Unit 1: Triumph & Tragedy (National History Day)

Content Area: **Social Studies**
Course(s): **Modern World History CP, U.S. History 1 CP, U.S. History 1 Honors**
Time Period: **School Year**
Length: **Ongoing**
Status: **Published**

Theme

This year's theme isTriumph & Tragedy in History. The intentional selection of the theme for NHD is to provide an opportunity for students to push past the antiquated view of history as mere facts and dates and drill down into historical content to develop perspective and understanding. Each theme selection provides a lens through which students can examine history.

Purpose

When studying history through historical research, students and teachers practice critical inquiry, asking questions of significance, time, and place. History students become immersed in a detective story. Beginning in the fall, students choose a topic related to the annual theme and conduct extensive primary and secondary research. After analyzing and interpreting their sources and drawing conclusions about their topics' significance in history, students present their work in original papers, exhibits, performances, websites, or documentaries. These projects are entered into competitions in the spring at local, affiliate, and national levels, where they are evaluated by professional historians and educators.

Questions to Consider

What is triumph? According to Merriam Webster, the definition of triumph is "a victory or conquest by or as if by military force, or a notable success." What does that mean in history? How can you define a historical event as a triumph? The first definition listed is victory by military force. Looking at military battles provides examples of triumphs, and tragedies, throughout history. Also contemplate the second definition, "a notable success." How would you define a notable success in history? Consider the first organ transplant, or the first time Alexander Graham Bell spoke into the telephone and someone heard him at the other end. Does history remember those events as triumphs? If so, why? What makes them triumphant?

What is tragedy? Merriam Webster defines tragedy as a "disastrous event." What are some examples of disastrous events throughout history? You could look to England in the mid-1500s. Many remember Lady Jane Grey as a tragic figure, but what makes her situation tragic? Or think back to America's Trail of Tears. What decisions allowed that event to come to fruition? What was the impact of those decisions? Who suffered the consequences? Examine the Tiananmen Square Protests of 1989. What were the consequences of those Beijing protests?

Can one person's triumph be another's tragedy? Whether an event is considered a tragedy or a triumph

depends on one's perspective. Often a triumph for one is a tragedy for another. The American Civil War offers numerous opportunities for in-depth research on a single aspect of the war. There were many triumphs, the North over the South, unionism over sectionalism, freedom over slavery, but what tragedies resulted because of this conflict? Did everyone feel that those were triumphs? Why or why not? How did one side view the events and consequences compared to the other side? If you are interested in architecture, perhaps you might choose to research the San Francisco earthquakes of 1906 and 1989. How did the consequences of the 1906 earthquake influence changes in engineering and design that would lessen the damage of the 1989 earthquake?

Can a person or group suffer both tragedy and triumph from a single event? Did Frederick Douglass triumph when he escaped from slavery? How did he use his freedom? What tragedies did he continue to face? Was he ever treated as an equal during his lifetime? Nuclear scientist Robert Oppenheimer triumphed with his most famous creation, but what tragic outcome came out of his invention? How did he view his work throughout his lifetime? Mahatma Gandhi led India to independence with his strategy of passive resistance, triumphing over violent protest. What impact did that movement have on the Muslim-Hindu relationship? What tragedies occurred and what ultimately caused them? How did independence affect the people living in the region?

How does one ultimately triumph after tragedy? Consider the tragedy of Pompeii. An entire community was tragically eradicated by a volcanic eruption, but what about the archaeologists who discovered it? How would you characterize their discovery? How have their discoveries affected life today? Are these discoveries important? If so, why? Think about the settlement of the American West. The settlers faced tragedy along the way, dealing with harsh weather, inhospitable terrain, and violent conflicts as they traveled west. How did their journey end? Did they eventually triumph in the face of such tragedy? How did their journey affect the future of America as a nation?

Can triumph lead to tragedy? Consider Neville Chamberlain's efforts to appease Adolf Hitler. What did people of the time think of that policy? What tragedies eventually resulted because of it? Many Russian people lost faith in Tsar Nicholas II's government and believed it was corrupt. Why did they decide it was corrupt? Nicholas was forced to abdicate his throne. What were the short-term effects of his abdication? The long-term impacts? Was his abdication a triumph for the Russian people? Did they achieve the change they were hoping for, or did it later lead to tragedy?

