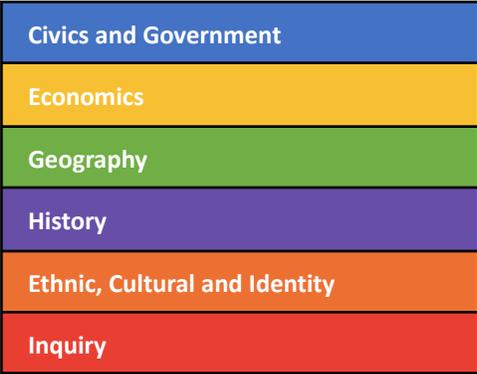


## Key

	<i>Anchor Standard</i>	<p>Anchor standards, as identified by the New Mexico social studies standards, are denoted with an anchor icon. Anchor standards are broader concepts that provide continuity across the grade levels, but which are more specifically defined in the standard statement at each level. The anchor standards are not themselves designed to be assessed but to provide an organizing feature across all grade levels. Anchor standards will be color-coded to represent their strand: (1) civics and government, (2) economics, (3) geography, (4) history, (5) ethnic, cultural, and identity studies, and (6) inquiry.</p> <div style="text-align: center;">  </div>
	<i>Priority Standard</i>	<p>Priority standards, as identified by practicing educators and NMPED, are denoted with red highlighting. Priority standards are the most critical prerequisite skills and knowledge a student needs. This does not mean that these are only standards required to be taught, just these are the standards that will allow for the acceleration the students of New Mexico need during this time. All standards should be covered during the school year, priority standards identify for teachers where to prioritize while still covering all standards throughout the year.</p>

# High School World History

## Civics 4. Roles and Responsibilities of a Civic Life

### Standards at a Glance

#### High School World History

**Anchor Standard**

*The student demonstrates an understanding of:*

**Performance Standard**

*Therefore, the student is able to:*

**Civics 4. Roles and Responsibilities of a Civic Life**

- 9-12.WH.10. Assess options for individual and collective action to address local, regional, and global problems.
- 9-12.WH.11. Apply a range of strategies and procedures to make decisions and take action in classrooms, schools, and out-of-school civic contexts.
- 9-12.WH.12. Evaluate methods people use to create, change, expand, or oppose systems of power and authority.



**Anchor Standard:  
Civics 4. Roles and Responsibilities of a Civic Life**

Grade

**Performance Standard(s)**

**HS**

**9-12.WH.10. Assess options for individual and collective action to address local, regional, and global problems.**

**Sample Concept/Content**

- Industrial Revolutions
- Imperialism
- Global Influence (U.S.A, China, Russia, India)
- Economic Growth of the Global South
- International Unions (EU, AU, USAN, ACD)
- Climate Change
- Indigenous Environmentalism
- Green Revolution
- Greenbelt Movement
- Paris Agreement

**Supporting Questions**

- How does identity help determine perceptions of progress?
- How can the international community mitigate the impacts of climate change?
- How does climate impact environmental justice and/or changing political borders?

**Vertical Alignment**

*Previous Grades:*

*6.18. Identify how natural forces shape Earth's environments and regions.*

*6.23. Analyze the economic impact that surpluses of food and goods have on the growth of civilizations.*

*7.28. Describe the role of citizens in ensuring the long-term survival of their community, including cooperation, obligations, rights, and responsibilities.*

*High School Connections:*

*9-12.Econ.13. Apply understanding of economic concepts and systems to analyze decision making and the interactions between consumers, business, government, and societies.*

*9-12.Econ.14. Gather and evaluate sources to explain the relationship between economic decisions and environmental consequences.*

*9-12.Econ.15. Use cost-benefit analysis and marginal analysis to evaluate an economic issue.*

	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> <li>● Explain the concepts of climate change and how it impacts communities.</li> <li>● Describe the various historical movements that surround environmentalism.</li> <li>● Explain the socio-political movements of the late 20th and early 21st Centuries</li> </ul>	<p><b>Environmentalism</b> - concern about caring for the environment.</p> <p><b>European Union</b> - political and economic union of 27 European countries.</p> <p><b>Euro</b> - currency of the European Union members.</p> <p><b>Paris Agreement</b> - internationally binding treaty signed in November 2016 dealing with climate change.</p>



**Anchor Standard:**  
**Civics 4. Roles and Responsibilities of a Civic Life**

Grade

**Performance Standard(s)**

**HS**

**9-12.WH.11. Apply a range of strategies and procedures to make decisions and take action in classrooms, schools, and out-of-school civic contexts.**

**Sample Concept/Content**

- Food Insecurity
- Water Usage
- Homelessness
- Wildfires

**Supporting Questions**

- How do communities deal with socio-economic disparities within the community?
- What are some ways that the community can learn to self-advocate?

**Vertical Alignment**

*Previous Grades:*

6.27. Describe how the local environment impacts cultures and technology.

6.28. Describe how people impact the local environment.

8.26 Describe the role of community members in ensuring the long-term survival of their community, including cooperation, obligations, rights, and responsibilities.

*High School Connections:*

9-12.Civ.26. Evaluate public policies in terms of intended and unintended outcomes and related consequences.

9-12.Civ.27. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good and protecting civil and human rights.

9-12.Civ.28. Evaluate the U.S. justice system over time and its impacts on policy, society, economics, and individual rights.

**Students Who Demonstrate Understanding Can...**

- Articulate issues within their communities.
- Problem solving issues impacting their communities.

**Vocabulary for Teacher Development**

**Food Insecurity** - not having access to enough food to survive

**Homelessness** - lacking access to a stable home environment.

**Wildfires** - uncontrolled fires in areas with large amounts of combustible material such as trees and other types of vegetation.



**Anchor Standard:  
Civics 4. Roles and Responsibilities of a Civic Life**

Grade

**Performance Standard(s)**

**HS**

**9-12.WH.12. Evaluate methods people use to create, change, expand, or oppose systems of power and authority.**

**Sample Concept/Content**

- Enlightenment
- Glorious Revolution
- American Revolution
- French Revolution
- Romanticism
- Napoleon
- Latin American Revolutions
- Equity Movements

**Supporting Questions**

- What is the purpose of the government?
- Does the government exist to preserve business or the common good?
- How are governments created, structured, maintained, and changed?
- How is equity different from equality?

