

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 is Triumph & 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an opportunity for students to push past the antiquated view of history as mere facts and dates and drill down into historical content to develop perspective and understanding.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 Revolution
- Napoleon
- Influence of the American and French Revolutions
- Impact of the Monroe Doctrine
- Congress of Vienna
- Socialism
- Marx
- Communism

- Utilitarianism
- Social Darwinism
- Industrial Revolution New Technologies
- Impact of Industrial Revolution on Industrialized Countries
- Factory System
- Advancements in Science & Medicine
- Capitalism
- Laissez-Faire
- Imperialism
- 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 America Documenting the American South](#)

[Dred Scott Digital Archive Freedmen and Southern Society Project](#)

[Freedom's Journal Race 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 Tab <https://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: Triumph 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: Triumph or Tragedy?
- The Spanish-American War
- The Triumph of Technological Advances during the Industrial Revolution
- The Triumph of Capitalism
- The Tragedy of 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
- Reconciliation: 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 Rwanda
- The Triumph of Gandhi
- 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.