compare and contrast imperialism in China vs. Japan.

Rebellion, Open Door Policy, Meiji Restoration, assimilation, Rudyard Kipling, Sino-Japanese War, Russo-Japanese War, King Leopold II, Cecil Rhodes, Matthew Perry, David Livingstone, Menelik, Viceroy, Zaibatsu, Extraterritoriality, Balance of Trade, French Indochina, Siam

[exit ticket - india imperialism.docx](#)
[imperialism fill in India.docx](#)
[box quiz imperialism china and india.docx](#)
[box quiz japan imperialism.docx](#)
[box quiz government terms.docx](#)
[do box quiz imperialism.docx](#)
[I am poem.docx](#)
[Exit Ticket - japanese viewpoint.docx](#)

[map.docx](#)
[japanese imperialism cartoons.docx](#)
[japanese imperialism map.docx](#)
[Letter to Queen Victoria - opium war.docx](#)
[Rape of nanking.docx](#)

into a coherent understanding of an idea or event, noting discrepancies among sources.

Reading Standards
Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from the alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence

2. Analyze a topic thoroughly by selecting the most significant and relevant facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.

3. Write a response to texts and to events, ideas, and theories that include personal, cultural, and thematic connections.

4. Draw evidence from informational texts to support analysis, reflection, and research.

5. Introduce a topic and organize complex ideas, concepts, and information so that the progression creates a unified whole.

6. Develop claim(s) and counterclaims objectively and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

Unit 17:
World War I
(Week 12, 2 Weeks)

1. Is technology a positive development on mankind?
2. Are the most technologically advanced societies the most civilized?
3. How does nationalism divide and/or unify regions in the world?

- I. World War I
- A. Causes – underlying/long term and immediate
 - B. Warfare – Western Front, technological advances
 - C. Impact of the war
 - D. Armenian Massacre
 - E. Flawed Peace

1. To examine the causes, conditions and consequences of World War I.
2. To compare and contrast the contributions made by the immediate and long term causes of World War I.
3. To examine and analyze the Treaty of Versailles and the role it played in helping to cause World War II.

Nationalism, Militarism, Alliances, Triple Entente, Triple Alliance, Imperialism, Central Powers, Allied Powers, Western Front, Eastern Front, Stalemate, powder keg of Europe, mobilization, total war, trench warfare, ultimatum, Fourteen Points, submarine, League of Nations, armistice, war guilt, Disarmament, Treaty of Versailles, gas masks, reparations, self-determination, Gavrilo Princip, Woodrow Wilson, Armenian Massacre, Pan-Slavism, Schlieffen Plan, Archduke Franz Ferdinand

Thematic Body Paragraph - Armed Conflict
Other written assessments
[do now - armed conflict WWI.docx](#)
Thematic Body Paragraph - Armenian Massacre
Other written assessments
[do now - armenian massacre.docx](#)
DBQ Paragraph - Immediate Causes of WWI
Other written assessments
DBQ will examine the assassination of the Archduke Franz Ferdinand and the connection to Pan-Slavism and the powder keg of Europe.
[WWI - immediate causes documents.docx](#)
[structured paragraph world war I.docx](#)
[do box quiz world war I causes.docx](#)
[I am poem - WWI.docx](#)

- Writing Standards
1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.
 2. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
 3. Evaluate authors' points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
 4. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

- Reading Standards
- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from the alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence
2. Analyze a topic thoroughly by selecting the most significant and relevant facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.
 3. Write a response to texts and to events, ideas, and theories that include

**Unit 18:
Russian
and the
Revolution**
(Week 14, 2
Weeks)

1. What causes a society to rise and fall?
2. Who are the winners and losers in revolution?
3. Are the most technologically advanced societies the most civilized?
4. Is change good?
5. How does economic decision making become more global as the world becomes more interdependent?

I. Russia
A. 19th century reforms - Alexander I, Nicholas I, Alexander II, Alexander III, Nicholas II
B. End of the reforms - March Revolution
C. Bolshevik Revolution
D. Vladimir Lenin
E. Joseph Stalin - totalitarian state, Ukrainian famine, Reign of Terror

1. To examine the rule of the czars, the transformation of Russia under the czars and the causes leading to the Russian Revolution creating a new era in Russian history, leadership and ideologies.
2. To analyze the causes of the Russian Revolution and the impact the revolution had on Russia - leading the country to support the ideals of the Bolsheviks.
3. Compare and contrast the policies of Lenin and Stalin.

propaganda, Russification, pogroms, Duma, Bloody Sunday, Bolshevik, March Revolution, Vladimir Lenin, Soviets, November Revolution, Peace Land and Bread, NEP, Five Year Plan, Heavy industry, command economy, famine, Ukrainian Holodomor, authoritarian, totalitarianism, Secret police, The Great Purge, collectivization, kulaks, censorship, Joseph Stalin, Trotsky, Cheka, Czar Nicholas II, Decembrist Revolt, Crimean War, Alexander II,

Thematic Body Paragraph
Other written assessments
Thematic body paragraph on the collapse of the Russian government under Czar Nicholas II, paving the way for the Bolsheviks and Lenin to take control over Russia, introducing communism.
[exit ticket - collapse of govt russia.docx](#)
Choice exit ticket - Five Year Plan
Other written assessments
Student choice - five year plan exit ticket.