Content

- The Enlightenment
- The French Revolutuion
- Napoleon
- Influence of the American and French Revolutions
- Impact of the Monroe Doctrine
- Congress of Vienna
- Socialism
- Marx
- Communism

- Utilitarianism
- Social Darwinsim
- Industrial Revolution New Technologies
- Impact of Industrial Revolution on Industrialized Countries
- Factory System
- Advancements in Science & Medicine
- Capitalism
- Laissez-Faire
- Imperilaism
- WWI
- Russian Revolution
- Lenin
- Impact of World Wide Depression
- Stalin
- Mussolini
- Hitler
- WWII
- Holocaust & Genocide
- Nuremberg Trials
- Creation of Israel
- United Nations
- Cold War

Resources

African American History

Africans in AmericaDocumenting the American South

Dred Scott Digital ArchiveFreedmen and Southern Society Project

Freedom's JournalRace and Place: African American Community Histories

Roanoke Island Freedmens Colony

Southern Oral History

Tangled Roots

UMBRA Search - African American History

Civil Rights

http://exhibitions.nypl.org/africanaage/essay-civil-rights.html

https://learninglab.si.edu/collections/taking-a-stand-african-american-civil-rights-

movement/sNWdVT1Me8drAsGu

http://www.encyclopediaofalabama.org/category/TheCivilRightsMovement-5

http://www.neh.gov/humanities/2011/mayjune/feature/freedom-riders

http://www.naacp.org/

http://www.nobelprize.org/nobel_prizes/peace/laureates/1964/king-bio.html

Colonial History

Colonial Williamsburg History Explorer

Plymouth Colony Archive Project

Salem Witchcraft Trials

Virtual Jamestown

.edu sites

Stanford History Project -https://sheg.stanford.edu/

Digital History - http://www.digitalhistory.uh.edu/

Environmental

http://www.greenpeace.org/international/en/campaigns/peace/abolish-nuclear-weapons/the-damage/

http://www.nucleardarkness.org/nuclear/effectsofnuclearweapons/

http://www.greenpeace.org/usa/

http://www.greenpeace.org/international/en/

.gov sites

Library of Congress -https://www.loc.gov/

Health and Medicine

https://www.agnesscott.edu/lriddle/women/nitegale.htm

https://www.gilderlehrman.org/history-by-era/first-age-reform/essays/medical-advances-nineteenth-century-

america

https://cuny.edu/site/cc/health-in-america/1900s.html

Immigration & Genealogy

American Family Immigration History Center

Genealogy Resources on the Internet

Immigrating to The United States in the Modern Era

Rootsweb

USGenWeb Project

Maps

American Revolution and Its Era: Maps and Charts of North America and the West Indies, 1750-1789

Cartographic Images Home Page

Civil War Maps

Digital Maps from the University of Berkeley

Hargrett Library Rare Map Collection

Map History / History of Cartography

Military Maps from the US Military Academy

OSSHE Historic & Cultural Atlas Information Page

Osher Map Library

Outline Maps

Perry-Castañeda Library Map Collection

US State Topography Images

Military History

Air Force Historical Research Agency

U.S. Army Center of Military History

U.S. Army Military History Institute

U.S. Navy History

The Wars for VietNam

Museums and Historic Sites

American Numismatic Association - Money Museum

Army Museum System

Australian Museum

British Museum

British National Museum of Science & Industry

Canadian Museum of Civilization

Israel Museum

Library of Congress Exhibitions

National Air and Space Museum

National WWII Museum

National Museum of Civil War Medicine

National Museum of Health and Medicine

National Museum of the American Indian

National Museum of Naval Aviation

National Park Service

National Portrait Gallery

National Postal Museum

National Trust for Historic Preservation

National Women's History Museum

Oriental Institute Museum

Smithsonian Institution

United States Holocaust Memorial Museum

United States Patent and Trademark Museum

Virtual Museum (UK National Archives)

World Heritage Sites

Music

American Sheet Music, 1870-1885

America Singing: Nineteenth-Century Song Sheets

Civil War Sheet Music from the Stern Collection

Cyber Hymnal

Folk Music of England, Scotland, Ireland, Wales, and America

Historic American Sheet Music, 1850-1920

Lieder and Art Songs

Lyrics World

Shanties and Sailor Songs / Shantysund Seemannslieder

Worldwide Internet Music Resources: Genres

National Libraries, Archives, and Directories

American Library Association (ALA)

