

## Advanced Placement U.S. History 1

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### Title Lesson 1 - The Historian's Craft: Exploring English Folkways

#### *Common Core Standards*

- L.11-12.2a** Observe hyphenation conventions.
- L.11-12.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- RI.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI.11-12.10** By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- RI.11-12.2** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- RI.11-12.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- RI.11-12.9** Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
- SL.11-12.1c** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

- W.11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

*National Center for History in the Schools*

- 5-12.HT.1.A** Distinguish between past, present, and future time.
- 5-12.HT.1.B** Identify the temporal structure of a historical narrative or story.
- 5-12.HT.1.F** Reconstruct patterns of historical succession and duration; explain historical continuity and change.
- 5-12.HT.2.D** Differentiate between historical facts and historical interpretations.
- 5-12.HT.2.F** Appreciate historical perspectives.
- 5-12.HT.2.G** Draw upon data in historical maps.
- 5-12.HT.3.A** Compare and contrast differing sets of ideas.
- 5-12.HT.3.B** Consider multiple perspectives.
- 5-12.HT.3.C** Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.
- 5-12.USHU.Era1.2** Understand how early European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples.
- 5-12.USHU.Era2.2** Understand how political, religious, and social institutions emerged in the English colonies.

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- 9-12.I.d** Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change.
- 9-12.I.e** Demonstrate the value of cultural diversity, as well as cohesion, within and across groups.
- 9-12.I.f** Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.
- 9-12.II.b** Apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
- 9-12.II.e** Investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.
- 9-12.III.c** Use appropriate resources, data sources, and geographic tools such as aerial photographs, satellite images, geographic information systems (GIS), map projections, and cartography to generate, manipulate, and interpret

information such as atlases, data bases, grid systems, charts, graphs, and maps.

- 9-12.III.g** Describe and compare how people create places that reflect culture, human needs, government policy, and current values and ideals as they design and build specialized buildings, neighborhoods, shopping centers, urban centers, industrial parks, and the like.
- 9-12.III.i** Describe and assess ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings.
- 9-12.IV.b** Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life.
- 9-12.IV.c** Describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self.
- 9-12.IV.e** Examine the interactions of ethnic, national, or cultural influences in specific situations or events.
- 9-12.V.d** Identify and analyze examples of tensions between expressions of individuality and efforts used to promote conformity by groups and institutions.
- 9-12.V.e** Describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements.
- 9-12.V.g** Analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings.

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## Lesson 2 - The American Revolution: Diaries and Journals

### *Common Core Standards*

- L.11-12.2a** Observe hyphenation conventions.
- L.11-12.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- RI.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI.11-12.10** By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

- RI.11-12.5** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.11-12.6** Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- RI.11-12.7** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.11-12.8** Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
- RI.11-12.9** Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.
- SL.11-12.1c** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- W.11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- W.11-12.9b** Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

*National Center for History in the Schools*

- 5-12.HT.1.A** Distinguish between past, present, and future time.
- 5-12.HT.1.B** Identify the temporal structure of a historical narrative or story.
- 5-12.HT.1.F** Reconstruct patterns of historical succession and duration; explain historical continuity and change.
- 5-12.HT.2.A** Identify the author or source of the historical document or narrative and assess its credibility.

- 5-12.HT.2.B** Reconstruct the literal meaning of a historical passage.
- 5-12.HT.2.C** Identify the central question(s) the historical narrative addresses.
- 5-12.HT.2.D** Differentiate between historical facts and historical interpretations.
- 5-12.HT.2.E** Read historical narratives imaginatively.
- 5-12.HT.2.F** Appreciate historical perspectives.
- 5-12.HT.2.G** Draw upon data in historical maps.
- 5-12.HT.3.A** Compare and contrast differing sets of ideas.
- 5-12.HT.3.B** Consider multiple perspectives.
- 5-12.HT.3.C** Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.
- 5-12.HT.3.E** Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence.
- 5-12.HT.3.F** Compare competing historical narratives.
- 5-12.USHU.Era3.1** Understand the causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory.
- 5-12.USHU.Era3.2** Understand the impact of the American Revolution on politics, economy, and society.

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- 9-12.I.b** Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
- 9-12.II.c** Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.
- 9-12.II.d** Systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality.
- 9-12.II.e** Investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.
- 9-12.III.i** Describe and assess ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings.
- 9-12.IV.a** Articulate personal connections to time, place, and social/cultural systems.

- 9-12.IV.b** Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life.
- 9-12.V.b** Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.
- 9-12.X.b** Identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities.

### Lesson 3 - Colonial Sections: Forming an American Society

#### *Common Core Standards*

- L.11-12.2a** Observe hyphenation conventions.
- L.11-12.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- RI.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI.11-12.10** By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- RI.11-12.2** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- SL.11-12.1c** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- W.11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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- 5-12.HT.1.F** Reconstruct patterns of historical succession and duration; explain historical continuity and change.
- 5-12.HT.2.F** Appreciate historical perspectives.
- 5-12.HT.2.G** Draw upon data in historical maps.

- 5-12.HT.3.B** Consider multiple perspectives.
- 5-12.HT.3.C** Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.
- 5-12.HT.3.D** Draw comparisons across eras and regions in order to define enduring issues.
- 5-12.USHU.Era1.2** Understand how early European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples.
- 5-12.USHU.Era2.1** Understand why the Americas attracted Europeans, why they brought enslaved Africans to their colonies, and how Europeans struggled for control of North America and the Caribbean.
- 5-12.USHU.Era2.2** Understand how political, religious, and social institutions emerged in the English colonies.
- 5-12.USHU.Era2.3** Understand how the values and institutions of European economic life took root in the colonies, and how slavery reshaped European and African life in the Americas.
- 5-12.USHU.Era3.1** Understand the causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory.

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- 9-12.I.c** Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.
- 9-12.I.e** Demonstrate the value of cultural diversity, as well as cohesion, within and across groups.
- 9-12.II.b** Apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
- 9-12.II.c** Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.
- 9-12.II.d** Systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality.
- 9-12.III.a** Refine mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape.
- 9-12.III.b** Create, interpret, use, and synthesize information from various representations of the earth, such as maps, globes, and photographs.
- 9-12.III.g** Describe and compare how people create places that reflect culture, human needs, government policy, and current values and ideals as they design and

- build specialized buildings, neighborhoods, shopping centers, urban centers, industrial parks, and the like.
- 9-12.III.h** Examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem changes.
- 9-12.III.i** Describe and assess ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings.
- 9-12.IV.b** Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life.
- 9-12.IV.c** Describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self.
- 9-12.V.b** Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.
- 9-12.V.e** Describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements.
- 9-12.VI.g** Evaluate the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts.
- 9-12.VII.d** Describe relationships among the various economic institutions that comprise economic systems such as households, business firms, banks, government agencies, labor unions, and corporations.
- 9-12.VII.f** Compare how values and beliefs influence economic decisions in different societies.
- 9-12.VII.h** Apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues.
- 9-12.VIII.a** Identify and describe both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings.

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#### Lesson 4 - From the First to the Second Great Awakening

##### *Common Core Standards*

- L.11-12.2a** Observe hyphenation conventions.
- L.11-12.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.



- RI.11-12.10** By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- RI.11-12.5** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.11-12.6** Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- RI.11-12.7** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.11-12.8** Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
- RI.11-12.9** Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.
- SL.11-12.1c** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- W.11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

*National Center for History in the Schools*

- 5-12.HT.1.A** Distinguish between past, present, and future time.
- 5-12.HT.1.B** Identify the temporal structure of a historical narrative or story.
- 5-12.HT.1.F** Reconstruct patterns of historical succession and duration; explain historical continuity and change.
- 5-12.HT.1.G** Compare alternative models for periodization.
- 5-12.HT.2.A** Identify the author or source of the historical document or narrative and assess its credibility.
- 5-12.HT.2.B** Reconstruct the literal meaning of a historical passage.

- 5-12.HT.2.C** Identify the central question(s) the historical narrative addresses.
- 5-12.HT.2.D** Differentiate between historical facts and historical interpretations.
- 5-12.HT.2.F** Appreciate historical perspectives.
- 5-12.HT.2.G** Draw upon data in historical maps.
- 5-12.HT.3.A** Compare and contrast differing sets of ideas.
- 5-12.HT.3.B** Consider multiple perspectives.
- 5-12.HT.3.C** Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.
- 5-12.HT.3.F** Compare competing historical narratives.
- 5-12.USHU.Era3.3** Understand the institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights.
- 5-12.WHU.Era6.6** Understand major global trends from 1450-1770.

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- 9-12.I.a** Analyze and explain the ways groups, societies, and cultures address human needs and concerns.
- 9-12.I.c** Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.
- 9-12.I.d** Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change.
- 9-12.I.e** Demonstrate the value of cultural diversity, as well as cohesion, within and across groups.
- 9-12.I.f** Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.
- 9-12.II.c** Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.
- 9-12.II.d** Systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality.
- 9-12.II.e** Investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.

- 9-12.III.a** Refine mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape.
- 9-12.III.b** Create, interpret, use, and synthesize information from various representations of the earth, such as maps, globes, and photographs.
- 9-12.III.g** Describe and compare how people create places that reflect culture, human needs, government policy, and current values and ideals as they design and build specialized buildings, neighborhoods, shopping centers, urban centers, industrial parks, and the like.
- 9-12.IV.b** Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life.
- 9-12.IV.c** Describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self.
- 9-12.IV.e** Examine the interactions of ethnic, national, or cultural influences in specific situations or events.
- 9-12.IX.a** Explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding.
- 9-12.V.b** Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.
- 9-12.V.e** Describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements.
- 9-12.V.f** Evaluate the role of institutions in furthering both continuity and change.
- 9-12.V.g** Analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings.
- 9-12.VI.d** Compare and analyze the ways nations and organizations respond to conflicts between forces of unity and forces of diversity.

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## Lesson 5 - Coming Together: Nationalism Ascendant

### *Common Core Standards*

- L.11-12.2a** Observe hyphenation conventions.
- L.11-12.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- RI.11-12.10** By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

- RI.11-12.6** Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- RI.11-12.9** Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.
- RL.11-12.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- RL.11-12.6** Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- SL.11-12.1c** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.11-12.9b** Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

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- 5-12.HT.1.F** Reconstruct patterns of historical succession and duration; explain historical continuity and change.
- 5-12.HT.1.G** Compare alternative models for periodization.
- 5-12.HT.2.A** Identify the author or source of the historical document or narrative and assess its credibility.
- 5-12.HT.2.C** Identify the central question(s) the historical narrative addresses.
- 5-12.HT.2.D** Differentiate between historical facts and historical interpretations.
- 5-12.HT.2.F** Appreciate historical perspectives.
- 5-12.HT.3.A** Compare and contrast differing sets of ideas.
- 5-12.HT.3.B** Consider multiple perspectives.

- 5-12.HT.3.C** Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.
- 5-12.HT.3.D** Draw comparisons across eras and regions in order to define enduring issues.
- 5-12.HT.3.E** Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence.
- 5-12.HT.3.F** Compare competing historical narratives.
- 5-12.USHU.Era3.3** Understand the institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights.
- 5-12.USHU.Era4.1** Understand United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans.
- 5-12.USHU.Era4.2** Understand how the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions.

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- 9-12.I.c** Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.
- 9-12.I.d** Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change.
- 9-12.I.e** Demonstrate the value of cultural diversity, as well as cohesion, within and across groups.
- 9-12.II.b** Apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
- 9-12.II.c** Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.
- 9-12.II.d** Systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality.
- 9-12.II.e** Investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.
- 9-12.III.a** Refine mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape.

- 9-12.III.b** Create, interpret, use, and synthesize information from various representations of the earth, such as maps, globes, and photographs.
- 9-12.III.g** Describe and compare how people create places that reflect culture, human needs, government policy, and current values and ideals as they design and build specialized buildings, neighborhoods, shopping centers, urban centers, industrial parks, and the like.
- 9-12.III.i** Describe and assess ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings.
- 9-12.IV.c** Describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self.
- 9-12.IV.e** Examine the interactions of ethnic, national, or cultural influences in specific situations or events.
- 9-12.V.b** Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.
- 9-12.V.e** Describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements.

## Lesson 6 - The Transportation Revolution and the Creation of a Market Economy

### *Common Core Standards*

- L.11-12.2a** Observe hyphenation conventions.
- L.11-12.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- RI.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI.11-12.10** By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- RI.11-12.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- RI.11-12.6** Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

- RI.11-12.7** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.11-12.8** Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
- SL.11-12.1c** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- W.11-12.9b** Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

*National Center for History in the Schools*

- 5-12.HT.1.E** Interpret data presented in time lines and create time lines.
- 5-12.HT.1.F** Reconstruct patterns of historical succession and duration; explain historical continuity and change.
- 5-12.HT.2.A** Identify the author or source of the historical document or narrative and assess its credibility.
- 5-12.HT.2.B** Reconstruct the literal meaning of a historical passage.
- 5-12.HT.2.D** Differentiate between historical facts and historical interpretations.
- 5-12.HT.2.F** Appreciate historical perspectives.
- 5-12.HT.2.G** Draw upon data in historical maps.
- 5-12.HT.3.A** Compare and contrast differing sets of ideas.
- 5-12.HT.3.B** Consider multiple perspectives.