[graphic organizer Stalin five year plan question sheet.docx](#)
[Joseph Stalin.doc](#)
[kathe kollwitz pictures.docx](#)
[Lenin cartoon.docx](#)
[PEACE, LAND, AND BREAD.doc](#)
[Ukraine Famine - history place.docx](#)
[Was the Russian Revolution inevitable.docx](#)

personal, cultural, and thematic connections.
4. Draw evidence from informational texts to support analysis, reflection, and research.
5. Introduce a topic and organize complex ideas, concepts, and information so that the progression creates a unified whole.
6. Develop claim(s) and counterclaims objectively and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

Writing Standards
1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.
2. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
3. Evaluate authors' points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
4. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

4. To examine the characteristics of a totalitarian state.
5. To examine the human rights violations which occurred under Joseph Stalin.

Emancipation, autocracy

Students can either do a diary entry living during the time of Stalin's Five Year Plan or an I am Poem.
[exit ticket - five year plan choice.docx](#)
Thematic Body Paragraph - Ukrainian Famine
Other written assessments
Thematic body paragraph - Ukrainian Famine during the rule of Joseph Stalin - human rights violation
[exit ticket - ukrainian famine.docx](#)
Thematic Body Paragraph - Lenin/Political Change
Other written assessments
Thematic Body Paragraph - Vladimir Lenin's Bolshevik Revolution and the changes instituted by Lenin (communism).
[lenin political event exit ticket.docx](#)
[vocab quiz - russia.docx](#)

Reading Standards
Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from the alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence
2. Analyze a topic thoroughly by selecting the most significant and relevant facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.
3. Write a response to texts and to events, ideas, and theories that include personal, cultural, and thematic connections.
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**and World
War II**
(Week 16, 3
Weeks)

a. Nationalism -
Kemal Ataturk
(Turkey)
b. Peace -
Treaties,
Disarmament
c. Great
Depression
II. Aggression
a. Rise of
Fascism -
Mussolini
b. Nazism - Adolf
Hitler
c. Japan -
militarism
III. World War II
A. Causes – long
term and
immediate
(aggression,
appeasement,
Pearl Harbor)
B. Major
Events/Battles –
Blitzkrieg,
Luftwaffe, Lend
Lease Act, Battle
of Britain
C. Allied Victory
in Europe – D-
Day, Stalingrad,
Fall of
Germany/Italy
D. Allied Victory
in Asia – V-E
Day, Bataan
Death March,
Atomic Bomb
E. Holocaust
F. Peace –
United Nations,
GATT, WTO, IMF

Depression, inflation,
unemployment, Weimar
Republic Lorcano
Treaties, Kellogg-Briand
Pact, Maginot Line,
disarmament,
Aggression,
appeasement, Munich
Conference, pacifism,
fascism, Totalitarianism,
Nazism, Benito
Mussolini, Adolf Hitler,
Holocaust, Emperor
Hirohito, Mein Kampf ,
German Reichstag,
militarism, Sudetenland,
Rhineland, Third Reich,
nonaggression pact,
blitzkrieg, Luftwaffe,
Anti-Semitism, D-Day,
Black Shirts, Il Duce,
Lebensraum, Gestapo,
Nuremberg Laws,
Rome-Berlin-Tokyo
Axis, V-E Day, Winston
Churchill, Neville
Chamberlain,
Anschluss, Nazi-Soviet
Pact, Haile Selassie,
Battle of Britain, El
Alamein, Genocide,
Kristallnacht,
Nuremberg Trials, Final
Solution, Rape of
Nanking, Pearl Harbor,
Hiroshima, Nagasaki,
United Nations,
Kamikaze, Bataan
Death March, island-
hopping, Manhattan
Project, Auschwitz, Free
Trade, Aryans, GATT,
concentration camp,
IMF, WTO, Universal

analysis of primary and
secondary sources,
connecting insights gained
from specific details to an
understanding of the
source as a whole.
2. Evaluate an author's
premises, claims, and
evidence by corroborating
or challenging them with
other information.
3. Evaluate authors' points
of view on the same
historical event or issue by
assessing the authors'
claims, reasoning, and
evidence.
4. Integrate information
from diverse sources, both
primary and secondary,
into a coherent
understanding of an idea
or event, noting
discrepancies among
sources.

Reading Standards
Introduce precise,
knowledgeable claim(s),
establish the significance
of the claim(s), distinguish
the claim(s) from the
alternate or opposing
claims, and create an
organization that logically
sequences the claim(s),
counterclaims, reasons,
and evidence
2. Analyze a topic
thoroughly by selecting the
most significant and
relevant facts, data,
extended definitions,
concrete details, citations,
or other information and
examples appropriate to
the audience's knowledge
of the topic.
3. Write a response to
texts and to events, ideas,
and theories that include
personal, cultural, and
thematic connections.
4. Draw evidence from
informational texts to

Declaration of Human Rights

support analysis, reflection, and research.
5. Introduce a topic and organize complex ideas, concepts, and information so that the progression creates a unified whole.
6. Develop claim(s) and counterclaims objectively and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

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