Archival and Manuscript Repositories in the United States

Bainbridge Island Historical Society

The George C. Marshall Foundation Research Library

History, Genealogy, and Archives: Databases and E-Resources

The International Federation of Film Archives

Internet Public Library: History

Librarians' Internet Index: History

Library of Congress

The Moving Image Collection

NARA Archival Research Catalog

NASA Historical Archive for Manned Missions

National Agricultural Library

National Anthropological Archives

National Library of Medicine (NLM)

National Library Service for the Blind and Physically Handicapped

Newspaper Archive

Presidential Libraries

United States Historical Societies Directory

World Wide Web Virtual Library

Native American History

American Native Press ArchivesKappler's Indian Affairs, Laws, and TreatiesNational Archives Records of the Bureau of Indian Affairs

National Archives Records of the Indian Claims Commission

Plains Indian Ledger Art Digital Publishing Project

.org sites

National Archives https://www.docsteach.org/

GLI -https://www.gilderlehrman.org

NJ Historical Society -http://www.jerseyhistory.org/

Colonial Williamsburg Site -http://research.history.org/

Civil War Preservation Trust: http://www.civilwar.org/

Organizations and Institutions (.org sites)

American Association for State and Local History

American Baptist Historical Society

American Catholic Historical Society

American Historical Association

American Jewish Historical Society

American Studies Electronic Crossroads

Center for Civic Education

Center for History & New Media

Civil War Preservation Trust

D'Arcy McNickle Center for American Indian History

History Channel

History of Science Society

Lemelson Center for the Study of Invention and Innovation

NASA History

National Archives and Records Administration

National Endowment for the Humanities

National Genealogical Society

National Park Service

National Trust for Historic Preservation

National Women's History Project

Naval Historical Foundation

Omohundro Institute of Early American History and Culture

Oral History Association

Organization of American Historians

Society for American Baseball Research

Society for History in the Federal Government

Society for Industrial Archeology

Society for the History of Technology

Society of American Archivists

Southern Historical Association

U.S. Census Bureau

U.S.House of Representatives

U.S. Postal Museum

U.S. Senate

Veterans History Project

Western History Association

White House Historical Association

Photos, Maps, and Other Images

The American Memory Project

Ad Access

America from the Great Depression to World War II: Photographs from the FSA and OWI, 1935-1945

American Environmental Photographs

American Institute of Physics

Archives of American Art

Australian Images

Beinecke -- Exhibitions -- The Illustrating Traveler

British Columbia Historical Photographs Online

Broadsides and Other Printed Ephemera

Canadian Heritage Gallery

Centre for the Study of Cartoons and Caricature

Civil War Photographs

Collage

Daguerreotype Portraits and Views, 1839-1864

Digital Archive of Art

Digital History

Edward S. Curtis's North American Indian

Egypt and the Sudan: 1905-1907 Breasted Expedition: A Photographic Study

The Empire That Was Russia: The Prokudin-Gorskii Photographic Record Recreated

The Gallery of the Open Frontier

Great Images in NASA Library (GRIN)

Historic American Buildings Survey/Engineering Record (HABS/HAER)

History of Costume by Braun & Scheider

Images of England

Internet Archive Movie Collection

Japanese Old Photographs in Bakumatsu-Meiji Period (1860-1899)

Library of Congress Manuscripts

Library of Congress Prints and Photographs Division

Library of Virginia Online Photograph Collections

Maryland Historical Society Digitized Photograph Collections

Maryland Historical Society Photographs on Tumblr

Mexico from Empire to Revolution

NASA Image eXchange (NIX)

NASA Space Image Libraries

National Library of Australia Documentary Image Collection

New Deal Network Library

New Deal Posters from the WPA, 1936-1943

New Perspectives on the West

Northeast Historic Film: Film and Videotape of Northern New England

Northern Great Plains, 1880-1920

Panoramic Photographs Collection

Persepolis and Ancient Iran

Picture Australia

Portrait Gallery

Portraits of the Presidents and First Ladies

Schomburg Images of African Americans from the 19th Century

Scottish Cultural Resources Access Network

Small-Town America: Stereoscopic Views from the Dennis Collection, 1850-1920

SouthEast Asian Images & Texts Project

Touring Turn-of-the-Century America: Photographs from the Detroit Publishing Company, 1880 - 1920, Library of Congress,