**Vertical Alignment**

*Previous Grades:*

*7.47. Describe the relationship between a nation-state and its colonies.*

*8.26 Describe the role of community members in ensuring the long-term survival of their community, including cooperation, obligations, rights, and responsibilities.*

*High School Connections:*

*9-12.Civ.24. Evaluate procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.*

*9-12.Civ.25. Evaluate sources to determine how people use and challenge local, state, national, and international laws to address a variety of public issues.*

*9-12.Civ.26. Evaluate public policies in terms of intended and unintended outcomes and related consequences.*

	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> <li>● Evaluate the development and application of authority.</li> <li>● Compare and contrast the ways that different governments use authority for their populace.</li> <li>● What factors can lead to change in different governmental systems.</li> </ul>	<p><b>Equity Movements</b> - movements within societies whose aim is to bring attention and propose change to the inequities that some members of society undergo.</p> <p><b>Glorious Revolution</b> - took place from 1688 to 1689 that overthrew the Catholic King of Great Britain, James II and placed William and Mary on the throne.</p> <p><b>Romanticism</b> - a philosophical and artistic response to the Industrial Revolution that emphasized the goodness of nature as opposed to the mechanicalization of the Industrial Revolution.</p>

# High School World History

## Economics/Personal Financial Literacy 9. Global Economy

### Standards at a Glance

#### High School World History

**Anchor Standard**

*The student demonstrates an understanding of:*

**Performance Standard**

*Therefore, the student is able to:*

**Economics/Personal Financial Literacy 9. Global Economy**

- 9-12.WH.13. Evaluate the impact of global interconnectedness on international economic stability and growth.
- 9-12.WH.14. Analyze how national and global economic trends and policies impact the state and local economies in New Mexico.



**Anchor Standard:  
Economics/Personal Financial Literacy 9. Global Economy**

Grade

**Performance Standard(s)**

**HS**

**9-12.WH.13. Evaluate the impact of global interconnectedness on international economic stability and growth.**

**Sample Concept/Content**

- Industrial Revolutions
- Globalization
- Asian Independence Movements (India)
- Nonviolent Resistance Movements
- Transoceanic interlinking of all major regions of the world that led to global transformations, 1450–1600
- European society experienced political, economic, and cultural transformations in an era of global intercommunication, 1450-1750

**Supporting Questions**

- What is an industrial revolution?
- What are the impacts of these revolutions and movements on international economic stability and growth?
- How did the transoceanic interlinking of all major regions lead to a global economy?
- What are the pros and cons of globalization?
- What actions can individuals take to influence the impact of globalization?

**Vertical Alignment**

*Previous Grades:*

*8.45. Discuss how the exchanges of resources and culture across civilizations led to the emergence of a global society.*

*8.96. Investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy.*

*High School Connections:*

*9-12.Econ.40. Explain how current globalization trends and policies affect economic growth, labor, markets, rights of citizens, the environment, and resource and income distribution in different nations.*

*9-12.Geo.29. Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.*

*9-12.US.110. Investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy.*

	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> <li>● Define industrial revolution.</li> <li>● Enumerate examples of inventions of the Industrial Revolution.</li> <li>● Explain the impact of the Industrial Revolution.</li> </ul>	<p><b>Industrial revolution</b> - the process of changing from an agrarian and handicraft economy to one dominated by industry and machine manufacturing.</p> <p><b>Economic stability</b> - no excessive fluctuations in the macroeconomy.</p> <p><b>Resistance</b> - refusing to comply with something.</p> <p><b>Globalization</b> - the process of how trade and technology have led to more interaction and integration among people, companies, and governments worldwide.</p>



**Anchor Standard:  
Economics/Personal Financial Literacy 9. Global Economy**

Grade

**Performance Standard(s)**

**HS**

**9-12.WH.14. Analyze how national and global economic trends and policies impact the state and local economies in New Mexico.**

**Sample Concept/Content**

- World War II
- Nuclear Age
- Fall of Soviet Union
- Global recessions
- Global Influence (U.S., China, Russia)

**Supporting Questions**

- What have been the policies of nations with nuclear weapons capabilities since 1945?
- How have global economic trends and national budgets impacted nuclear proliferation in these nations over time?
- How has New Mexico's role in nuclear weapons development and waste storage impacted local economies throughout the state?

**Vertical Alignment**

*Previous Grades:*

*7.19. Describe how environmental factors affect human activities and resource use.*

*9-12.NMH.32. Demonstrate historical argumentation by using various resources and perspectives to show the impact of World War II on the people of New Mexico and the impact that the state's citizens and resident populations had on the war.*

*9-12.NMH.33. Examine the development of the first atomic bomb and the dawn of the nuclear age born in New Mexico.*

*High School Connections*

*9-12.NMH.33. Examine the development of the first atomic bomb and the dawn of the nuclear age born in New Mexico.*

*9-12.NMH.35. Explain the impact of the military bases and weapons testing sites in New Mexico as influenced by World War II and the Cold War.*

*9-12.NMH.37. Explain the importance of military research and testing facilities in New Mexico during the Cold War and today.*

*9-12.NMH.36. Analyze the pros and cons of New Mexico's role in the production of uranium-fueled weapons built during the Cold War.*

*9-12.NMH.40. Analyze the private and public companies within the state.*

	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> <li>● Identify the economic impacts of national laboratories such as Los Alamos and Sandia as well as nuclear waste storage facilities such as WIPP.</li> <li>● Debate the role New Mexico should play in the continued development, maintenance, and disposal of nuclear weapons materials.</li> <li>● Explain how global recessions have impacted New Mexico's economy.</li> </ul>	<p><b>Los Alamos National Laboratory</b> - the laboratory that produced the first atomic bombs used during World War II and home of the primary nuclear weapons research facility in the United States.</p> <p><b>Sandia National Laboratories</b> - Sandia National Laboratories is a multimission laboratory managed and operated by National Technology and Engineering Solutions of Sandia, LLC., a wholly owned subsidiary of Honeywell International, Inc., for the U.S. Department of Energy's National Nuclear Security Administration.</p> <p><b>Waste Isolation Pilot Plant</b> - WIPP was constructed for disposal of defense-generated TRU waste from DOE sites around the country. TRU waste consists of clothing, tools, rags, residues, debris, soil and other items contaminated with small amounts of plutonium and other man-made radioactive elements. The waste is permanently disposed of in rooms mined in an underground salt bed layer over 2000 feet from the surface.</p>

# High School World History Geography

## Standards at a Glance

### High School World History

**Anchor Standard**

*The student demonstrates an understanding of:*

**Performance Standard**

*Therefore, the student is able to:*

**Geography 12. Location, Place, and Region**

- 9-12.WH.15. Analyze and explain the reciprocal relationship between physical, geographical locations and the patterns and processes humans create within them.