- 5-12.HT.3.C** Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.
- 5-12.HT.3.D** Draw comparisons across eras and regions in order to define enduring issues.
- 5-12.USHU.Era2.1** Understand why the Americas attracted Europeans, why they brought enslaved Africans to their colonies, and how Europeans struggled for control of North America and the Caribbean.
- 5-12.USHU.Era2.3** Understand how the values and institutions of European economic life took root in the colonies, and how slavery reshaped European and African life in the Americas.
- 5-12.USHU.Era3.2** Understand the impact of the American Revolution on politics, economy, and society.
- 5-12.USHU.Era3.3** Understand the institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights.
- 5-12.USHU.Era4.1** Understand United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans.
- 5-12.USHU.Era4.2** Understand how the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions.
- 5-12.USHU.Era4.3** Understand the extension, restriction, and reorganization of political democracy after 1800.
- 5-12.USHU.Era4.4** Understand the sources and character of cultural, religious, and social reform movements in the antebellum period.
- 5-12.WHU.Era7.2** Understand the causes and consequences of the agricultural and industrial revolutions, 1700-1850.
- 5-12.WHU.Era7.4** Understand patterns of nationalism, state-building, and social reform in Europe and the Americas, 1830-1914.

*National Council for Social Studies*

- 9-12.I.a** Analyze and explain the ways groups, societies, and cultures address human needs and concerns.
- 9-12.I.c** Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.
- 9-12.I.d** Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change.
- 9-12.II.b** Apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.



- 9-12.II.c** Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.
- 9-12.II.e** Investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.
- 9-12.III.a** Refine mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape.
- 9-12.III.b** Create, interpret, use, and synthesize information from various representations of the earth, such as maps, globes, and photographs.
- 9-12.III.c** Use appropriate resources, data sources, and geographic tools such as aerial photographs, satellite images, geographic information systems (GIS), map projections, and cartography to generate, manipulate, and interpret information such as atlases, data bases, grid systems, charts, graphs, and maps.
- 9-12.III.g** Describe and compare how people create places that reflect culture, human needs, government policy, and current values and ideals as they design and build specialized buildings, neighborhoods, shopping centers, urban centers, industrial parks, and the like.
- 9-12.III.h** Examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem changes.
- 9-12.III.i** Describe and assess ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings.
- 9-12.IV.b** Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life.
- 9-12.IV.e** Examine the interactions of ethnic, national, or cultural influences in specific situations or events.
- 9-12.IX.c** Analyze and evaluate the effects of changing technologies on the global community.
- 9-12.V.b** Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.
- 9-12.V.c** Describe the various forms institutions take, and explain how they develop and change over time.
- 9-12.V.e** Describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements.
- 9-12.V.f** Evaluate the role of institutions in furthering both continuity and change.

- 9-12.V.g** Analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings.
- 9-12.VI.b** Explain the purpose of government and analyze how its powers are acquired, used, and justified.
- 9-12.VI.c** Analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
- 9-12.VII.a** Explain how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed.
- 9-12.VII.b** Analyze the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system.
- 9-12.VII.c** Consider the costs and benefits to society of allocating goods and services through private and public sectors.
- 9-12.VII.d** Describe relationships among the various economic institutions that comprise economic systems such as households, business firms, banks, government agencies, labor unions, and corporations.
- 9-12.VII.e** Analyze the role of specialization and exchange in economic processes.
- 9-12.VII.f** Compare how values and beliefs influence economic decisions in different societies.
- 9-12.VII.g** Compare basic economic systems according to how rules and procedures deal with demand, supply, prices, the role of government, banks, labor and labor unions, savings and investments, and capital.
- 9-12.VII.h** Apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues.
- 9-12.VII.i** Distinguish between the domestic and global economic systems, and explain how the two interact.
- 9-12.VIII.a** Identify and describe both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings.

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## Lesson 7 - Whig Ideals in American History

### *Common Core Standards*

- L.11-12.2b** Spell correctly.
- L.11-12.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering

vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- RI.11-12.10** By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- RI.11-12.2** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- RI.11-12.3** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.11-12.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- RI.11-12.6** Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- RI.11-12.9** Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.
- SL.11-12.1c** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- W.11-12.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes
- W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- W.11-12.9b** Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme

Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

*National Center for History in the Schools*

- 5-12.HT.1.F** Reconstruct patterns of historical succession and duration; explain historical continuity and change.
- 5-12.HT.2.D** Differentiate between historical facts and historical interpretations.
- 5-12.HT.2.F** Appreciate historical perspectives.
- 5-12.HT.2.G** Draw upon data in historical maps.
- 5-12.HT.3.B** Consider multiple perspectives.
- 5-12.HT.3.C** Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.
- 5-12.HT.3.E** Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence.
- 5-12.USHU.Era3.2** Understand the impact of the American Revolution on politics, economy, and society.
- 5-12.USHU.Era4.2** Understand how the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions.
- 5-12.USHU.Era4.3** Understand the extension, restriction, and reorganization of political democracy after 1800.
- 5-12.USHU.Era4.4** Understand the sources and character of cultural, religious, and social reform movements in the antebellum period.
- 5-12.WHU.Era7.4** Understand patterns of nationalism, state-building, and social reform in Europe and the Americas, 1830-1914.
- 5-12.WHU.Era7.6** Understand major global trends from 1750-1914.
- 5-12.WHU.Era8.1** Understand reform, revolution, and social change in the world economy of the early century.

*National Council for Social Studies*

- 9-12.I.a** Analyze and explain the ways groups, societies, and cultures address human needs and concerns.
- 9-12.I.b** Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
- 9-12.I.c** Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.

- 9-12.II.b** Apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
- 9-12.II.e** Investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.
- 9-12.IV.b** Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life.
- 9-12.IV.e** Examine the interactions of ethnic, national, or cultural influences in specific situations or events.
- 9-12.V.c** Describe the various forms institutions take, and explain how they develop and change over time.
- 9-12.V.e** Describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements.
- 9-12.V.f** Evaluate the role of institutions in furthering both continuity and change.
- 9-12.V.g** Analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings.
- 9-12.VI.c** Analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
- 9-12.VI.i** Evaluate the extent to which governments achieve their stated ideals and policies at home and abroad.
- 9-12.VII.f** Compare how values and beliefs influence economic decisions in different societies.
- 9-12.X.a** Explain the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law.

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## Lesson 8 - Early American Artistic Expressions

### *Common Core Standards*

- L.11-12.2b** Spell correctly.
- L.11-12.3a** Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
- L.11-12.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- RI.11-12.10** By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- RI.11-12.2** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- RI.11-12.6** Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- RI.11-12.9** Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.
- SL.11-12.1a** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- SL.11-12.1b** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- SL.11-12.1c** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- W.11-12.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes
- W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- W.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or

broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**W.11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**W.11-12.9b** Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

*National Center for History in the Schools*

- 5-12.HT.1.A** Distinguish between past, present, and future time.
- 5-12.HT.1.E** Interpret data presented in time lines and create time lines.
- 5-12.HT.1.F** Reconstruct patterns of historical succession and duration; explain historical continuity and change.
- 5-12.HT.1.G** Compare alternative models for periodization.
- 5-12.HT.2.A** Identify the author or source of the historical document or narrative and assess its credibility.
- 5-12.HT.2.F** Appreciate historical perspectives.
- 5-12.HT.2.G** Draw upon data in historical maps.
- 5-12.HT.3.B** Consider multiple perspectives.
- 5-12.HT.3.D** Draw comparisons across eras and regions in order to define enduring issues.
- 5-12.USHU.Era3.2** Understand the impact of the American Revolution on politics, economy, and society.
- 5-12.USHU.Era4.4** Understand the sources and character of cultural, religious, and social reform movements in the antebellum period.
- 5-12.WHU.Era7.6** Understand major global trends from 1750-1914.
- 5-12.WHU.Era8.1** Understand reform, revolution, and social change in the world economy of the early century.

*National Council for Social Studies*

- 9-12.I.b** Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
- 9-12.I.c** Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.

- 9-12.I.d** Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change.
- 9-12.I.g** Construct reasoned judgments about specific cultural responses to persistent human issues.
- 9-12.II.c** Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.
- 9-12.II.e** Investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.
- 9-12.III.g** Describe and compare how people create places that reflect culture, human needs, government policy, and current values and ideals as they design and build specialized buildings, neighborhoods, shopping centers, urban centers, industrial parks, and the like.
- 9-12.III.i** Describe and assess ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings.
- 9-12.IV.a** Articulate personal connections to time, place, and social/cultural systems.
- 9-12.IV.b** Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life.
- 9-12.IV.e** Examine the interactions of ethnic, national, or cultural influences in specific situations or events.
- 9-12.IX.a** Explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding.
- 9-12.V.b** Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.
- 9-12.V.e** Describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements.
- 9-12.VIII.a** Identify and describe both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings.
- 9-12.VIII.b** Make judgments about how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human-environment interactions.

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## Lesson 9 - Pre-Columbian Societies in North America

### *Common Core Standards*

- L.11-12.2b** Spell correctly.



- L.11-12.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- RI.11-12.10** By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- RI.11-12.6** Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- RI.11-12.7** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.11-12.9** Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.
- SL.11-12.1c** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.6** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- W.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- W.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.11-12.9b** Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

*National Center for History in the Schools*

- 5-12.HT.1.E** Interpret data presented in time lines and create time lines.
- 5-12.HT.1.F** Reconstruct patterns of historical succession and duration; explain historical continuity and change.

- 5-12.HT.2.A** Identify the author or source of the historical document or narrative and assess its credibility.
- 5-12.HT.2.B** Reconstruct the literal meaning of a historical passage.
- 5-12.HT.2.D** Differentiate between historical facts and historical interpretations.
- 5-12.HT.2.F** Appreciate historical perspectives.
- 5-12.HT.2.G** Draw upon data in historical maps.
- 5-12.HT.3.A** Compare and contrast differing sets of ideas.
- 5-12.HT.3.B** Consider multiple perspectives.
- 5-12.HT.3.C** Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.
- 5-12.HT.3.D** Draw comparisons across eras and regions in order to define enduring issues.
- 5-12.HT.3.G** Challenge arguments of historical inevitability.
- 5-12.HT.3.J** Hypothesize the influence of the past.
- 5-12.HT.4.C** Interrogate historical data.
- 5-12.HT.4.E** Employ quantitative analysis.
- 5-12.HT.4.F** Support interpretations with historical evidence.
- 5-12.HT.5.A** Identify issues and problems in the past.
- 5-12.HT.5.C** Identify relevant historical antecedents.
- 5-12.HT.5.D** Evaluate alternative courses of action.
- 5-12.HT.5.F** Evaluate the implementation of a decision.
- 5-12.USHU.Era1.2** Understand how early European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples.
- 5-12.WHU.Era1.2** Understand the processes that led to the emergence of agricultural societies around the world.
- 5-12.WHU.Era2.2** Understand how agrarian societies spread and new states emerged in the third and second millennia BCE.
- 5-12.WHU.Era2.3** Understand the political, social, and cultural consequences of population movements and militarization in Eurasia in the second millennium BCE.

*National Council for Social Studies*

- 9-12.I.a** Analyze and explain the ways groups, societies, and cultures address human needs and concerns.
- 9-12.I.b** Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
- 9-12.I.c** Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.

- 9-12.I.d** Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change.
- 9-12.I.e** Demonstrate the value of cultural diversity, as well as cohesion, within and across groups.
- 9-12.I.f** Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.
- 9-12.I.g** Construct reasoned judgments about specific cultural responses to persistent human issues.
- 9-12.I.h** Explain and apply ideas, theories, and modes of inquiry drawn from anthropology and sociology in the examination of persistent issues and social problems.
- 9-12.II.b** Apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
- 9-12.II.e** Investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.
- 9-12.III.b** Create, interpret, use, and synthesize information from various representations of the earth, such as maps, globes, and photographs.
- 9-12.III.e** Describe, differentiate, and explain the relationships among various regional and global patterns of geographic phenomena such as landforms, soils, climate, vegetation, natural resources, and population.
- 9-12.III.i** Describe and assess ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings.
- 9-12.IV.c** Describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self.
- 9-12.IV.e** Examine the interactions of ethnic, national, or cultural influences in specific situations or events.
- 9-12.VI.a** Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.