Trust Territory of the Pacific Archives

TV News Archive

United Nations Photos

United States Holocaust Museum Research Collections Photographs

Western History Photograph Collection

World's Transportation Commission Photograph Collection, 1894-1896

World War II Poster Collection

Presidential History

Abraham Lincoln Online

Franklin D. Roosevelt Library and Digital Archives

George Washington Papers

Project Whistlestop

THOMAS -- Legislative Information from the U.S. Congress on the Internet

White House Historical Association

Prizes and Scholarships

https://www.nhd.org/awards-special-prizes?field_year_tid=25

https://www.nhd.org/awards-scholarships?field_year_tid=25

Slavery

https://www.nps.gov/frdo/learn/historyculture/people.htm

http://docsouth.unc.edu/neh/douglass/bio.html

http://www.las.illinois.edu/news/lincoln/stand/

https://www.amnesty.org/en/latest/news/2016/09/mauritanie-ma-revolte-contre-le-systeme-esclavagiste/(present day)

US Government History

Central Intelligence Agency - Electronic Document Release Center

Core Documents of U.S. Democracy

FBI - Freedom of Information Act - Reading Room

Federal Land Patent Records

FedStats

Foreign Relations of the United States

National Security Archive

Oyez: Supreme Court Multimedia Database

Resources for the Study of International Relations and Foreign Policy

Supreme Court Opinions

United States Historical Census Data Browser

U.S. History Primary Sources and Major Websites

American Labor Studies Center

American Memory Project from the Library of Congress

Avalon Project at the Yale Law School

Beyond the Bubble

Cornell Making of America Digital Library

Documents for the Study of American History

Duke University-Special Collections

Electronic Text Center

Electronic Texts

Famous Trials

Historical Text Archive

Internet Archive of Texts and Documents: The United States

JSTOR

Making of America

New Deal Network

Online Speech Bank

Primary Sources Research Colloquium

Scholarly Resources Microfilm

Turning Points In American History: The American Founding and Reconstruction

Website Creation Site:

https://nhd.weebly.com/

https://websitesetup.org/

Western US History

America, Russia, and the Meeting of Frontiers

Lewis & Clark Trail Heritage Foundation

New Perspectives on the West

The Oregon Trail

Web de Anza: An Interactive Study Environment on Spanish Exploration and Colonization of "Alta California" 1774-1776

WestWeb: Western History Resource

WHS Media Center Website/Research Tabhttps://sites.google.com/a/wall.k12.nj.us/whslmc/research

WHS Media Center Works Cited Resources

https://sites.google.com/a/wall.k12.nj.us/whslmc/workscited

Women's History

Elizabeth Cady Stanton and Susan B. Anthony Papers Project Online

Women and Social Movements in the United States, 1830-1930

Women's Studies: Women in the Jewish Community

Worcester Women's History Project

Women's Suffrage/Women's Rights

http://www.alicepaul.org/who-was-alice-paul/

http://ocp.hul.harvard.edu/ww/

http://www.neh.gov/humanities/2014/julyaugust/feature/old-friends-elizabeth-cady-stanton-and-susan-b-anthony-made-histo

https://learninglab.si.edu/collections/taking-a-stand-womens-rights/7Yq13J5gWbFdxXR9#r

World History Primary Sources and Major Websites

Aboriginal Digital Collections

Africa Research Central

Anarchy Archives: An Online Research Center

Australian Federation Debates of the 1890s

Brazilian Government Document Digitization Project

The Byzantine Empire

Byzantium: The Byzantine Studies Page

Cartoon and Caricature Collection, University of Kent

The Chairman Smiles: Posters from the former Soviet Union, Cuba, and China

China the Beautiful - Chinese Art and Literature

Cold War International History Project (CWIHP)

Country Studies/Area Handbooks

Digital South Asia Library

Early Canadiana Online

Eighteenth-Century Resources

Electronic Resources for Classicists

EuroDocs: Western European Primary Historical Documents

Exploring Ancient World Cultures

Gateway to Missionary Collections in the United Kingdom

German Propaganda Archive

History of Economic Thought

Inscriptions from the Land of Israel

Internet History Sourcebooks Project

Internet Classics Archive

Internet Library of Early Journals

Irish Famine

Labyrinth

Latin American Studies

Liberty, Equality, Fraternity: Exploring the French Revolution

Napoléon

Online Medieval and Classical Library

ORB--Online Reference Book for Medieval Studies

Perseus Project

Resources for the Study of International Relations and Foreign Policy

Richard III and Yorkist History Server

Scholars Lab -- University of Virginia

The Siege and Commune of Paris

South African Historical Documents Archive

Virtual Museum

Victorian Web

Victorian Women Writers' Project

Voice of the Shuttle: History Page

Works Cited and MLA Format

https://owl.english.purdue.edu/owl/resource/747/05/

https://owl.english.purdue.edu/owl/resource/747/1/

https://owl.english.purdue.edu/owl/resource/747/13/

https://style.mla.org/

WWII

http://www.nationalww2museum.org/learn/education/for-students/national-history-day/?referrer=https://www.google.com/