**Geography 13. Movement, Population, and Systems**

- 9-12.WH.16. Identify, evaluate, and explain the causes, characteristics, and impact of diffusion: the spread of ideas, beliefs, religions, cultural practices and traits, language, artifacts, methods, technologies, and diseases across space and over time.

**Geography 14. Human-Environmental Interactions and Sustainability**

- 9-12.WH.17. Assess how social, economic, political, and environmental developments at global, national, regional, and/or local levels affect the sustainability of modern and traditional cultures.



**Anchor Standard:  
Geography 12. Location, Place and Region**

Grade

**Performance Standard(s)**

**HS**

**9-12.WH.15. Analyze and explain the reciprocal relationship between physical, geographical locations and the patterns and processes humans create within them.**

**Sample Concept/Content**

- Suez Canal Construction
- Impact of the Panama Canal
- Damming to divert water, i.e. Three Gorges Dam
- Deforestation/Clearing land for agriculture

**Supporting Questions**

- Where are these canals located?
- What are the positive and negative effects of these canal constructions?
- What are the positive and negative effects of dam construction?
- What are the positive and negative effects of deforestation?

**Vertical Alignment**

*Previous Grades:*

*8.26 Describe the role of community members in ensuring the long-term survival of their community, including cooperation, obligations, rights, and responsibilities.*

*8.6. Use a coherent system or structure to evaluate the credibility of a source by determining its relevance and intended use.*

*7.19. Describe how environmental factors affect human activities and resource use.*

*High School Connections:*

*9-12.Geo.25. Describe how particular historical events and developments shape human processes and systems in a given place or region over time.*

*9-12.Geo.33. Assess how social, economic, political, and environmental developments at global, national, regional and local levels affect the sustainability of modern and traditional cultures.*

*9-12.Civ.48. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and international government.*

**Students Who Demonstrate Understanding Can...**

- Explain the reason behind the canal construction.
- Describe the structure of the canals and its location.
- Compare the pros and cons of the canal constructions.

**Vocabulary for Teacher Development**

**Suez Canal** - artificial waterway in Egypt.  
**Panama Canal** - waterway in Panama that collects the Atlantic and Pacific Ocean.  
**Three Gorges Dam** - a hydroelectric gravity dam that spans the Yangtze River in central China.  
**Trade** - exchanging of goods.



**Anchor Standard:  
Geography 13. Movement, Population, and Systems**

Grade

**Performance Standard(s)**

**HS**

**9-12.WH.16. Identify, evaluate, and explain the causes, characteristics, and impact of diffusion: the spread of ideas, beliefs, religions, cultural practices and traits, language, artifacts, methods, technologies, and diseases across space and over time.**

**Sample Concept/Content**

- Mali
- Ethiopia
- Great Zimbabwe
- Swahili Coast
- Songhai Empire
- Trans-Saharan & Indian Ocean Slave Trade Networks
- African Diaspora
- Crusades
- Berlin Conference
- Leopold and the Congo Genocide
- Battle of Adwa
- U.S. Civil Rights Movement
- Nonviolent Resistance Movements
- African Independence Movements

**Supporting Questions**

- What is diffusion?
- What are the major impacts of diffusion in the different aspects (beliefs, cultures, language, etc.)?
- How do the impacts of diffusion affect world history?
- How did the diffusion affect the lives of the people in the past and at the present time?

**Vertical Alignment**

*Previous Grades:*

*6.21. Explain how the treatment of people in ancient civilizations shaped group identities and cultures.*

*8.45. Discuss how the exchanges of resources and culture across civilizations led to the emergence of a global society.*

*8.46. Identify and analyze cultural, differently abled, ethnic, gender, national, political, racial, and religious identities and related perceptions and behaviors by society of these identities.*

*High School Connections:*

*9-12.Geo.21. Explain the causes, characteristics, and impact of human movement (migration,immigration, emigration) and settlement patterns at local, national, and global scales.*

*9-12.Geo.22. Evaluate the causes, characteristics, and impact of diffusion: the spread of ideas, religion, beliefs, cultural practices and traits, language, artifacts, methods, technologies, and diseases over time.*

*9-12.Geo.31. Evaluate how economic globalization and the scarcity of resources contribute to conflict and cooperation within and among countries.*

	<b>Students Who Demonstrate Understanding Can...</b>	<b>Vocabulary for Teacher Development</b>
	<ul style="list-style-type: none"><li>● Explain how trading caused diffusion towards different places in the world.</li><li>● Identify the different impacts of diffusion.</li><li>● Explain the causes of diffusion.</li></ul>	<p><b>Diffusion</b> - the spreading of culture, goods, etc. more widely.</p> <p><b>Culture</b> - the traditions and beliefs that people practice in their daily life.</p> <p><b>Silk Road</b> - an ancient trade route in middle and eastern Asia.</p>



**Anchor Standard:  
Geography 14. Human-Environmental Interactions and Sustainability**

*Grade*

**Performance Standard(s)**

**HS**

**9-12.WH.17. Assess how social, economic, political, and environmental developments at global, national, regional, and/or local levels affect the sustainability of modern and traditional cultures.**

**Sample Concept/Content**

- Mandate of Heaven
- Ming Dynasty
- Qing Dynasty
- Opium Wars
- Taiping Rebellion
- Boxer Rebellion
- Chinese Revolution
- Global Influence (U.S., China, Russia)
- Globalization

**Supporting Questions**

- How do these historical events show human-environmental interactions?
- What are the social, economic, political and environmental developments brought by these events?
- How do these events (wars and rebellions) affect today's world?