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## Lesson 10 - First Contacts of Europeans and Native Americans

### *Common Core Standards*

- L.11-12.2b** Spell correctly.
- L.11-12.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering

vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- RI.11-12.10** By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- RI.11-12.6** Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- RI.11-12.7** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.11-12.9** Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.
- SL.11-12.1c** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.6** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- W.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- W.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.11-12.9b** Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

*National Center for History in the Schools*

- 5-12.HT.1.E** Interpret data presented in time lines and create time lines.
- 5-12.HT.1.F** Reconstruct patterns of historical succession and duration; explain historical continuity and change.
- 5-12.HT.2.A** Identify the author or source of the historical document or narrative and assess its credibility.

- 5-12.HT.2.B** Reconstruct the literal meaning of a historical passage.
- 5-12.HT.2.D** Differentiate between historical facts and historical interpretations.
- 5-12.HT.2.F** Appreciate historical perspectives.
- 5-12.HT.2.G** Draw upon data in historical maps.
- 5-12.HT.3.A** Compare and contrast differing sets of ideas.
- 5-12.HT.3.B** Consider multiple perspectives.
- 5-12.HT.3.C** Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.
- 5-12.HT.3.D** Draw comparisons across eras and regions in order to define enduring issues.
- 5-12.HT.3.G** Challenge arguments of historical inevitability.
- 5-12.HT.3.J** Hypothesize the influence of the past.
- 5-12.HT.4.C** Interrogate historical data.
- 5-12.HT.4.E** Employ quantitative analysis.
- 5-12.HT.4.F** Support interpretations with historical evidence.
- 5-12.HT.5.A** Identify issues and problems in the past.
- 5-12.HT.5.C** Identify relevant historical antecedents.
- 5-12.HT.5.D** Evaluate alternative courses of action.
- 5-12.HT.5.F** Evaluate the implementation of a decision.
- 5-12.USHU.Era1.2** Understand how early European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples.
- 5-12.WHU.Era1.2** Understand the processes that led to the emergence of agricultural societies around the world.
- 5-12.WHU.Era2.2** Understand how agrarian societies spread and new states emerged in the third and second millennia BCE.
- 5-12.WHU.Era2.3** Understand the political, social, and cultural consequences of population movements and militarization in Eurasia in the second millennium BCE.

*National Council for Social Studies*

- 9-12.I.a** Analyze and explain the ways groups, societies, and cultures address human needs and concerns.
- 9-12.I.b** Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
- 9-12.I.c** Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.
- 9-12.I.d** Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change.

- 9-12.I.e** Demonstrate the value of cultural diversity, as well as cohesion, within and across groups.
- 9-12.I.f** Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.
- 9-12.I.g** Construct reasoned judgments about specific cultural responses to persistent human issues.
- 9-12.I.h** Explain and apply ideas, theories, and modes of inquiry drawn from anthropology and sociology in the examination of persistent issues and social problems.
- 9-12.II.b** Apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
- 9-12.II.e** Investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.
- 9-12.III.b** Create, interpret, use, and synthesize information from various representations of the earth, such as maps, globes, and photographs.
- 9-12.III.e** Describe, differentiate, and explain the relationships among various regional and global patterns of geographic phenomena such as landforms, soils, climate, vegetation, natural resources, and population.
- 9-12.III.i** Describe and assess ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings.
- 9-12.IV.c** Describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self.
- 9-12.IV.e** Examine the interactions of ethnic, national, or cultural influences in specific situations or events.
- 9-12.VI.a** Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.

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## Lesson 11 - The Columbian Exchange

### *Common Core Standards*

- L.11-12.2b** Spell correctly.
- L.11-12.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- RI.11-12.10** By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- RI.11-12.6** Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- RI.11-12.7** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.11-12.9** Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.
- SL.11-12.1c** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.6** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- W.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- W.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.11-12.9b** Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

*National Center for History in the Schools*

- 5-12.HT.1.E** Interpret data presented in time lines and create time lines.
- 5-12.HT.1.F** Reconstruct patterns of historical succession and duration; explain historical continuity and change.
- 5-12.HT.2.A** Identify the author or source of the historical document or narrative and assess its credibility.
- 5-12.HT.2.B** Reconstruct the literal meaning of a historical passage.
- 5-12.HT.2.D** Differentiate between historical facts and historical interpretations.

- 5-12.HT.2.F** Appreciate historical perspectives.
- 5-12.HT.2.G** Draw upon data in historical maps.
- 5-12.HT.3.A** Compare and contrast differing sets of ideas.
- 5-12.HT.3.B** Consider multiple perspectives.
- 5-12.HT.3.C** Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.
- 5-12.HT.3.D** Draw comparisons across eras and regions in order to define enduring issues.
- 5-12.HT.3.G** Challenge arguments of historical inevitability.
- 5-12.HT.3.J** Hypothesize the influence of the past.
- 5-12.HT.4.C** Interrogate historical data.
- 5-12.HT.4.E** Employ quantitative analysis.
- 5-12.HT.4.F** Support interpretations with historical evidence.
- 5-12.HT.5.A** Identify issues and problems in the past.
- 5-12.HT.5.C** Identify relevant historical antecedents.
- 5-12.HT.5.D** Evaluate alternative courses of action.
- 5-12.HT.5.F** Evaluate the implementation of a decision.
- 5-12.USHU.Era1.2** Understand how early European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples.
- 5-12.WHU.Era1.2** Understand the processes that led to the emergence of agricultural societies around the world.
- 5-12.WHU.Era2.2** Understand how agrarian societies spread and new states emerged in the third and second millennia BCE.
- 5-12.WHU.Era2.3** Understand the political, social, and cultural consequences of population movements and militarization in Eurasia in the second millennium BCE.

*National Council for Social Studies*

- 9-12.I.a** Analyze and explain the ways groups, societies, and cultures address human needs and concerns.
- 9-12.I.b** Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
- 9-12.I.c** Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.
- 9-12.I.d** Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change.
- 9-12.I.e** Demonstrate the value of cultural diversity, as well as cohesion, within and across groups.



- 9-12.I.f** Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.
- 9-12.I.g** Construct reasoned judgments about specific cultural responses to persistent human issues.
- 9-12.I.h** Explain and apply ideas, theories, and modes of inquiry drawn from anthropology and sociology in the examination of persistent issues and social problems.
- 9-12.II.b** Apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
- 9-12.II.e** Investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.
- 9-12.III.b** Create, interpret, use, and synthesize information from various representations of the earth, such as maps, globes, and photographs.
- 9-12.III.e** Describe, differentiate, and explain the relationships among various regional and global patterns of geographic phenomena such as landforms, soils, climate, vegetation, natural resources, and population.
- 9-12.III.i** Describe and assess ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings.
- 9-12.IV.c** Describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self.
- 9-12.IV.e** Examine the interactions of ethnic, national, or cultural influences in specific situations or events.
- 9-12.VI.a** Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.

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## Lesson 12 - The Spanish Empire in North America

### *Common Core Standards*

- L.11-12.2b** Spell correctly.
- L.11-12.4a** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.11-12.4b** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).
- L.11-12.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college

and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- RI.11-12.10** By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- RI.11-12.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- RI.11-12.6** Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- RI.11-12.7** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- SL.11-12.1a** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- SL.11-12.1b** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- SL.11-12.1c** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.1d** Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- SL.11-12.2** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- SL.11-12.6** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or

broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**W.11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**W.11-12.9b** Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

*National Center for History in the Schools*

- 5-12.HT.1.E** Interpret data presented in time lines and create time lines.
- 5-12.HT.1.F** Reconstruct patterns of historical succession and duration; explain historical continuity and change.
- 5-12.HT.1.G** Compare alternative models for periodization.
- 5-12.HT.2.B** Reconstruct the literal meaning of a historical passage.
- 5-12.HT.2.C** Identify the central question(s) the historical narrative addresses.
- 5-12.HT.2.D** Differentiate between historical facts and historical interpretations.
- 5-12.HT.2.F** Appreciate historical perspectives.
- 5-12.HT.2.G** Draw upon data in historical maps.
- 5-12.HT.3.A** Compare and contrast differing sets of ideas.
- 5-12.HT.3.B** Consider multiple perspectives.
- 5-12.HT.3.C** Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.
- 5-12.HT.3.D** Draw comparisons across eras and regions in order to define enduring issues.
- 5-12.HT.3.G** Challenge arguments of historical inevitability.
- 5-12.HT.3.H** Hold interpretations of history as tentative.
- 5-12.HT.3.J** Hypothesize the influence of the past.
- 5-12.HT.4.A** Formulate historical questions.
- 5-12.HT.4.B** Obtain historical data from a variety of sources.
- 5-12.HT.4.C** Interrogate historical data.
- 5-12.HT.4.F** Support interpretations with historical evidence.
- 5-12.HT.5.A** Identify issues and problems in the past.

- 5-12.HT.5.C** Identify relevant historical antecedents.
- 5-12.HT.5.D** Evaluate alternative courses of action.
- 5-12.HT.5.F** Evaluate the implementation of a decision.
- 5-12.USHU.Era1.1** Understand comparative characteristics of societies in the Americas, Western Europe, and Western Africa that increasingly interacted after 1450.
- 5-12.USHU.Era1.2** Understand how early European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples.
- 5-12.USHU.Era2.1** Understand why the Americas attracted Europeans, why they brought enslaved Africans to their colonies, and how Europeans struggled for control of North America and the Caribbean.
- 5-12.USHU.Era2.3** Understand how the values and institutions of European economic life took root in the colonies, and how slavery reshaped European and African life in the Americas.
- 5-12.USHU.Era4.1** Understand United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans.
- 5-12.WHU.Era5.6** Understand the expansion of states and civilizations in the Americas, 1000-1500.
- 5-12.WHU.Era5.7** Understand major global trends from 1000-1500 CE.

*National Council for Social Studies*

- 9-12.I.a** Analyze and explain the ways groups, societies, and cultures address human needs and concerns.
- 9-12.I.b** Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
- 9-12.I.c** Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.
- 9-12.I.d** Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change.
- 9-12.I.e** Demonstrate the value of cultural diversity, as well as cohesion, within and across groups.
- 9-12.I.f** Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.
- 9-12.I.g** Construct reasoned judgments about specific cultural responses to persistent human issues.
- 9-12.I.h** Explain and apply ideas, theories, and modes of inquiry drawn from anthropology and sociology in the examination of persistent issues and social problems.

- 9-12.II.b** Apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
- 9-12.II.c** Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.
- 9-12.II.d** Systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality.
- 9-12.II.e** Investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.
- 9-12.III.a** Refine mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape.
- 9-12.III.b** Create, interpret, use, and synthesize information from various representations of the earth, such as maps, globes, and photographs.
- 9-12.III.g** Describe and compare how people create places that reflect culture, human needs, government policy, and current values and ideals as they design and build specialized buildings, neighborhoods, shopping centers, urban centers, industrial parks, and the like.
- 9-12.III.h** Examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem changes.
- 9-12.IV.b** Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life.
- 9-12.IV.e** Examine the interactions of ethnic, national, or cultural influences in specific situations or events.
- 9-12.IX.a** Explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding.
- 9-12.V.a** Apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society.
- 9-12.V.b** Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.
- 9-12.V.c** Describe the various forms institutions take, and explain how they develop and change over time.
- 9-12.V.d** Identify and analyze examples of tensions between expressions of individuality and efforts used to promote conformity by groups and institutions.

- 9-12.V.e** Describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements.
- 9-12.V.f** Evaluate the role of institutions in furthering both continuity and change.
- 9-12.V.g** Analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings.
- 9-12.VII.h** Apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues.
- 9-12.VIII.a** Identify and describe both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings.

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### Lesson 13 - The French Empire in North America

#### *Common Core Standards*

- L.11-12.2b** Spell correctly.
- L.11-12.4a** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.11-12.4b** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
- L.11-12.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- RI.11-12.10** By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- RI.11-12.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- RI.11-12.6** Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- RI.11-12.7** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- SL.11-12.1a** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts

and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

- SL.11-12.1b** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- SL.11-12.1c** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.1d** Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- SL.11-12.2** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- SL.11-12.6** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- W.11-12.2a** Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- W.11-12.2b** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- W.11-12.2c** Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- W.11-12.2d** Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- W.11-12.2e** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

- W.11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- W.11-12.9b** Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

*National Center for History in the Schools*

- 5-12.HT.1.E** Interpret data presented in time lines and create time lines.
- 5-12.HT.1.F** Reconstruct patterns of historical succession and duration; explain historical continuity and change.
- 5-12.HT.1.G** Compare alternative models for periodization.
- 5-12.HT.2.B** Reconstruct the literal meaning of a historical passage.
- 5-12.HT.2.C** Identify the central question(s) the historical narrative addresses.
- 5-12.HT.2.D** Differentiate between historical facts and historical interpretations.
- 5-12.HT.2.F** Appreciate historical perspectives.
- 5-12.HT.2.G** Draw upon data in historical maps.
- 5-12.HT.3.B** Consider multiple perspectives.
- 5-12.HT.3.C** Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.
- 5-12.HT.3.D** Draw comparisons across eras and regions in order to define enduring issues.
- 5-12.HT.3.G** Challenge arguments of historical inevitability.
- 5-12.HT.3.H** Hold interpretations of history as tentative.
- 5-12.HT.3.J** Hypothesize the influence of the past.
- 5-12.HT.4.A** Formulate historical questions.
- 5-12.HT.4.B** Obtain historical data from a variety of sources.
- 5-12.HT.4.C** Interrogate historical data.
- 5-12.HT.4.F** Support interpretations with historical evidence.
- 5-12.HT.5.A** Identify issues and problems in the past.
- 5-12.HT.5.C** Identify relevant historical antecedents.
- 5-12.HT.5.D** Evaluate alternative courses of action.