https://www.nationalchurchillmuseum.org/world-war-ii-churchills-finest-hour.html

Possible Topics

- The Triumphs of Enlightenment
- The Triumph of Enlightenment Thinkers on the United States
- The Triumph of the Storming of the Bastille
- Napoleon: Triump or Tragedy?
- The Triumph of Independence (Pick one - Mexico, Haiti, Columbia, Venezuela, Brazil, India, West Africa, Algeria, Kenya, South Africa)
- The Triumph of the Congress of Vienna
- Franco-Prussian War: Triumpg or Tragedy?
- The Spanish-American War
- The Triumph of Technological Advances during the Industrial Revolution
- The Triumph of Capitalism
- The Tragedy og Child Labor
- The Tragedy of Imperialism
- The Tragedy of Czar Nicholas II
- The Rise of Lenin: Tragedy or Triumph for Russia
- The German U-Boats in the Battle of the Atlantic
- WWI Weapons: Innovation Triumph or Tragedy?
- The Creation of Chemical Warfare During WWI: Scientific Triumph or Tragedy?

- The Triumph of the Treaty of Versailles
- The Mandate System: Triumph or Tragedy?
- The Rise of Dictators: An International Tragedy
- The Tragedy of the world-wide depression
- Stalingrad (or Any WWII Battle): Triumph or Tragedy?
- The Creation of the Atomic Bomb: Scientific Triumph or Human Tragedy
- The Triumph of the Geneva Convention
- Joseph Stalin & The Purge of Russia
- The Division of Berlin After World War II
- Creation of the State of Israel
- The Marshall Plan: Economic Reconstruction of Europe
- The Triumph of the Universal Declaration of Human Rights
- Rexconciliation: Rebuilding Trust After a Tragedy of Violent Conflict (The French Revolution, Spanish-American War, WWI, WWII, Cold War)
- Triumphs & Tragedies in the Nature of Progress (Health and Medicine, Innovation and Inventions)
- The Tragedy of the Holocaust
- The Tragedy of Rowanda
- The Triumph of Ghandi
- Building the Berlin Wall: An International Tragedy
- Colonization: The French in Vietnam
- South African Apartheid and the Division of a Nation
- Afghanistan: Cold War Triumph or United States Tragedy?
- The Tragedy of Religious Conflict in 1980s Nigeria
- The Collapse of Communism in Europe: An International Triumph
- The Founding of the European Union

Standards

RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative

impact of specific word choices on meaning and tone.

RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

RH.9-10.10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.

Use transitions (e.g. words, phrases, clauses) 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.

Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

Provide a concluding paragraph or section that supports the argument presented.

WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific

procedures/ experiments, or technical processes.

Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

Provide a concluding paragraph or section that supports the argument presented.

WHST.9-10.3

WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5. 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.

WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.7. 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 an understanding of the subject under investigation.

WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas,

WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

WHST.9-10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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.

Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

Presentation of Knowledge and Ideas

SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

LA.RH.9-10.1	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LA.RH.9-10.2	Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LA.RH.9-10.3	Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
LA.RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
LA.RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LA.RH.9-10.6	Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
LA.RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.
LA.RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
LA.RH.9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
LA.WHST.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.
LA.WHST.9-10.1.A	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LA.WHST.9-10.1.B	Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.
LA.WHST.9-10.1.C	Use transitions (e.g., words, phrases, clauses) 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.
LA.WHST.9-10.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.WHST.9-10.1.E	Provide a concluding paragraph or section that supports the argument presented.
LA.WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.WHST.9-10.2.A	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.WHST.9-10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
LA.WHST.9-10.2.C	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LA.WHST.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the

	topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LA.WHST.9-10.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.WHST.9-10.2.F	Provide a concluding paragraph or section that supports the argument presented.
LA.WHST.9-10.3	(See note; not applicable as a separate requirement)
LA.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.9-10.5	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.
LA.WHST.9-10.6	Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LA.WHST.9-10.7	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.
LA.WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LA.WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
LA.WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.9-10.1.A	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.
LA.SL.9-10.1.B	Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
LA.SL.9-10.1.C	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
LA.SL.9-10.1.D	Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
LA.SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
LA.SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
LA.SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and

	audience.
LA.SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
LA.SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.