**Vertical Alignment**

*Previous Grades:*

*8.81. Identify and explore how current traditions, rights, and norms of identity groups have changed or are changing over time.*

*8.96. Investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy.*

*7.77. Identify and describe the traditions, rites, and norms of the groups to which the student identifies as belonging and explore how these traditions, rights, and norms may have changed over time.*

*High School Connections:*

*9-12.NMH.11. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.*

*9-12.US.129. Assess how social, economic, political, and environmental developments at global, national, regional, and local levels affect the sustainability of modern and traditional cultures.*

	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"><li>● Define globalization.</li><li>● Explain how globalization affects sustainability and traditional cultures.</li><li>● Enumerate the social, economic, political and environmental developments brought by these human-environmental interactions.</li><li>● Explain the effects of the wars and rebellions.</li></ul>	<p><b>Globalization</b> - the fast movements of exchanges between different countries all over the planet.</p> <p><b>Revolution</b> - a complete change.</p>

# High School World History

## History 15. Historical Change, Continuity, Context, and Reconciliation

### Standards at a Glance

#### High School World History (*Continued*)

**Anchor Standard**

*The student demonstrates an understanding of:*

**Performance Standard**

*Therefore, the student is able to:*

**History 15. Historical Change, Continuity, Context, and Reconciliation**

- 9-12.WH.18. Identify significant transformative moments in world history, analyze the reasons behind their transformative nature, and explain how they continue to shape contemporary global interactions.
- 9-12.WH.19. Trace political, intellectual, religious, artistic, technological, economic, and social developments in historical periods as well as within individual societies.
- 9-12.WH.20. Identify patterns of continuity and change over time in world history, focusing on patterns both within and between historical eras.
- 9-12.WH.21. Examine how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- 9-12.WH.22. Identify individuals, groups, and events in New Mexico's history that have influenced or were influenced by events in world history.



**Anchor Standard:**  
History 15. Historical Change, Continuity, Context, and Reconciliation

Grade

**Performance Standard(s)**

**HS**

**9-12.WH.18. Identify significant transformative moments in world history, analyze the reasons behind their transformative nature, and explain how they continue to shape contemporary global interactions.**

**Sample Concept/Content**

- Culhua-Mexica (Aztec)
  - Tenochtitlan
- Maya
- Arawak
- Andean Civilizations
  - Cajamarca (Inca)
- Ayiti (Taino)
- Seminole
- Pueblo
- Dine' (Navajo)
- Apache
- The Crusades
- The Reconquista
- European Exploration
- The Columbian Exchange
- Mestizaje

**Supporting Questions**

- How did European Exploration and Colonization impact Indigenous peoples of the Americas?
- Identify ways the crusades impact on the Eastern and Western worlds?
- How did the Reconquista evolve Christian and Muslim populations?
- How would you describe the impact of the Columbian Exchange on various regions of the world?

**Vertical Alignment**

*Previous Grades:*

*7.24. Discuss patterns of migration of early people as they settled across New Mexico and the Southwest region.*

*7.33. Connect cultural adaptations of the Pueblo, Apache, and Diné people to today.*

*7.34. Compare and contrast Athabascan culture, agricultural practices, and settlement patterns with those of the Pueblos.*

*8.41. Critique the ideas and belief systems related to land- and resource-use among Indigenous peoples and Europeans*

*8.42. Evaluate the impacts of European colonization on Indigenous populations.*

*High School Connections:*

*9-12.US.21. Assess how social, economic, political, and environmental developments at global, national, regional, and local levels affect the sustainability of modern and traditional cultures.*

*9-12.US.25. Examine the impact of the end of the Civil War on the settlement of the West and on the relationships between the United States and the Indigenous nations in the West.*

*9-12.US.30. Analyze the consequences of the continuing westward expansion of the American people after the Civil War.*

*9-12.US.31. Evaluate the impact of the 14th Amendment on Indigenous people and Asian and European immigrant men and women.*

	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> <li>● Identify the 3 Depth of Knowledge levels of questioning.</li> <li>● Identify how the Reconquista affected both Christian and Muslim populations.</li> <li>● Explain how European exploration, and ultimately the Columbian Exchange transformed Native American societies.</li> </ul>	<p><b>Self-Names</b> of Indigenous peoples such as:</p> <ul style="list-style-type: none"> <li>● <b>Culhua-Mexica</b> - Aztec</li> <li>● <b>Andean Civilizations</b> - such as Inca</li> <li>● <b>Ayiti</b> - Taino</li> <li>● <b>Dine</b> - Navajo</li> </ul> <p><b>Colonization</b> - the action or process of settling among and establishing control over the Indigenous people of an area.</p> <p><b>Assimilation</b> - the process of adopting the language and culture of a dominant social group or nation, or the state of being socially integrated into the culture of the dominant group in a society.</p> <p><b>Syncretism</b> - the combination of two or more originally different beliefs or practices.</p>



**Anchor Standard:**  
**History 15. Historical Change, Continuity, Context, and Reconciliation**

Grade

**Performance Standard(s)**

**HS**

**9-12.WH.19. Trace political, intellectual, religious, artistic, technological, economic, and social developments in historical periods as well as within individual societies.**

**Sample Concept/Content**

- Medieval Scholasticism (Europe)
- Feudalism
- Asian-Western Interaction
  - Arabic-Latin Translation
  - Venice Trading
  - Constantinople
  - Marco Polo
  - Spice Trade
  - Silk Road
- Renaissance
  - Italian
  - Northern
- Fall of Constantinople
- Protestant Reformation & Counter-Reformation

**Supporting Questions**

- How have discoveries, innovations, and technologies resulted in broader social change?
- How does new knowledge depend on previous knowledge?
- How does trade contribute to interchange of ideas?
- How does the desire for different types and flavors of food impact human cultures and activities?