- 5-12.HT.5.F** Evaluate the implementation of a decision.
- 5-12.USHU.Era1.1** Understand comparative characteristics of societies in the Americas, Western Europe, and Western Africa that increasingly interacted after 1450.
- 5-12.USHU.Era1.2** Understand how early European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples.
- 5-12.USHU.Era2.1** Understand why the Americas attracted Europeans, why they brought enslaved Africans to their colonies, and how Europeans struggled for control of North America and the Caribbean.
- 5-12.USHU.Era2.3** Understand how the values and institutions of European economic life took root in the colonies, and how slavery reshaped European and African life in the Americas.
- 5-12.USHU.Era4.1** Understand United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans.
- 5-12.WHU.Era5.6** Understand the expansion of states and civilizations in the Americas, 1000-1500.
- 5-12.WHU.Era5.7** Understand major global trends from 1000-1500 CE.

*National Council for Social Studies*

- 9-12.I.a** Analyze and explain the ways groups, societies, and cultures address human needs and concerns.
- 9-12.I.b** Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
- 9-12.I.c** Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.
- 9-12.I.d** Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change.
- 9-12.I.e** Demonstrate the value of cultural diversity, as well as cohesion, within and across groups.
- 9-12.I.f** Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.
- 9-12.I.g** Construct reasoned judgments about specific cultural responses to persistent human issues.
- 9-12.I.h** Explain and apply ideas, theories, and modes of inquiry drawn from anthropology and sociology in the examination of persistent issues and social problems.
- 9-12.II.b** Apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.

- 9-12.II.c** Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.
- 9-12.II.d** Systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality.
- 9-12.II.e** Investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.
- 9-12.III.a** Refine mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape.
- 9-12.III.b** Create, interpret, use, and synthesize information from various representations of the earth, such as maps, globes, and photographs.
- 9-12.III.g** Describe and compare how people create places that reflect culture, human needs, government policy, and current values and ideals as they design and build specialized buildings, neighborhoods, shopping centers, urban centers, industrial parks, and the like.
- 9-12.III.h** Examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem changes.
- 9-12.IV.b** Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life.
- 9-12.IV.e** Examine the interactions of ethnic, national, or cultural influences in specific situations or events.
- 9-12.IX.a** Explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding.
- 9-12.V.a** Apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society.
- 9-12.V.b** Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.
- 9-12.V.c** Describe the various forms institutions take, and explain how they develop and change over time.
- 9-12.V.d** Identify and analyze examples of tensions between expressions of individuality and efforts used to promote conformity by groups and institutions.
- 9-12.V.e** Describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements.

<b>9-12.V.f</b>	Evaluate the role of institutions in furthering both continuity and change.
<b>9-12.V.g</b>	Analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings.
<b>9-12.VI.a</b>	Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.
<b>9-12.VI.b</b>	Explain the purpose of government and analyze how its powers are acquired, used, and justified.
<b>9-12.VI.c</b>	Analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
<b>9-12.VI.f</b>	Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.
<b>9-12.VI.g</b>	Evaluate the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts.
<b>9-12.VII.h</b>	Apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues.
<b>9-12.VIII.a</b>	Identify and describe both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings.

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## Lesson 14 - Early New England Colonies

### *Common Core Standards*

<b>L.11-12.1a</b>	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
<b>L.11-12.2b</b>	Spell correctly.
<b>L.11-12.4b</b>	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i> , <i>conception</i> , <i>conceivable</i> ).
<b>L.11-12.5a</b>	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
<b>L.11-12.6</b>	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>RI.11-12.1</b>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

- RI.11-12.10** By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- RI.11-12.3** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.11-12.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- RI.11-12.7** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- SL.11-12.1a** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- SL.11-12.1b** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- SL.11-12.1c** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.1d** Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- W.11-12.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes
- W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- W.11-12.9b** Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme

Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

*National Center for History in the Schools*

- 5-12.HT.1.B** Identify the temporal structure of a historical narrative or story.
- 5-12.HT.1.C** Establish temporal order in constructing historical narratives of their own.
- 5-12.HT.1.F** Reconstruct patterns of historical succession and duration; explain historical continuity and change.
- 5-12.HT.2.A** Identify the author or source of the historical document or narrative and assess its credibility.
- 5-12.HT.2.D** Differentiate between historical facts and historical interpretations.
- 5-12.HT.2.F** Appreciate historical perspectives.
- 5-12.HT.2.G** Draw upon data in historical maps.
- 5-12.HT.3.A** Compare and contrast differing sets of ideas.
- 5-12.HT.3.B** Consider multiple perspectives.
- 5-12.HT.3.C** Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.
- 5-12.HT.3.D** Draw comparisons across eras and regions in order to define enduring issues.
- 5-12.HT.3.F** Compare competing historical narratives.
- 5-12.HT.4.A** Formulate historical questions.
- 5-12.HT.4.C** Interrogate historical data.
- 5-12.HT.4.F** Support interpretations with historical evidence.
- 5-12.HT.5.A** Identify issues and problems in the past.
- 5-12.HT.5.C** Identify relevant historical antecedents.
- 5-12.HT.5.F** Evaluate the implementation of a decision.
- 5-12.USHU.Era1.2** Understand how early European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples.
- 5-12.USHU.Era2.2** Understand how political, religious, and social institutions emerged in the English colonies.
- 5-12.USHU.Era4.2** Understand how the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions.
- 5-12.USHU.Era4.4** Understand the sources and character of cultural, religious, and social reform movements in the antebellum period.
- 5-12.USHU.Era6.1** Understand how the rise of corporations, heavy industry, and mechanized farming transformed the American people.

- 5-12.WHU.Era5.6** Understand the expansion of states and civilizations in the Americas, 1000-1500.
- 5-12.WHU.Era6.6** Understand major global trends from 1450-1770.
- 5-12.WHU.Era7.3** Understand the transformation of Eurasian societies in an era of global trade and rising European power, 1750-1870.

*National Council for Social Studies*

- 9-12.I.a** Analyze and explain the ways groups, societies, and cultures address human needs and concerns.
- 9-12.I.b** Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
- 9-12.I.c** Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.
- 9-12.I.d** Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change.
- 9-12.I.f** Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.
- 9-12.I.h** Explain and apply ideas, theories, and modes of inquiry drawn from anthropology and sociology in the examination of persistent issues and social problems.
- 9-12.II.a** Demonstrate that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and the evidence they use.
- 9-12.II.b** Apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
- 9-12.II.c** Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.
- 9-12.II.d** Systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality.
- 9-12.II.e** Investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.
- 9-12.III.a** Refine mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape.

- 9-12.III.b** Create, interpret, use, and synthesize information from various representations of the earth, such as maps, globes, and photographs.
- 9-12.III.g** Describe and compare how people create places that reflect culture, human needs, government policy, and current values and ideals as they design and build specialized buildings, neighborhoods, shopping centers, urban centers, industrial parks, and the like.
- 9-12.III.h** Examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem changes.
- 9-12.IV.a** Articulate personal connections to time, place, and social/cultural systems.
- 9-12.IV.b** Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life.
- 9-12.IV.c** Describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self.
- 9-12.IV.e** Examine the interactions of ethnic, national, or cultural influences in specific situations or events.
- 9-12.IV.f** Analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity.
- 9-12.V.a** Apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society.
- 9-12.V.b** Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.
- 9-12.V.c** Describe the various forms institutions take, and explain how they develop and change over time.
- 9-12.V.e** Describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements.
- 9-12.V.g** Analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings.
- 9-12.VI.c** Analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
- 9-12.VI.f** Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.
- 9-12.VII.h** Apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues.
- 9-12.VII.i** Distinguish between the domestic and global economic systems, and explain how the two interact.

- 9-12.VIII.a** Identify and describe both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings.
- 9-12.VIII.b** Make judgments about how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human-environment interactions.
- 9-12.X.b** Identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities.

## Lesson 15 - Early Middle Colonies: Experiment in Diversity

### *Common Core Standards*

- L.11-12.1a** Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- L.11-12.2b** Spell correctly.
- L.11-12.4b** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).
- L.11-12.5a** Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- L.11-12.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- RI.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI.11-12.10** By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- RI.11-12.3** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.11-12.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- RI.11-12.7** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.



- SL.11-12.1b** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- SL.11-12.1c** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- W.11-12.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes
- W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- W.11-12.9b** Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

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- 5-12.HT.1.B** Identify the temporal structure of a historical narrative or story.
- 5-12.HT.1.C** Establish temporal order in constructing historical narratives of their own.
- 5-12.HT.1.F** Reconstruct patterns of historical succession and duration; explain historical continuity and change.
- 5-12.HT.2.A** Identify the author or source of the historical document or narrative and assess its credibility.
- 5-12.HT.2.D** Differentiate between historical facts and historical interpretations.
- 5-12.HT.2.F** Appreciate historical perspectives.
- 5-12.HT.2.G** Draw upon data in historical maps.
- 5-12.HT.3.A** Compare and contrast differing sets of ideas.
- 5-12.HT.3.B** Consider multiple perspectives.
- 5-12.HT.3.C** Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.

- 5-12.HT.3.D** Draw comparisons across eras and regions in order to define enduring issues.
- 5-12.HT.3.F** Compare competing historical narratives.
- 5-12.HT.3.J** Hypothesize the influence of the past.
- 5-12.HT.4.A** Formulate historical questions.
- 5-12.HT.4.C** Interrogate historical data.
- 5-12.HT.5.A** Identify issues and problems in the past.
- 5-12.HT.5.C** Identify relevant historical antecedents.
- 5-12.HT.5.F** Evaluate the implementation of a decision.
- 5-12.USHU.Era1.1** Understand comparative characteristics of societies in the Americas, Western Europe, and Western Africa that increasingly interacted after 1450.
- 5-12.USHU.Era2.2** Understand how political, religious, and social institutions emerged in the English colonies.
- 5-12.USHU.Era4.2** Understand how the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions.
- 5-12.USHU.Era4.4** Understand the sources and character of cultural, religious, and social reform movements in the antebellum period.
- 5-12.USHU.Era6.1** Understand how the rise of corporations, heavy industry, and mechanized farming transformed the American people.
- 5-12.WHU.Era5.6** Understand the expansion of states and civilizations in the Americas, 1000-1500.
- 5-12.WHU.Era6.6** Understand major global trends from 1450-1770.
- 5-12.WHU.Era7.3** Understand the transformation of Eurasian societies in an era of global trade and rising European power, 1750-1870.

*National Council for Social Studies*

- 9-12.I.a** Analyze and explain the ways groups, societies, and cultures address human needs and concerns.
- 9-12.I.b** Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
- 9-12.I.c** Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.
- 9-12.I.d** Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change.
- 9-12.I.f** Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.

- 9-12.I.h** Explain and apply ideas, theories, and modes of inquiry drawn from anthropology and sociology in the examination of persistent issues and social problems.
- 9-12.II.a** Demonstrate that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and the evidence they use.
- 9-12.II.b** Apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
- 9-12.II.c** Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.
- 9-12.II.d** Systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality.
- 9-12.II.e** Investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.
- 9-12.III.a** Refine mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape.
- 9-12.III.b** Create, interpret, use, and synthesize information from various representations of the earth, such as maps, globes, and photographs.
- 9-12.III.g** Describe and compare how people create places that reflect culture, human needs, government policy, and current values and ideals as they design and build specialized buildings, neighborhoods, shopping centers, urban centers, industrial parks, and the like.
- 9-12.III.h** Examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem changes.
- 9-12.IV.a** Articulate personal connections to time, place, and social/cultural systems.
- 9-12.IV.b** Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life.
- 9-12.IV.c** Describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self.
- 9-12.IV.e** Examine the interactions of ethnic, national, or cultural influences in specific situations or events.