**Vertical Alignment**

*Previous Grades:*

- 6.19. Identify how differences and similarities between diverse groups impact perspectives.*
- 6.21. Explain how the treatment of people in ancient civilizations shaped group identities and cultures.*
- 6.50. Examine instances of conflict and oppression in Medieval times as well as responses to these violations.*

*High School Connections:*

- 9-12.NMH.16. Assess how social policies and economic forces offer privilege or systemic inequity in accessing social, political, and economic opportunity for identity groups in education, government, healthcare, industry, and law enforcement.*
- 9-12.US.19. Investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy.*
- 9-12.US.20. Identify and explore how current traditions, rites, and norms of identity groups have changed or are changing overtime.*

Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> <li>● Examine complex issues from different perspectives.</li> <li>● Describe how intercultural exchange builds human relationships and understanding.</li> <li>● Differentiate between the various artistic styles of different historical eras.</li> <li>● Describe Intercultural exchanges challenges previous belief systems</li> <li>● Describe the beginnings of nationalism and nationalistic movements.</li> <li>● Describe religious expression or differences of expression as a justification for war.</li> </ul>	<p><b>Scholasticism</b> - Medieval Philosophy taught in universities bringing Aristotle and medieval theology together in a systematic manner.</p> <p><b>Feudalism</b> - a hierarchical form of government with the king at top, followed by lords, followed by knights, and then everyone else.</p> <p><b>Christendom</b> - the idea of Europe united as a Christian nation.</p> <p><b>Philosophy</b> - a love of wisdom; a coherent way of engaging the world using thought processes.</p> <p><b>Thomism</b> - the philosophy of St. Thomas Aquinas which blends Christian thought and the philosophy of Aristotle.</p> <p><b>Library of Alexandria</b> - library in Alexandria, Egypt said to have all of the books then written.</p> <p><b>Ecumenical Council</b> - a gathering of the Bishops to discuss theological topics.</p> <p><b>Humanism</b> - a shift from a theocentric explanation of events to more human centered.</p> <p><b>Erasmus</b> - father of Humanism.</p> <p><b>Secularism</b> - a shift from religious emphasis on society to more worldly ways of doing things.</p> <p><b>Printing Press</b> - created by Gutenberg, made publishing more affordable and accessible to the masses. Helps to increase literacy.</p> <p><b>Augsburg Confessions</b> - beliefs of the Lutheran faith.</p> <p><b>Diet of Worms</b> - meeting called by Charles V in 1521 in order for Martin Luther to address his concerns over Catholic teaching.</p> <p><b>Holy Roman Empire</b> - territory in Northern Europe Modern Day Germany and parts of Austria ruled by the Holy Roman Emperor.</p> <p><b>Baroque</b> - a style of European art, architecture and music from the 17th and 18th Centuries.</p>



**Anchor Standard:**  
**History 15. Historical Change, Continuity, Context, and Reconciliation**

Grade

**Performance Standard(s)**

**HS**

**9-12.WH.20. Identify patterns of continuity and change over time in world history, focusing on patterns both within and between historical eras.**

**Sample Concept/Content**

- Scientific Revolution
- Enlightenment
  - Political
  - Economic
  - Artistic
  - Music
- French Revolution
- American Revolution
- Romanticism (Counter Movement)

**Supporting Questions**

- How have discoveries, innovations, and technologies resulted in broader social change?
- How does new knowledge depend on previous knowledge?
- How does knowledge of the past help us to understand the times we live in?

**Vertical Alignment**

*Previous Grades:*

*8.34. Discuss the relationship between a ruler of a nation-state and the citizens of its colonies.*

*8.39. Examine historical and contemporary cultural, economic, intellectual, political, and social contributions to society by individuals or groups within an identity group.*

*8.58. Identify parallels in language or intent (construct or content) between Enlightenment philosophies and the ideas expressed in the founding documents of the United States.*

*High School Connections:*

*9-12.Civ.17. Evaluate multiple sources and cite evidence investigating the relationships between equality, equity, justice, freedom, human rights, and order in U.S. representative democracy.*

*9-12.Civ.18. Investigate relationships among governments, civil societies, and economic markets.*

*9-12.Civ.19. Distinguish historical and current types and systems of government in the United States and in diverse regions in the world.*

	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> <li>● Examine complex issues from different perspectives.</li> <li>● Compare and contrast the causes and effects of various Revolutions.</li> <li>● Describe how the Enlightenment changed the political and cultural understandings in the West</li> <li>● Evaluate the causes and effects of the Enlightenment.</li> </ul>	<p><b>Enlightenment</b> - a cultural shift in which reason and science are used to explain the world around us.</p> <p><b>Galileo Galilei</b> - Italian Astronomer who helped develop the telescope.</p> <p><b>Copernicus</b> - Polish astronomer who posited a heliocentric view of the universe.</p> <p><b>Inquisition</b> - a Church Tribunal.</p> <p><b>Natural Law</b> - the idea that there are ways that things in nature will behave as a consequence of their being.</p> <p><b>Divine Right of Kings</b> - the belief that kings ruled by divine mandate.</p> <p><b>Ancien Regime</b> - the 3 tiered French system of government with the Church as the First Estate, the King and Nobility as the Second, and everyone else as the 3rd. Based on the Feudal System.</p> <p><b>Scientific Method</b> - a process used to answer questions and develop theories.</p> <p><b>Reign of Terror</b> - the period of the French Revolution from September 5, 1793, to July 27, 1794 where those who were seen as enemies of the new French Republic were guillotened.</p> <p><b>Napoleon Bonaparte</b> - Corsican leader and later Emperor of France after the French Revolution.</p>



**Anchor Standard:  
History 15. Historical Change, Continuity, Context, and Reconciliation**

*Grade*

**Performance Standard(s)**

**HS**

**9-12.WH.21. Examine how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.**

**Sample Concept/Content**

- Latin American Revolutions
- Mestizos
- Creoles
- Divine Right of Kings

**Supporting Questions**

- Why did the revolutions in Latin America begin?
- What role did European events have on Latin American history?