- 9-12.IV.f** Analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity.
- 9-12.V.a** Apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society.
- 9-12.V.b** Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.
- 9-12.V.c** Describe the various forms institutions take, and explain how they develop and change over time.
- 9-12.V.e** Describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements.
- 9-12.V.g** Analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings.
- 9-12.VI.c** Analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
- 9-12.VI.e** Compare different political systems (their ideologies, structure, institutions, processes, and political cultures) with that of the United States, and identify representative political leaders from selected historical and contemporary settings.
- 9-12.VII.h** Apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues.
- 9-12.VII.i** Distinguish between the domestic and global economic systems, and explain how the two interact.
- 9-12.VIII.a** Identify and describe both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings.
- 9-12.VIII.b** Make judgments about how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human-environment interactions.
- 9-12.X.b** Identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities.

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## Lesson 16 - The Chesapeake Region: Beginnings of the Plantation Economy

### *Common Core Standards*

- L.11-12.2b** Spell correctly.
- L.11-12.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- RI.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI.11-12.10** By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- RI.11-12.3** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.11-12.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- RI.11-12.7** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- SL.11-12.1c** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- W.11-12.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes
- W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- W.11-12.9b** Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

*National Center for History in the Schools*

- 5-12.HT.1.B** Identify the temporal structure of a historical narrative or story.
- 5-12.HT.1.F** Reconstruct patterns of historical succession and duration; explain historical continuity and change.

- 5-12.HT.2.A** Identify the author or source of the historical document or narrative and assess its credibility.
- 5-12.HT.2.B** Reconstruct the literal meaning of a historical passage.
- 5-12.HT.2.C** Identify the central question(s) the historical narrative addresses.
- 5-12.HT.2.F** Appreciate historical perspectives.
- 5-12.HT.2.G** Draw upon data in historical maps.
- 5-12.HT.3.B** Consider multiple perspectives.
- 5-12.HT.3.C** Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.
- 5-12.HT.3.F** Compare competing historical narratives.
- 5-12.HT.3.J** Hypothesize the influence of the past.
- 5-12.HT.4.A** Formulate historical questions.
- 5-12.HT.4.C** Interrogate historical data.
- 5-12.HT.5.A** Identify issues and problems in the past.
- 5-12.HT.5.F** Evaluate the implementation of a decision.
- 5-12.USHU.Era2.1** Understand why the Americas attracted Europeans, why they brought enslaved Africans to their colonies, and how Europeans struggled for control of North America and the Caribbean.
- 5-12.USHU.Era2.2** Understand how political, religious, and social institutions emerged in the English colonies.
- 5-12.USHU.Era2.3** Understand how the values and institutions of European economic life took root in the colonies, and how slavery reshaped European and African life in the Americas.
- 5-12.WHU.Era5.6** Understand the expansion of states and civilizations in the Americas, 1000-1500.

*National Council for Social Studies*

- 9-12.I.a** Analyze and explain the ways groups, societies, and cultures address human needs and concerns.
- 9-12.I.b** Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
- 9-12.I.c** Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.
- 9-12.I.d** Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change.
- 9-12.I.e** Demonstrate the value of cultural diversity, as well as cohesion, within and across groups.

- 9-12.I.f** Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.
- 9-12.I.g** Construct reasoned judgments about specific cultural responses to persistent human issues.
- 9-12.I.h** Explain and apply ideas, theories, and modes of inquiry drawn from anthropology and sociology in the examination of persistent issues and social problems.
- 9-12.II.a** Demonstrate that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and the evidence they use.
- 9-12.II.b** Apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
- 9-12.II.c** Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.
- 9-12.II.d** Systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality.
- 9-12.II.e** Investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.
- 9-12.III.a** Refine mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape.
- 9-12.III.b** Create, interpret, use, and synthesize information from various representations of the earth, such as maps, globes, and photographs.
- 9-12.III.g** Describe and compare how people create places that reflect culture, human needs, government policy, and current values and ideals as they design and build specialized buildings, neighborhoods, shopping centers, urban centers, industrial parks, and the like.
- 9-12.III.h** Examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem changes.
- 9-12.IV.a** Articulate personal connections to time, place, and social/cultural systems.
- 9-12.IV.b** Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life.

- 9-12.IV.c** Describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self.
- 9-12.IV.e** Examine the interactions of ethnic, national, or cultural influences in specific situations or events.
- 9-12.IV.f** Analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity.
- 9-12.V.a** Apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society.
- 9-12.V.b** Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.
- 9-12.V.c** Describe the various forms institutions take, and explain how they develop and change over time.
- 9-12.V.e** Describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements.
- 9-12.V.g** Analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings.
- 9-12.VI.c** Analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
- 9-12.VI.f** Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.
- 9-12.VII.h** Apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues.
- 9-12.VII.i** Distinguish between the domestic and global economic systems, and explain how the two interact.
- 9-12.VIII.a** Identify and describe both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings.
- 9-12.VIII.b** Make judgments about how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human-environment interactions.
- 9-12.X.b** Identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities.

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## Lesson 17 - Early Resistance to Colonial Authority

### *Common Core Standards*

- L.11-12.2b** Spell correctly.



- L.11-12.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- RI.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI.11-12.10** By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- RL.11-12.3** Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.11-12.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- RL.11-12.7** Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- W.11-12.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes
- W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- W.11-12.9b** Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

*National Center for History in the Schools*

- 5-12.HT.1.B** Identify the temporal structure of a historical narrative or story.
- 5-12.HT.1.F** Reconstruct patterns of historical succession and duration; explain historical continuity and change.
- 5-12.HT.2.A** Identify the author or source of the historical document or narrative and assess its credibility.
- 5-12.HT.2.B** Reconstruct the literal meaning of a historical passage.
- 5-12.HT.2.C** Identify the central question(s) the historical narrative addresses.
- 5-12.HT.2.F** Appreciate historical perspectives.
- 5-12.HT.2.G** Draw upon data in historical maps.
- 5-12.HT.3.B** Consider multiple perspectives.
- 5-12.HT.3.C** Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.
- 5-12.HT.3.F** Compare competing historical narratives.
- 5-12.HT.3.G** Challenge arguments of historical inevitability.
- 5-12.HT.3.H** Hold interpretations of history as tentative.
- 5-12.HT.3.J** Hypothesize the influence of the past.
- 5-12.HT.4.A** Formulate historical questions.
- 5-12.HT.4.C** Interrogate historical data.
- 5-12.HT.5.A** Identify issues and problems in the past.
- 5-12.HT.5.C** Identify relevant historical antecedents.
- 5-12.HT.5.F** Evaluate the implementation of a decision.
- 5-12.USHU.Era2.1** Understand why the Americas attracted Europeans, why they brought enslaved Africans to their colonies, and how Europeans struggled for control of North America and the Caribbean.
- 5-12.USHU.Era2.2** Understand how political, religious, and social institutions emerged in the English colonies.
- 5-12.USHU.Era2.3** Understand how the values and institutions of European economic life took root in the colonies, and how slavery reshaped European and African life in the Americas.
- 5-12.WHU.Era5.6** Understand the expansion of states and civilizations in the Americas, 1000-1500.

*National Council for Social Studies*

- 9-12.I.a** Analyze and explain the ways groups, societies, and cultures address human needs and concerns.

- 9-12.I.b** Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
- 9-12.I.c** Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.
- 9-12.I.d** Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change.
- 9-12.I.f** Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.
- 9-12.I.h** Explain and apply ideas, theories, and modes of inquiry drawn from anthropology and sociology in the examination of persistent issues and social problems.
- 9-12.II.a** Demonstrate that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and the evidence they use.
- 9-12.II.b** Apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
- 9-12.II.c** Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.
- 9-12.II.d** Systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality.
- 9-12.II.e** Investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.
- 9-12.III.a** Refine mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape.
- 9-12.III.b** Create, interpret, use, and synthesize information from various representations of the earth, such as maps, globes, and photographs.
- 9-12.III.g** Describe and compare how people create places that reflect culture, human needs, government policy, and current values and ideals as they design and build specialized buildings, neighborhoods, shopping centers, urban centers, industrial parks, and the like.
- 9-12.III.h** Examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem changes.

- 9-12.IV.a** Articulate personal connections to time, place, and social/cultural systems.
- 9-12.IV.b** Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life.
- 9-12.IV.c** Describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self.
- 9-12.IV.e** Examine the interactions of ethnic, national, or cultural influences in specific situations or events.
- 9-12.IV.f** Analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity.
- 9-12.V.a** Apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society.
- 9-12.V.b** Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.
- 9-12.V.c** Describe the various forms institutions take, and explain how they develop and change over time.
- 9-12.V.e** Describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements.
- 9-12.V.g** Analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings.
- 9-12.VI.c** Analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
- 9-12.VI.f** Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.
- 9-12.VII.h** Apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues.
- 9-12.VII.i** Distinguish between the domestic and global economic systems, and explain how the two interact.
- 9-12.VIII.a** Identify and describe both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings.
- 9-12.VIII.b** Make judgments about how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human-environment interactions.
- 9-12.X.b** Identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities.

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**Lesson 18 - The New England Colonies in the Mid-Eighteenth Century***Common Core Standards*

- L.11-12.2b** Spell correctly.
- L.11-12.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- RI.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI.11-12.10** By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- RI.11-12.3** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.11-12.8** Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
- SL.11-12.1a** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- SL.11-12.1c** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.6** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.11-12.9b** Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

*National Center for History in the Schools*

- 5-12.HT.1.B** Identify the temporal structure of a historical narrative or story.
- 5-12.HT.2.B** Reconstruct the literal meaning of a historical passage.
- 5-12.HT.2.D** Differentiate between historical facts and historical interpretations.
- 5-12.HT.2.F** Appreciate historical perspectives.
- 5-12.HT.2.G** Draw upon data in historical maps.
- 5-12.HT.3.A** Compare and contrast differing sets of ideas.
- 5-12.HT.3.B** Consider multiple perspectives.
- 5-12.HT.3.C** Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.
- 5-12.HT.3.J** Hypothesize the influence of the past.
- 5-12.HT.4.A** Formulate historical questions.
- 5-12.HT.4.F** Support interpretations with historical evidence.
- 5-12.HT.5.A** Identify issues and problems in the past.
- 5-12.HT.5.C** Identify relevant historical antecedents.
- 5-12.USHU.Era2.2** Understand how political, religious, and social institutions emerged in the English colonies.
- 5-12.USHU.Era2.3** Understand how the values and institutions of European economic life took root in the colonies, and how slavery reshaped European and African life in the Americas.
- 5-12.USHU.Era3.1** Understand the causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory.
- 5-12.WHU.Era6.1** Understand how the transoceanic interlinking of all major regions of the world from 1450-1600 led to global transformations.
- 5-12.WHU.Era6.2** Understand how European society experienced political, economic, and cultural transformations in an age of global intercommunication, 1450-1750.
- 5-12.WHU.Era6.4** Understand economic, political, and cultural interrelations among peoples of Africa, Europe, and the Americas, 1500-1750.
- 5-12.WHU.Era7.1** Understand the causes and consequences of political revolutions in the late 18th and early 19th centuries.

*National Council for Social Studies*

- 9-12.I.a** Analyze and explain the ways groups, societies, and cultures address human needs and concerns.
- 9-12.I.b** Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.

- 9-12.I.c** Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.
- 9-12.I.d** Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change.
- 9-12.I.e** Demonstrate the value of cultural diversity, as well as cohesion, within and across groups.
- 9-12.I.f** Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.
- 9-12.I.g** Construct reasoned judgments about specific cultural responses to persistent human issues.
- 9-12.I.h** Explain and apply ideas, theories, and modes of inquiry drawn from anthropology and sociology in the examination of persistent issues and social problems.
- 9-12.II.a** Demonstrate that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and the evidence they use.
- 9-12.II.b** Apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
- 9-12.II.c** Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.
- 9-12.II.d** Systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality.
- 9-12.II.e** Investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.
- 9-12.II.f** Apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues.
- 9-12.III.a** Refine mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape.
- 9-12.III.b** Create, interpret, use, and synthesize information from various representations of the earth, such as maps, globes, and photographs.
- 9-12.IV.a** Articulate personal connections to time, place, and social/cultural systems.

- 9-12.IV.b** Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life.
- 9-12.IV.c** Describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self.
- 9-12.IV.d** Apply concepts, methods, and theories about the study of human growth and development, such as physical endowment, learning motivation, behavior, perception, and personality.
- 9-12.IV.e** Examine the interactions of ethnic, national, or cultural influences in specific situations or events.
- 9-12.IV.f** Analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity.
- 9-12.IV.g** Compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups.
- 9-12.IX.a** Explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding.
- 9-12.V.a** Apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society.
- 9-12.V.b** Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.
- 9-12.V.c** Describe the various forms institutions take, and explain how they develop and change over time.
- 9-12.V.d** Identify and analyze examples of tensions between expressions of individuality and efforts used to promote conformity by groups and institutions.
- 9-12.V.e** Describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements.
- 9-12.VI.a** Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.
- 9-12.VI.h** Explain and apply ideas, theories, and modes of inquiry drawn from political science to the examination of persistent issues and social problems.
- 9-12.VIII.a** Identify and describe both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings.

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## Lesson 19 - The Middle Colonies in the Mid-Eighteenth Century

### *Common Core Standards*

- L.11-12.2b** Spell correctly.



- L.11-12.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- RI.11-12.10** By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- RI.11-12.2** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- RI.11-12.7** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.11-12.9** Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.
- SL.11-12.1a** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- SL.11-12.1c** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.6** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- W.11-12.9b** Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and

arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

*National Center for History in the Schools*

- 5-12.HT.1.B** Identify the temporal structure of a historical narrative or story.
- 5-12.HT.2.B** Reconstruct the literal meaning of a historical passage.
- 5-12.HT.2.C** Identify the central question(s) the historical narrative addresses.
- 5-12.HT.2.D** Differentiate between historical facts and historical interpretations.
- 5-12.HT.2.F** Appreciate historical perspectives.
- 5-12.HT.3.A** Compare and contrast differing sets of ideas.
- 5-12.HT.3.B** Consider multiple perspectives.
- 5-12.HT.3.C** Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.
- 5-12.HT.3.D** Draw comparisons across eras and regions in order to define enduring issues.
- 5-12.HT.3.J** Hypothesize the influence of the past.
- 5-12.HT.4.A** Formulate historical questions.
- 5-12.HT.5.A** Identify issues and problems in the past.
- 5-12.HT.5.C** Identify relevant historical antecedents.
- 5-12.USHU.Era2.2** Understand how political, religious, and social institutions emerged in the English colonies.
- 5-12.USHU.Era2.3** Understand how the values and institutions of European economic life took root in the colonies, and how slavery reshaped European and African life in the Americas.
- 5-12.USHU.Era3.1** Understand the causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory.
- 5-12.WHU.Era6.1** Understand how the transoceanic interlinking of all major regions of the world from 1450-1600 led to global transformations.
- 5-12.WHU.Era6.2** Understand how European society experienced political, economic, and cultural transformations in an age of global intercommunication, 1450-1750.
- 5-12.WHU.Era6.4** Understand economic, political, and cultural interrelations among peoples of Africa, Europe, and the Americas, 1500-1750.
- 5-12.WHU.Era7.1** Understand the causes and consequences of political revolutions in the late 18th and early 19th centuries.

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- 9-12.I.a** Analyze and explain the ways groups, societies, and cultures address human needs and concerns.

- 9-12.I.b** Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
- 9-12.I.c** Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.
- 9-12.I.d** Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change.
- 9-12.I.e** Demonstrate the value of cultural diversity, as well as cohesion, within and across groups.
- 9-12.I.f** Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.
- 9-12.I.g** Construct reasoned judgments about specific cultural responses to persistent human issues.
- 9-12.I.h** Explain and apply ideas, theories, and modes of inquiry drawn from anthropology and sociology in the examination of persistent issues and social problems.
- 9-12.II.a** Demonstrate that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and the evidence they use.
- 9-12.II.b** Apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
- 9-12.II.c** Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.
- 9-12.II.d** Systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality.
- 9-12.II.e** Investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.
- 9-12.II.f** Apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues.
- 9-12.III.a** Refine mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape.
- 9-12.III.b** Create, interpret, use, and synthesize information from various representations of the earth, such as maps, globes, and photographs.

- 9-12.IV.a** Articulate personal connections to time, place, and social/cultural systems.
- 9-12.IV.b** Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life.
- 9-12.IV.c** Describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self.
- 9-12.IV.d** Apply concepts, methods, and theories about the study of human growth and development, such as physical endowment, learning motivation, behavior, perception, and personality.
- 9-12.IV.e** Examine the interactions of ethnic, national, or cultural influences in specific situations or events.
- 9-12.IV.f** Analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity.
- 9-12.IV.h** Work independently and cooperatively within groups and institutions to accomplish goals.
- 9-12.IX.a** Explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding.
- 9-12.V.a** Apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society.
- 9-12.V.b** Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.
- 9-12.V.c** Describe the various forms institutions take, and explain how they develop and change over time.
- 9-12.V.d** Identify and analyze examples of tensions between expressions of individuality and efforts used to promote conformity by groups and institutions.
- 9-12.V.e** Describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements.
- 9-12.V.f** Evaluate the role of institutions in furthering both continuity and change.
- 9-12.V.g** Analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings.
- 9-12.VI.a** Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.
- 9-12.VI.b** Explain the purpose of government and analyze how its powers are acquired, used, and justified.
- 9-12.VI.c** Analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.

- 9-12.VI.f** Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.
- 9-12.VIII.a** Identify and describe both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings.
- 9-12.X.a** Explain the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law.
- 9-12.X.b** Identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities.

## Lesson 20 - The Southern Colonies in the Mid-Eighteenth Century

### *Common Core Standards*

- L.11-12.1a** Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- L.11-12.2b** Spell correctly.
- L.11-12.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- RI.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI.11-12.10** By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- RI.11-12.6** Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- RI.11-12.7** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.11-12.9** Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
- SL.11-12.1a** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts

and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

- SL.11-12.1b** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- SL.11-12.1c** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.1d** Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- SL.11-12.3** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- SL.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- SL.11-12.6** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- W.11-12.9b** Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

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- 5-12.HT.1.A** Distinguish between past, present, and future time.
- 5-12.HT.1.B** Identify the temporal structure of a historical narrative or story.
- 5-12.HT.1.C** Establish temporal order in constructing historical narratives of their own.
- 5-12.HT.1.F** Reconstruct patterns of historical succession and duration; explain historical continuity and change.
- 5-12.HT.2.A** Identify the author or source of the historical document or narrative and assess its credibility.
- 5-12.HT.2.B** Reconstruct the literal meaning of a historical passage.
- 5-12.HT.2.C** Identify the central question(s) the historical narrative addresses.
- 5-12.HT.2.D** Differentiate between historical facts and historical interpretations.
- 5-12.HT.2.E** Read historical narratives imaginatively.
- 5-12.HT.2.F** Appreciate historical perspectives.
- 5-12.HT.2.G** Draw upon data in historical maps.
- 5-12.HT.3.A** Compare and contrast differing sets of ideas.
- 5-12.HT.3.B** Consider multiple perspectives.
- 5-12.HT.3.C** Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.
- 5-12.HT.3.D** Draw comparisons across eras and regions in order to define enduring issues.
- 5-12.HT.3.F** Compare competing historical narratives.
- 5-12.HT.3.J** Hypothesize the influence of the past.
- 5-12.HT.4.A** Formulate historical questions.
- 5-12.HT.4.B** Obtain historical data from a variety of sources.
- 5-12.HT.4.C** Interrogate historical data.
- 5-12.HT.4.D** Identify the gaps in the available records, marshal contextual knowledge and perspectives of the time and place.
- 5-12.HT.4.F** Support interpretations with historical evidence.
- 5-12.HT.5.A** Identify issues and problems in the past.
- 5-12.HT.5.C** Identify relevant historical antecedents.
- 5-12.HT.5.D** Evaluate alternative courses of action.
- 5-12.HT.5.E** Formulate a position or course of action on an issue.
- 5-12.HT.5.F** Evaluate the implementation of a decision.
- 5-12.USHU.Era2.1** Understand why the Americas attracted Europeans, why they brought enslaved Africans to their colonies, and how Europeans struggled for control of North America and the Caribbean.

- 5-12.USHU.Era2.2** Understand how political, religious, and social institutions emerged in the English colonies.
- 5-12.USHU.Era2.3** Understand how the values and institutions of European economic life took root in the colonies, and how slavery reshaped European and African life in the Americas.
- 5-12.USHU.Era3.1** Understand the causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory.

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- 9-12.I.a** Analyze and explain the ways groups, societies, and cultures address human needs and concerns.
- 9-12.I.b** Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
- 9-12.I.c** Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.
- 9-12.I.d** Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change.
- 9-12.I.e** Demonstrate the value of cultural diversity, as well as cohesion, within and across groups.
- 9-12.I.f** Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.
- 9-12.I.g** Construct reasoned judgments about specific cultural responses to persistent human issues.
- 9-12.I.h** Explain and apply ideas, theories, and modes of inquiry drawn from anthropology and sociology in the examination of persistent issues and social problems.
- 9-12.II.a** Demonstrate that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and the evidence they use.
- 9-12.II.b** Apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
- 9-12.II.c** Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.
- 9-12.II.d** Systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their



credibility, validating and weighing evidence for claims, and searching for causality.

- 9-12.II.e** Investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.
- 9-12.II.f** Apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues.
- 9-12.III.a** Refine mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape.
- 9-12.III.b** Create, interpret, use, and synthesize information from various representations of the earth, such as maps, globes, and photographs.
- 9-12.III.g** Describe and compare how people create places that reflect culture, human needs, government policy, and current values and ideals as they design and build specialized buildings, neighborhoods, shopping centers, urban centers, industrial parks, and the like.
- 9-12.III.i** Describe and assess ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings.
- 9-12.III.k** Propose, compare, and evaluate alternative policies for the use of land and other resources in communities, regions, nations, and the world.
- 9-12.IV.a** Articulate personal connections to time, place, and social/cultural systems.
- 9-12.IV.b** Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life.
- 9-12.IV.c** Describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self.
- 9-12.IV.d** Apply concepts, methods, and theories about the study of human growth and development, such as physical endowment, learning motivation, behavior, perception, and personality.
- 9-12.IV.e** Examine the interactions of ethnic, national, or cultural influences in specific situations or events.
- 9-12.IV.f** Analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity.
- 9-12.IV.h** Work independently and cooperatively within groups and institutions to accomplish goals.
- 9-12.IX.a** Explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding.

- 9-12.V.a** Apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society.
- 9-12.V.b** Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.
- 9-12.V.c** Describe the various forms institutions take, and explain how they develop and change over time.
- 9-12.V.d** Identify and analyze examples of tensions between expressions of individuality and efforts used to promote conformity by groups and institutions.
- 9-12.V.e** Describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements.
- 9-12.VI.a** Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.
- 9-12.VI.b** Explain the purpose of government and analyze how its powers are acquired, used, and justified.
- 9-12.VI.c** Analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
- 9-12.VI.d** Compare and analyze the ways nations and organizations respond to conflicts between forces of unity and forces of diversity.
- 9-12.VI.f** Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.
- 9-12.VII.a** Explain how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed.
- 9-12.VII.h** Apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues.
- 9-12.VIII.a** Identify and describe both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings.
- 9-12.X.a** Explain the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law.
- 9-12.X.b** Identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities.

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## Lesson 21 - British Colonial Policy: A Tradition of Neglect

### *Common Core Standards*

- L.11-12.2b** Spell correctly.

- L.11-12.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- RI.11-12.10** By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- RI.11-12.2** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- RI.11-12.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- RI.11-12.9** Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.
- SL.11-12.1a** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- SL.11-12.1b** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- SL.11-12.1c** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.1d** Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- SL.11-12.6** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- W.11-12.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

- W.11-12.2b** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.11-12.9b** Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

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- 5-12.HT.1.F** Reconstruct patterns of historical succession and duration; explain historical continuity and change.
- 5-12.HT.2.F** Appreciate historical perspectives.
- 5-12.HT.3.B** Consider multiple perspectives.
- 5-12.HT.3.C** Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.
- 5-12.HT.3.D** Draw comparisons across eras and regions in order to define enduring issues.
- 5-12.HT.3.J** Hypothesize the influence of the past.
- 5-12.HT.4.C** Interrogate historical data.
- 5-12.HT.5.A** Identify issues and problems in the past.
- 5-12.HT.5.C** Identify relevant historical antecedents.
- 5-12.HT.5.F** Evaluate the implementation of a decision.
- 5-12.USHU.Era3.1** Understand the causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory.
- 5-12.WHU.Era6.2** Understand how European society experienced political, economic, and cultural transformations in an age of global intercommunication, 1450-1750.
- 5-12.WHU.Era6.4** Understand economic, political, and cultural interrelations among peoples of Africa, Europe, and the Americas, 1500-1750.
- 5-12.WHU.Era7.1** Understand the causes and consequences of political revolutions in the late 18th and early 19th centuries.