**Vertical Alignment**

*Previous Grades:*

*8.41. Critique the ideas and belief systems related to land- and resource-use among Indigenous peoples and Europeans.*

*8.42. Evaluate the impacts of European colonization on Indigenous populations.*

*8.43. Describe the impact of slavery on African populations in Africa and the Americas.*

*High School Connections:*

*9-12.Civ.17. Evaluate multiple sources and cite evidence investigating the relationships between equality, equity, justice, freedom, human rights, and order in U.S. representative democracy.*

*9-12.Civ.18. Investigate relationships among governments, civil societies, and economic markets.*  
*9-12.Civ.19. Distinguish historical and current types and systems of government in the United States and in diverse regions in the world.*

	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> <li>● Explain how the ideas of the Enlightenment inspired the Latin American Revolutions.</li> <li>● Explain the role of indigenous populations in the Latin American Revolutions.</li> <li>● Explain how the Napoleonic Wars brought into question the Divine Right of Kings in Latin America and how that led to the various Independence Movements.</li> <li>● Analyze how the Latin American Revolutions questioned the social structures in Latin America.</li> </ul>	<p><b>Miguel Hidalgo</b> - Mexican born Catholic priest who began the Mexican Independence movement with the Grito de Dolores. Later executed for insurrection.</p> <p><b>Simon Bolivar</b> - leader of Latin American Revolutions in Columbia, Venezuela, Ecuador, Panama and Peru.</p> <p><b>Jose de San Martin</b> - leader of Latin American in Revolutions in Argentina, Chile and Peru.</p> <p><b>Grito de Dolores</b> - Mexican Cry for Independence on the 16th of September 1810.</p> <p><b>Divine Right of Kings</b> - the belief that kings ruled by divine mandate.</p> <p><b>Napoleon Bonaparte</b> - Corsican leader and later Emperor of France after the French Revolution.</p> <p><b>Peninsulares</b> - members of the Spanish Empire, originally from the Spanish Peninsula, living in South America.</p>



**Anchor Standard:**  
**History 15. Historical Change, Continuity, Context, and Reconciliation**

Grade

**Performance Standard(s)**

**HS**

**9-12.WH.22. Identify individuals, groups, and events in New Mexico’s history that have influenced or were influenced by events in world history.**

**Sample Concept/Content**

- World War 2
- Manhattan Project
- Los Alamos
- Trinity Site

**Supporting Questions**

- What role did New Mexico play in World War II?
- How has the atomic bomb changed the world?
- What was the Manhattan Project?

**Vertical Alignment**

*Previous Grades:*

*7.19. Describe how environmental factors affect human activities and resource use.*

*9-12.NMH.32. Demonstrate historical argumentation by using various resources and perspectives to show the impact of World War II on the people of New Mexico and the impact that the state’s citizens and resident populations had on the war.*

*9-12.NMH.33. Examine the development of the first atomic bomb and the dawn of the nuclear age born in New Mexico.*

*High School Connections:*

*9-12.US.83. Evaluate how the events during World War II impacted people from diverse groups.*

*9-12.US.91. Analyze the causes, conflicts, and consequences of the Cold War.*

**Students Who Demonstrate Understanding Can...**

- Describe the role New Mexico played during the Manhattan Project.
- Analyze the impact that nuclear warfare has had on the world.

**Vocabulary for Teacher Development**

**J. Robert Oppenheimer** - the leader of the Manhattan Project.  
**Uranium** - the radioactive isotope needed to create an atomic bomb.  
**The Hill** - the Code name for Los Alamos during the Manhattan Project.  
**“Now I am become Death, the Destroyer of Worlds”** - Quoting the Bhagavad Gita, Oppenheimer stated this as the atomic bomb was tested at Trinity Site.

# High School World History

## History 16. Cause and Consequence

### Standards at a Glance

#### High School World History (*Continued*)

**Anchor Standard**

*The student demonstrates an understanding of:*

**Performance Standard**

*Therefore, the student is able to:*

**History 16. Cause and Consequence**

- 9-12.WH.23. Identify and evaluate multiple causes and effects of historical events within world history.
- 9-12.WH.24. Distinguish between long-term and short-term causes in developing historical interpretations.
- 9-12.WH.25. Identify contemporary global issues that influence or are influenced by New Mexicans.



Anchor Standard:  
History 16. Cause and Consequence

Grade

Performance Standard(s)

HS

9-12.WH.23. Identify and evaluate multiple causes and effects of historical events within world history.

Sample Concept/Content

- European Maritime Empires
  - Trading Posts
  - Sugar islands
- Colonization
  - Spain
  - Portugal
  - Britain
  - Dutch
- Industrial Imperialism 1840-1945
- Weapons
  - Steel
  - Repeating Rifles
  - Machine Guns
  - Exploding ordinance
- Communication Systems
- Nationalism
- Modern Medicine fights tropical disease
- Indigenous Response
  - Native Americans
  - Boxer Rebellion
  - Maji-Maji
  - Vietnamese Nationalism
- Social Darwinism
- Berlin conference
- Leopold and the Congo Genocide

Supporting Questions

- How were trade and transportation routes developed and adapted by various groups throughout history?
- How have discoveries, innovations, and technologies resulted in broader social change?
- What happens to a place and a culture when new ideas and goods are introduced?
- How have groups reacted to oppression, human rights violations, and genocide?

**Vertical Alignment**

*Previous Grades:*

*7.24. Discuss patterns of migration of early people as they settled across New Mexico and the Southwest region,*

*8.34. Discuss the relationship between a ruler of a nation-state and the citizens of its colonies.*

*8.35. Illustrate significant European economic theories and their connection to the colonization of the Western Hemisphere.*

*High School Connections:*

*9-12.WH.7. Evaluate historical and contemporary sources of information relating to local, regional, and global Informed Action problems and identify challenges and opportunities faced by those trying to address these problems.*

*9-12.WH.8. Assess options for individual and collective action to address local, regional, and global problems.*

*9-12.WH.9. Apply a range of strategies and procedures to make decisions and take action in classrooms, schools, and out-of-school civic contexts.*

**Students Who Demonstrate Understanding Can...**

- Examine and explain various historical events through multiple perspectives.
- Understand how historical events develop overtime and impact the larger world.
- Evaluate historical change and the impact it brings to people.

**Vocabulary for Teacher Development**

**Social Darwinism** - Social Darwinism: The belief that some races are genetically superior to others due to evolution and deserve to exist while others do not.

**Nationalism** - the belief that one's nation is superior to others.

**Genocide** - any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such:

- Killing members of the group;
- Causing serious bodily or mental harm to members of the group;
- Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;
- Imposing measures intended to prevent births within the group;
- Forcibly transferring children of the group to another group.



**Anchor Standard:  
History 16. Cause and Consequence**

Grade

**Performance Standard(s)**

**HS**

**9-12.WH.24. Distinguish between long-term and short-term causes in developing historical interpretations.**

**Sample Concept/Content**

- Unification of European Countries (i.e. Italy, Germany)
- Nationalism
- World War I
- Treaty of Versailles
- Global Great Depression
- World War II
- Social Darwinism
- Shoah
- United Nations
- Universal Declaration of Human Rights

**Supporting Questions**

- What are the sources of power and how is power gained, used, and justified?
- What is worth fighting for?
- How can one know about the past if one was not present at past events?
- How does our experience and memory of the past affect our choices and beliefs in the present?