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- 9-12.I.b** Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
- 9-12.I.e** Demonstrate the value of cultural diversity, as well as cohesion, within and across groups.
- 9-12.II.a** Demonstrate that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and the evidence they use.
- 9-12.II.b** Apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
- 9-12.II.d** Systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality.
- 9-12.II.f** Apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues.
- 9-12.III.a** Refine mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape.
- 9-12.III.g** Describe and compare how people create places that reflect culture, human needs, government policy, and current values and ideals as they design and build specialized buildings, neighborhoods, shopping centers, urban centers, industrial parks, and the like.
- 9-12.IV.e** Examine the interactions of ethnic, national, or cultural influences in specific situations or events.
- 9-12.IV.g** Compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups.
- 9-12.IX.b** Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations.
- 9-12.IX.e** Analyze the relationships and tensions between national sovereignty and global interests, in matters such as territory, economic development, nuclear and other weapons, use of natural resources, and human rights concerns.
- 9-12.V.a** Apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society.
- 9-12.V.b** Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.
- 9-12.V.c** Describe the various forms institutions take, and explain how they develop and change over time.

- 9-12.V.d** Identify and analyze examples of tensions between expressions of individuality and efforts used to promote conformity by groups and institutions.
- 9-12.V.e** Describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements.
- 9-12.V.f** Evaluate the role of institutions in furthering both continuity and change.
- 9-12.V.g** Analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings.
- 9-12.VI.b** Explain the purpose of government and analyze how its powers are acquired, used, and justified.
- 9-12.VI.c** Analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
- 9-12.VI.d** Compare and analyze the ways nations and organizations respond to conflicts between forces of unity and forces of diversity.
- 9-12.VI.f** Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.
- 9-12.VI.h** Explain and apply ideas, theories, and modes of inquiry drawn from political science to the examination of persistent issues and social problems.
- 9-12.VII.f** Compare how values and beliefs influence economic decisions in different societies.
- 9-12.VII.i** Distinguish between the domestic and global economic systems, and explain how the two interact.
- 9-12.X.a** Explain the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law.
- 9-12.X.b** Identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities.
- 9-12.X.e** Analyze and evaluate the influence of various forms of citizen action on public policy.
- 9-12.X.h** Evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government.
- 9-12.X.j** Participate in activities to strengthen the common good, based upon careful evaluation of possible options for citizen action.

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## Lesson 22 - The Path to Revolution, 1763–1776

### *Common Core Standards*

- L.11-12.2b** Spell correctly.

- L.11-12.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- RI.11-12.10** By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- RI.11-12.2** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- RI.11-12.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- RI.11-12.9** Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.
- SL.11-12.1a** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- SL.11-12.1c** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.6** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- W.11-12.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes
- W.11-12.2b** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.11-12.9b** Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of

constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]).

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- 5-12.HT.1.F** Reconstruct patterns of historical succession and duration; explain historical continuity and change.
- 5-12.HT.2.F** Appreciate historical perspectives.
- 5-12.HT.3.B** Consider multiple perspectives.
- 5-12.HT.3.C** Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.
- 5-12.HT.3.D** Draw comparisons across eras and regions in order to define enduring issues.
- 5-12.HT.3.J** Hypothesize the influence of the past.
- 5-12.HT.4.B** Obtain historical data from a variety of sources.
- 5-12.HT.4.C** Interrogate historical data.
- 5-12.HT.4.F** Support interpretations with historical evidence.
- 5-12.HT.5.A** Identify issues and problems in the past.
- 5-12.HT.5.C** Identify relevant historical antecedents.
- 5-12.HT.5.E** Formulate a position or course of action on an issue.
- 5-12.HT.5.F** Evaluate the implementation of a decision.
- 5-12.USHU.Era3.1** Understand the causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory.
- 5-12.WHU.Era6.4** Understand economic, political, and cultural interrelations among peoples of Africa, Europe, and the Americas, 1500-1750.
- 5-12.WHU.Era7.1** Understand the causes and consequences of political revolutions in the late 18th and early 19th centuries.

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- 9-12.I.b** Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
- 9-12.I.e** Demonstrate the value of cultural diversity, as well as cohesion, within and across groups.
- 9-12.II.a** Demonstrate that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and the evidence they use.



- 9-12.II.b** Apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
- 9-12.II.d** Systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality.
- 9-12.II.f** Apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues.
- 9-12.III.a** Refine mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape.
- 9-12.III.g** Describe and compare how people create places that reflect culture, human needs, government policy, and current values and ideals as they design and build specialized buildings, neighborhoods, shopping centers, urban centers, industrial parks, and the like.
- 9-12.IV.e** Examine the interactions of ethnic, national, or cultural influences in specific situations or events.
- 9-12.IV.g** Compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups.
- 9-12.IX.b** Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations.
- 9-12.IX.e** Analyze the relationships and tensions between national sovereignty and global interests, in matters such as territory, economic development, nuclear and other weapons, use of natural resources, and human rights concerns.
- 9-12.V.a** Apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society.
- 9-12.V.b** Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.
- 9-12.V.c** Describe the various forms institutions take, and explain how they develop and change over time.
- 9-12.V.d** Identify and analyze examples of tensions between expressions of individuality and efforts used to promote conformity by groups and institutions.
- 9-12.V.e** Describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements.
- 9-12.V.f** Evaluate the role of institutions in furthering both continuity and change.
- 9-12.V.g** Analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings.

- 9-12.VI.b** Explain the purpose of government and analyze how its powers are acquired, used, and justified.
- 9-12.VI.c** Analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
- 9-12.VI.d** Compare and analyze the ways nations and organizations respond to conflicts between forces of unity and forces of diversity.
- 9-12.VI.e** Compare different political systems (their ideologies, structure, institutions, processes, and political cultures) with that of the United States, and identify representative political leaders from selected historical and contemporary settings.
- 9-12.VI.f** Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.
- 9-12.VI.h** Explain and apply ideas, theories, and modes of inquiry drawn from political science to the examination of persistent issues and social problems.
- 9-12.VII.f** Compare how values and beliefs influence economic decisions in different societies.
- 9-12.VII.i** Distinguish between the domestic and global economic systems, and explain how the two interact.
- 9-12.X.a** Explain the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law.
- 9-12.X.b** Identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities.
- 9-12.X.e** Analyze and evaluate the influence of various forms of citizen action on public policy.
- 9-12.X.h** Evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government.
- 9-12.X.j** Participate in activities to strengthen the common good, based upon careful evaluation of possible options for citizen action.

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## Lesson 23 - The War for Independence: The Global Context

### *Common Core Standards*

- L.11-12.2b** Spell correctly.
- L.11-12.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- RI.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI.11-12.10** By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- RI.11-12.3** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.11-12.5** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.11-12.8** Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
- RI.11-12.9** Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.
- SL.11-12.1a** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- SL.11-12.1b** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- SL.11-12.1c** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.6** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- W.11-12.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes
- W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.11-12.9b** Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of

constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

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- 5-12.HT.1.E** Interpret data presented in time lines and create time lines.
- 5-12.HT.1.F** Reconstruct patterns of historical succession and duration; explain historical continuity and change.
- 5-12.HT.2.A** Identify the author or source of the historical document or narrative and assess its credibility.
- 5-12.HT.2.C** Identify the central question(s) the historical narrative addresses.
- 5-12.HT.2.F** Appreciate historical perspectives.
- 5-12.HT.3.C** Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.
- 5-12.USHU.Era3.1** Understand the causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory.
- 5-12.USHU.Era3.2** Understand the impact of the American Revolution on politics, economy, and society.
- 5-12.WHU.Era7.1** Understand the causes and consequences of political revolutions in the late 18th and early 19th centuries.
- 5-12.WHU.Era7.6** Understand major global trends from 1750-1914.

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- 9-12.I.e** Demonstrate the value of cultural diversity, as well as cohesion, within and across groups.
- 9-12.II.c** Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.
- 9-12.II.d** Systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality.
- 9-12.II.f** Apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues.
- 9-12.IX.b** Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations.

- 9-12.IX.e** Analyze the relationships and tensions between national sovereignty and global interests, in matters such as territory, economic development, nuclear and other weapons, use of natural resources, and human rights concerns.
- 9-12.IX.f** Analyze or formulate policy statements demonstrating an understanding of concerns, standards, issues, and conflicts related to universal human rights.
- 9-12.V.b** Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.
- 9-12.VI.a** Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.
- 9-12.VI.b** Explain the purpose of government and analyze how its powers are acquired, used, and justified.
- 9-12.VI.c** Analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
- 9-12.VI.d** Compare and analyze the ways nations and organizations respond to conflicts between forces of unity and forces of diversity.
- 9-12.VI.e** Compare different political systems (their ideologies, structure, institutions, processes, and political cultures) with that of the United States, and identify representative political leaders from selected historical and contemporary settings.
- 9-12.VI.f** Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.
- 9-12.VI.h** Explain and apply ideas, theories, and modes of inquiry drawn from political science to the examination of persistent issues and social problems.
- 9-12.VII.g** Compare basic economic systems according to how rules and procedures deal with demand, supply, prices, the role of government, banks, labor and labor unions, savings and investments, and capital.
- 9-12.X.a** Explain the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law.
- 9-12.X.b** Identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities.

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## Lesson 24 - The Declaration of Independence

### *Common Core Standards*

- L.11-12.2b** Spell correctly.
- L.11-12.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering

vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- RI.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI.11-12.10** By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- RI.11-12.3** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.11-12.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- RI.11-12.5** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.11-12.6** Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- RI.11-12.8** Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
- RI.11-12.9** Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.
- SL.11-12.1a** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- SL.11-12.1b** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- SL.11-12.1c** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

- SL.11-12.6** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.11-12.9b** Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

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- 5-12.HT.2.A** Identify the author or source of the historical document or narrative and assess its credibility.
- 5-12.HT.2.F** Appreciate historical perspectives.
- 5-12.HT.3.B** Consider multiple perspectives.
- 5-12.HT.3.C** Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.
- 5-12.HT.3.D** Draw comparisons across eras and regions in order to define enduring issues.
- 5-12.HT.4.A** Formulate historical questions.
- 5-12.HT.4.B** Obtain historical data from a variety of sources.
- 5-12.HT.4.C** Interrogate historical data.
- 5-12.HT.5.A** Identify issues and problems in the past.
- 5-12.HT.5.C** Identify relevant historical antecedents.
- 5-12.HT.5.F** Evaluate the implementation of a decision.
- 5-12.USHU.Era3.1** Understand the causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory.
- 5-12.USHU.Era3.2** Understand the impact of the American Revolution on politics, economy, and society.
- 5-12.WHU.Era7.1** Understand the causes and consequences of political revolutions in the late 18th and early 19th centuries.

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- 9-12.I.e** Demonstrate the value of cultural diversity, as well as cohesion, within and across groups.
- 9-12.II.c** Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and

civilizations, the rise of nation-states, and social, economic, and political revolutions.

- 9-12.II.d** Systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality.
- 9-12.II.f** Apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues.
- 9-12.IX.b** Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations.
- 9-12.IX.e** Analyze the relationships and tensions between national sovereignty and global interests, in matters such as territory, economic development, nuclear and other weapons, use of natural resources, and human rights concerns.
- 9-12.IX.f** Analyze or formulate policy statements demonstrating an understanding of concerns, standards, issues, and conflicts related to universal human rights.
- 9-12.V.b** Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.
- 9-12.VII.g** Compare basic economic systems according to how rules and procedures deal with demand, supply, prices, the role of government, banks, labor and labor unions, savings and investments, and capital.
- 9-12.X.a** Explain the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law.
- 9-12.X.b** Identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities.

## Lesson 25 - The Articles of Confederation and the Constitution

### *Common Core Standards*

- L.11-12.1a** Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- L.11-12.2b** Spell correctly.
- L.11-12.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- RI.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.



- RI.11-12.2** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- RI.11-12.3** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.11-12.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- RI.11-12.5** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.11-12.6** Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- RI.11-12.8** Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
- RI.11-12.9** Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.
- SL.11-12.1a** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- SL.11-12.1b** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- SL.11-12.1c** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.1d** Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

- SL.11-12.3** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- SL.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- SL.11-12.6** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- W.11-12.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes
- W.11-12.1a** Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- W.11-12.1b** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
- W.11-12.1c** Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- W.11-12.1d** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- W.11-12.1e** Provide a concluding statement or section that follows from and supports the argument presented.
- W.11-12.9b** Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

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- 5-12.HT.2.A** Identify the author or source of the historical document or narrative and assess its credibility.
- 5-12.HT.2.B** Reconstruct the literal meaning of a historical passage.
- 5-12.HT.2.D** Differentiate between historical facts and historical interpretations.
- 5-12.HT.2.F** Appreciate historical perspectives.

- 5-12.HT.3.A** Compare and contrast differing sets of ideas.
- 5-12.HT.3.B** Consider multiple perspectives.
- 5-12.HT.3.C** Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.
- 5-12.HT.3.J** Hypothesize the influence of the past.
- 5-12.HT.4.A** Formulate historical questions.
- 5-12.HT.4.B** Obtain historical data from a variety of sources.
- 5-12.HT.4.C** Interrogate historical data.
- 5-12.HT.4.D** Identify the gaps in the available records, marshal contextual knowledge and perspectives of the time and place.
- 5-12.HT.4.F** Support interpretations with historical evidence.
- 5-12.HT.5.A** Identify issues and problems in the past.
- 5-12.HT.5.C** Identify relevant historical antecedents.
- 5-12.HT.5.E** Formulate a position or course of action on an issue.
- 5-12.HT.5.F** Evaluate the implementation of a decision.
- 5-12.USHU.Era3.2** Understand the impact of the American Revolution on politics, economy, and society.
- 5-12.USHU.Era3.3** Understand the institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights.

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- 9-12.II.a** Demonstrate that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and the evidence they use.
- 9-12.II.b** Apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
- 9-12.II.d** Systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality.
- 9-12.II.e** Investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.

- 9-12.II.f** Apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues.
- 9-12.V.b** Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.
- 9-12.V.c** Describe the various forms institutions take, and explain how they develop and change over time.
- 9-12.V.d** Identify and analyze examples of tensions between expressions of individuality and efforts used to promote conformity by groups and institutions.
- 9-12.V.e** Describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements.
- 9-12.V.f** Evaluate the role of institutions in furthering both continuity and change.
- 9-12.V.g** Analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings.
- 9-12.VI.b** Explain the purpose of government and analyze how its powers are acquired, used, and justified.
- 9-12.VI.c** Analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
- 9-12.VI.e** Compare different political systems (their ideologies, structure, institutions, processes, and political cultures) with that of the United States, and identify representative political leaders from selected historical and contemporary settings.
- 9-12.VI.f** Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.
- 9-12.X.a** Explain the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law.
- 9-12.X.d** Practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.
- 9-12.X.h** Evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government.
- 9-12.X.j** Participate in activities to strengthen the common good, based upon careful evaluation of possible options for citizen action.

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## Lesson 26 - The Constitution: A Study in Historiography

### *Common Core Standards*

- L.11-12.1a** Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

- L.11-12.2b** Spell correctly.
- L.11-12.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- RI.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI.11-12.2** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- RI.11-12.3** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.11-12.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- RI.11-12.5** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.11-12.6** Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- RI.11-12.8** Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
- RI.11-12.9** Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
- SL.11-12.1a** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- SL.11-12.1b** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

- SL.11-12.1c** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.6** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- W.11-12.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes
- W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.11-12.9b** Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

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- 5-12.HT.1.F** Reconstruct patterns of historical succession and duration; explain historical continuity and change.
- 5-12.HT.2.A** Identify the author or source of the historical document or narrative and assess its credibility.
- 5-12.HT.2.D** Differentiate between historical facts and historical interpretations.
- 5-12.HT.2.F** Appreciate historical perspectives.
- 5-12.HT.3.A** Compare and contrast differing sets of ideas.
- 5-12.HT.3.B** Consider multiple perspectives.
- 5-12.HT.3.C** Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.
- 5-12.HT.3.D** Draw comparisons across eras and regions in order to define enduring issues.
- 5-12.HT.3.E** Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence.
- 5-12.HT.3.G** Challenge arguments of historical inevitability.
- 5-12.HT.3.H** Hold interpretations of history as tentative.
- 5-12.HT.3.I** Evaluate major debates among historians.
- 5-12.HT.3.J** Hypothesize the influence of the past.
- 5-12.HT.4.A** Formulate historical questions.
- 5-12.HT.4.B** Obtain historical data from a variety of sources.

- 5-12.HT.4.F** Support interpretations with historical evidence.
- 5-12.HT.5.A** Identify issues and problems in the past.
- 5-12.HT.5.C** Identify relevant historical antecedents.
- 5-12.HT.5.F** Evaluate the implementation of a decision.
- 5-12.USHU.Era3.2** Understand the impact of the American Revolution on politics, economy, and society.
- 5-12.USHU.Era3.3** Understand the institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights.

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- 9-12.I.b** Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
- 9-12.II.a** Demonstrate that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and the evidence they use.
- 9-12.II.b** Apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
- 9-12.II.d** Systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality.
- 9-12.II.e** Investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.
- 9-12.II.f** Apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues.
- 9-12.IV.g** Compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups.
- 9-12.V.b** Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.
- 9-12.V.c** Describe the various forms institutions take, and explain how they develop and change over time.
- 9-12.V.d** Identify and analyze examples of tensions between expressions of individuality and efforts used to promote conformity by groups and institutions.

- 9-12.V.e** Describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements.
- 9-12.V.f** Evaluate the role of institutions in furthering both continuity and change.
- 9-12.V.g** Analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings.
- 9-12.VI.b** Explain the purpose of government and analyze how its powers are acquired, used, and justified.
- 9-12.VI.c** Analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
- 9-12.VI.e** Compare different political systems (their ideologies, structure, institutions, processes, and political cultures) with that of the United States, and identify representative political leaders from selected historical and contemporary settings.
- 9-12.VI.f** Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.
- 9-12.X.a** Explain the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law.
- 9-12.X.d** Practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.
- 9-12.X.h** Evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government.
- 9-12.X.j** Participate in activities to strengthen the common good, based upon careful evaluation of possible options for citizen action.

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## Lesson 27 - Testing the Constitution: The Whiskey Rebellion and the Frontier

### *Common Core Standards*

- L.11-12.1a** Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- L.11-12.2b** Spell correctly.
- L.11-12.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- RI.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.



- RI.11-12.2** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- RI.11-12.3** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.11-12.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- RI.11-12.5** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.11-12.6** Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- RI.11-12.8** Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
- RI.11-12.9** Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.
- SL.11-12.1a** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- SL.11-12.1b** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- SL.11-12.1c** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.6** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- W.11-12.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

- W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.11-12.9b** Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

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- 5-12.HT.1.F** Reconstruct patterns of historical succession and duration; explain historical continuity and change.
- 5-12.HT.2.A** Identify the author or source of the historical document or narrative and assess its credibility.
- 5-12.HT.2.D** Differentiate between historical facts and historical interpretations.
- 5-12.HT.2.F** Appreciate historical perspectives.
- 5-12.HT.3.A** Compare and contrast differing sets of ideas.
- 5-12.HT.3.B** Consider multiple perspectives.
- 5-12.HT.3.C** Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.
- 5-12.HT.3.D** Draw comparisons across eras and regions in order to define enduring issues.
- 5-12.HT.3.E** Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence.
- 5-12.HT.3.G** Challenge arguments of historical inevitability.
- 5-12.HT.3.H** Hold interpretations of history as tentative.
- 5-12.HT.3.I** Evaluate major debates among historians.
- 5-12.HT.3.J** Hypothesize the influence of the past.
- 5-12.HT.4.A** Formulate historical questions.
- 5-12.HT.4.B** Obtain historical data from a variety of sources.
- 5-12.HT.4.F** Support interpretations with historical evidence.
- 5-12.HT.5.A** Identify issues and problems in the past.
- 5-12.HT.5.C** Identify relevant historical antecedents.
- 5-12.HT.5.F** Evaluate the implementation of a decision.
- 5-12.USHU.Era3.2** Understand the impact of the American Revolution on politics, economy, and society.
- 5-12.USHU.Era3.3** Understand the institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the

foundation of the American political system based on the U.S. Constitution and the Bill of Rights.

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- 9-12.I.b** Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
- 9-12.II.a** Demonstrate that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and the evidence they use.
- 9-12.II.b** Apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
- 9-12.II.d** Systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality.
- 9-12.II.e** Investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.
- 9-12.II.f** Apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues.
- 9-12.IV.g** Compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups.
- 9-12.V.b** Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.
- 9-12.V.c** Describe the various forms institutions take, and explain how they develop and change over time.
- 9-12.V.d** Identify and analyze examples of tensions between expressions of individuality and efforts used to promote conformity by groups and institutions.
- 9-12.V.e** Describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements.
- 9-12.V.f** Evaluate the role of institutions in furthering both continuity and change.
- 9-12.V.g** Analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings.
- 9-12.VI.b** Explain the purpose of government and analyze how its powers are acquired, used, and justified.

- 9-12.VI.c** Analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
- 9-12.VI.e** Compare different political systems (their ideologies, structure, institutions, processes, and political cultures) with that of the United States, and identify representative political leaders from selected historical and contemporary settings.
- 9-12.VI.f** Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.
- 9-12.X.a** Explain the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law.
- 9-12.X.d** Practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.
- 9-12.X.h** Evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government.
- 9-12.X.j** Participate in activities to strengthen the common good, based upon careful evaluation of possible options for citizen action.

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## Lesson 28 - The Settlement of the Northwest Territory

### *Common Core Standards*

- L.11-12.2b** Spell correctly.
- L.11-12.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- RI.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI.11-12.10** By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- RI.11-12.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- RI.11-12.7** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

- RI.11-12.8** Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
- RI.11-12.9** Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.
- SL.11-12.1a** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- SL.11-12.1b** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- SL.11-12.1c** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.6** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- W.11-12.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes
- W.11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- W.11-12.9b** Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

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- 5-12.HT.1.F** Reconstruct patterns of historical succession and duration; explain historical continuity and change.
- 5-12.HT.2.E** Read historical narratives imaginatively.

- 5-12.HT.2.F** Appreciate historical perspectives.
- 5-12.HT.2.G** Draw upon data in historical maps.
- 5-12.HT.3.A** Compare and contrast differing sets of ideas.
- 5-12.HT.3.B** Consider multiple perspectives.
- 5-12.HT.3.C** Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.
- 5-12.HT.3.D** Draw comparisons across eras and regions in order to define enduring issues.
- 5-12.HT.3.J** Hypothesize the influence of the past.
- 5-12.HT.4.C** Interrogate historical data.
- 5-12.HT.4.F** Support interpretations with historical evidence.
- 5-12.HT.5.A** Identify issues and problems in the past.
- 5-12.HT.5.C** Identify relevant historical antecedents.
- 5-12.HT.5.F** Evaluate the implementation of a decision.
- 5-12.USHU.Era3.2** Understand the impact of the American Revolution on politics, economy, and society.
- 5-12.USHU.Era3.3** Understand the institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights.
- 5-12.USHU.Era4.1** Understand United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans.
- 5-12.USHU.Era4.3** Understand the extension, restriction, and reorganization of political democracy after 1800.
- 5-12.WHU.Era7.4** Understand patterns of nationalism, state-building, and social reform in Europe and the Americas, 1830-1914.

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- 9-12.I.a** Analyze and explain the ways groups, societies, and cultures address human needs and concerns.
- 9-12.I.b** Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
- 9-12.I.d** Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change.
- 9-12.II.a** Demonstrate that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and the evidence they use.

- 9-12.II.b** Apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
- 9-12.II.c** Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.
- 9-12.II.d** Systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality.
- 9-12.II.e** Investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.
- 9-12.II.f** Apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues.
- 9-12.III.a** Refine mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape.
- 9-12.III.b** Create, interpret, use, and synthesize information from various representations of the earth, such as maps, globes, and photographs.
- 9-12.IV.a** Articulate personal connections to time, place, and social/cultural systems.
- 9-12.IV.e** Examine the interactions of ethnic, national, or cultural influences in specific situations or events.
- 9-12.IV.g** Compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups.
- 9-12.IX.b** Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations.
- 9-12.IX.e** Analyze the relationships and tensions between national sovereignty and global interests, in matters such as territory, economic development, nuclear and other weapons, use of natural resources, and human rights concerns.
- 9-12.V.b** Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.
- 9-12.V.d** Identify and analyze examples of tensions between expressions of individuality and efforts used to promote conformity by groups and institutions.
- 9-12.V.e** Describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements.
- 9-12.V.f** Evaluate the role of institutions in furthering both continuity and change.

- 9-12.V.g** Analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings.
- 9-12.VI.c** Analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
- 9-12.VI.e** Compare different political systems (their ideologies, structure, institutions, processes, and political cultures) with that of the United States, and identify representative political leaders from selected historical and contemporary settings.
- 9-12.VI.f** Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.
- 9-12.VI.h** Explain and apply ideas, theories, and modes of inquiry drawn from political science to the examination of persistent issues and social problems.
- 9-12.VII.a** Explain how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed.
- 9-12.VII.f** Compare how values and beliefs influence economic decisions in different societies.
- 9-12.VII.g** Compare basic economic systems according to how rules and procedures deal with demand, supply, prices, the role of government, banks, labor and labor unions, savings and investments, and capital.
- 9-12.VII.i** Distinguish between the domestic and global economic systems, and explain how the two interact.
- 9-12.X.a** Explain the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law.
- 9-12.X.b** Identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities.
- 9-12.X.g** Evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making.
- 9-12.X.h** Evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government.
- 9-12.X.j** Participate in activities to strengthen the common good, based upon careful evaluation of possible options for citizen action.