**Vertical Alignment**

*Previous Grades:*

*7.27. Describe the technical limitations of historians and archeologists studying the distant past.*

*7.28. Describe the role of citizens in ensuring the long-term survival of their community, including cooperation, obligations, rights, and responsibilities.*

*8.39. Examine historical and contemporary cultural, economic, intellectual, political, and social contributions to society by individuals or groups within an identity group.*

*High School Connections:*

*9-12.US.59. Assess how new technology in transportation, communication, and finance impacted U.S. society.*

*9-12.US.91. Analyze the causes, conflicts, and consequences of the Cold War. Consequence.*

*9-12.US.92. Evaluate the policy of containment as a response by the United States to Soviet expansionist policies.*

	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> <li>● Explain how understanding historical events can develop as more information or discoveries are made concerning historical events.</li> <li>● Provide examples of how historical thinking has changed because of new discoveries.</li> </ul>	<p><b>Shoah</b> - the Hebrew word for Holocaust.</p> <p><b>Holocaust</b> - the State Sponosred Nazi attempt to wipe out Jewish, Roma, homosexual, people with disabilities, among others, for being sub-human and not fitting within Nazi ideology. Close to 6 million European Jews and another 3 million of various backgrounds were murdered between 1941 and 1945.</p> <p><b>Social Darwinism</b> - the belief that some races are genetically superior to others due to evolution and deserve to exist while others do not.</p> <p><b>Nationalism</b> - the belief that one's nation is superior to others.</p>



**Anchor Standard:  
History 16. Cause and Consequence**

Grade

**Performance Standard(s)**

**HS**

**9-12.WH.25. Identify contemporary global issues that influence or are influenced by New Mexicans.**

**Sample Concept/Content**

- Treaty of Guadalupe Hidalgo
- World War I
- World War II
- Manhattan Project
- Nuclear Age

**Supporting Questions**

- What major historical events have impacted New Mexico?
- How have New Mexicans responded to these historical events?
- How have others viewed New Mexicans through these events?

**Vertical Alignment**

*Previous Grades:*

*8.42. Evaluate the impacts of European colonization on Indigenous populations.*

*8.43. Describe the impact of slavery on African populations in Africa and the Americas.*

*High School Connections:*

*9-12.NMH.13. Connect various disputes that occurred as a result of Article X being stricken from the Treaty of Guadalupe Hidalgo.*

*9-12.NMH.14. Dissect the Treaty of Guadalupe Hidalgo and evaluate how the different people of New Mexico were addressed and impacted by the document.*

*9-12.NMH.35. Explain the impact of the military bases and weapons testing sites in New Mexico as influenced by World War II and the Cold War.*

	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> <li>● Explain the impact that historical events have had on the people of New Mexico</li> <li>● Explain the impact that the peoples of New Mexico have had on world events.</li> <li>● Understand the interconnectedness between local, national, and international events.</li> </ul>	<p><b>Treaty of Guadalupe Hidalgo</b> - an international treaty between the United States of America and the United States of Mexico which ended the Mexican-American War and gave the modern states of New Mexico, Colorado, Arizona, California and Utah, to the United States.</p> <p><b>Cold War</b> - an undeclared war between the United States and the Soviet Union, meant to impede the spread of Communist Socialism and nuclear capability.</p> <p><b>National Laboratories</b> - federal research facilities dedicated to the study of and the application of nuclear technology. Los Alamos and Sandia National Laboratories are located within New Mexico.</p> <p><b>Nuclear Age</b> - the capability of nations to develop and harness nuclear weapons and power.</p>

# High School World History

## History 17. Historical Thinking

### Standards at a Glance

#### High School World History (*Continued*)

**Anchor Standard**

*The student demonstrates an understanding of:*

**Performance Standard**

*Therefore, the student is able to:*

**History 17. Historical Thinking**

- 9-12.WH.26. Analyze and evaluate the values and limitations of primary and secondary sources of information (including digital) with attention to the source, its context, reliability, and usefulness.
- 9-12.WH.27. Effectively use and integrate evidence from diverse sources to evaluate and develop historical claims.
- 9-12.WH.28. Synthesize historical information to create new understandings.



**Anchor Standard:  
History 17. Historical Thinking**

Grade

**Performance Standard(s)**

**HS**

**9-12.WH.26. Analyze and evaluate the values and limitations of primary and secondary sources of information (including digital) with attention to the source, its context, reliability, and usefulness.**

**Sample Concept/Content**

- Sykes-Picot,
- Nation of Israel,
- Middle East Conflicts
- September 11th
- War on Terror
- Afghanistan War
- Iraq War
- Arab Spring
- Equity Movements

**Supporting Questions**

- Who writes history, with what agenda in mind, and towards what ends?
- What methods do people use to record and preserve their histories?
- What are our sources of historical authority and makes them competent sources of knowledge?

**Vertical Alignment**

*Previous Grades:*

*7.4. Evaluate primary and secondary sources for fact, opinion, author's bias, perspective of the creator, and relevance to the topic.*

*7.65. Use primary and secondary sources to evaluate the lasting impacts of unequal power relations and disenfranchisement of persons and groups.*

*8.3. Identify, locate, and gather reliable and relevant primary and secondary sources from a variety of media, such as print, digital, multimedia, artifacts, and oral traditions.*

*High School Connections:*

*9-12.Civ.3. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.*

*9-12.Geo.4. Evaluate the credibility of a source by examining how experts value the source.*

*9-12.NMH.5. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.*

	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> <li>● Identify the people who write history and their agenda in mind</li> <li>● Explain the methods people use to record and preserve their histories.</li> <li>● Enumerate sources of historical authority and what makes them competent sources of knowledge</li> </ul>	<p><b>Equity</b> - assumes that all citizens have had different opportunities and experiences, and allocates the exact resources and opportunities needed to reach an equal outcome.</p> <p><b>Primary Sources</b> - immediate, first-hand accounts of a topic, from people who had a direct connection with it.</p> <p><b>Secondary Sources</b> - are one step removed from primary sources, though they often quote or otherwise use primary sources.</p> <p><b>War on terror</b> - ongoing international military campaign launched by the United States government following the September 11 attacks.</p>



Anchor Standard:  
History 17. Historical Thinking

Grade

Performance Standard(s)

HS

9-12.WH.27. Effectively use and integrate evidence from diverse sources to evaluate and develop historical claims.

Sample Concept/Content

- Imperialism
- Partition of India

Supporting Questions

- What is the main purpose of imperialism?
- What are the reasons that led to imperialism?
- What caused the partition of India?
- How do national and global economic trends and policies impact the state and local economies in New Mexico?

Vertical Alignment

Previous Grades:

8.38. Examine the impact of historical cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups between c. 1400 CE and 1500 CE.

7.45. Demonstrate how diversity includes the impact of unequal power relations on the development of group identities and cultures.

High School Connections:

9-12.US.39. Evaluate how events during Imperialism impacted people from diverse groups.

9-12.US.40. Examine ways in which art, journalism, literature, and cultural artifacts served as forms of resistance and contributed to the anti-imperialist movements.

Students Who Demonstrate Understanding Can...

- Explain the main purpose of Imperialism.
- Identify the cause of India's partition and the effects it has brought to people at that time.
- Enumerate reasons that led to imperialism.
- Explain how national and global economic trends and policies impact the state and local economies in New Mexico.

Vocabulary for Teacher Development

**Imperialism** - a policy of extending a country's power and influence through diplomacy or military force.  
**Conquer** - to take control of dominance-power and influence over others.  
**Colony** - a new township of citizens formed in a territory claimed by the imperialist nation.  
**Protectorate** - a state that is protected but not controlled by an imperialist nation.  
**Spheres of influence** - state that is culturally or politically influenced by an imperialist nation  
**Partition** - dividing into parts.



Anchor Standard:  
History 17. Historical Thinking

Grade

Performance Standard(s)

HS

9-12.WH.28. Synthesize historical information to create new understandings.

Sample Concept/Content

- Columbian Exchange
- Climate Change
- Slavery

Supporting Questions

- How do these historical information create new understandings?
- How do we synthesize historical information?
- How did information spread throughout the world's history?

Vertical Alignment

*Previous Grades:*

*7.5. Analyze various forms of media to identify polarizing language, logical fallacy, and reasonable judgment.*

*7.6. Use a coherent system or structure to evaluate the credibility of a source by determining its relevance and intended use.*

*8.11. Make connections between current events, historical materials, and personal experience.*

*High School Connections:*

*9-12.US.3. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection*

*9-12.Civ.9. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies and digital technologies.*

*9-12.Civ.12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school contexts.*

	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> <li>● Explain the different historical events that brought changes to the history.</li> <li>● Explain how historical information creates new understandings.</li> <li>● Synthesize historical information.</li> <li>● Explain how information spread throughout the world's history.</li> </ul>	<p><b>Climate change</b> - long-term shifts in temperatures and weather patterns.</p> <p><b>Columbian Exchange</b> - widespread transfer of plants, animals, precious metals, commodities, culture, human populations, technology, diseases, and ideas.</p> <p><b>Transformational Change</b> - a philosophical, practical, and strategic process to effect revolutionary change within society.</p> <p><b>Synthesize</b> - to combine separate things into a complete whole.</p>

# High School World History

## History 18. Critical Consciousness and Perspectives

### Standards at a Glance

#### High School World History (*Continued*)

**Anchor Standard**

*The student demonstrates an understanding of:*

**Performance Standard**

*Therefore, the student is able to:*

**History 18. Critical Consciousness and Perspectives**

- 9-12.WH.29. Use a variety of source materials to compare and contrast treatments of the same topic.
- 9-12.WH.30. Examine historical events from the perspectives of diverse groups, including Indigenous peoples, national, regional, racial, ethnic, class, and gender, sexual orientation, and differently abled.
- 9-12.WH.31. Analyze and evaluate multiple points of view to explain the ideas and actions of individuals and groups.



**Anchor Standard:  
History 18. Critical Consciousness and Perspectives**

Grade

**Performance Standard(s)**

**HS**

**9-12.WH.29. Use a variety of source materials to compare and contrast treatments of the same topic.**

**Sample Concept/Content**

- War on Terror
- Israel
- Ukraine

**Supporting Questions**

- Which sources add credibility to one's historical understanding?
- Are all sources equal?
- How does one determine what constitutes a credible source?

**Vertical Alignment**

*Previous Grades:*

*8.13. Engage in discussion, debate, or academic conversation analyzing multiple viewpoints on public issues.*

*8.14. Create maps, charts, infographics, or other visual media that communicate research findings or other significant information digitally or on paper.*

*8.15. Develop informational texts, including analyses of historical and current events.*

*High School Connections:*

*9-12.ECI.7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources Communicate and (while acknowledging counterclaims and evidentiary weaknesses).*

*9-12.ECI.8. Construct explanations using reasoning, correct sequence, examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given their purpose.*

*9-12.ECI.10. Critique the use of claims and evidence in arguments for credibility.*

**Students Who Demonstrate Understanding Can...**

- Understand credible sources to their historical thinking.
- Understand what makes a source credible.
- Construct complex arguments using credible sources.

**Vocabulary for Teacher Development**

**Primary source** - a document, firsthand account, or other source that constitutes direct evidence of an object of study.

**Secondary source** - an analysis of a historical event or process, or of a historical figure, that uses historical sources and is usually produced after the event or process.

**Perspectiv** - a person's way of understanding a topic.



**Anchor Standard:  
History 18. Critical Consciousness and Perspectives**

Grade

**Performance Standard(s)**

**HS**

**9-12.WH.30. Examine historical events from the perspectives of diverse groups, including Indigenous peoples, national, regional, racial, ethnic, class, and gender, sexual orientation, and differently abled.**

**Sample Concept/Content**

- Columbian Exchange
- Spice Trade
- Cold War
- World War II
- Vietnam War
- Iraqi War

**Supporting Questions**

- How does one's perspective change how they understand history?
- Is there one way to understand historical events?
- What factors are included in a person's perspective?

**Vertical Alignment**

*Previous Grades:*

*8.3. Identify, locate, and gather reliable and relevant primary and secondary sources from a variety of Evaluate Sources media, such as print, digital, multimedia, artifacts, and oral traditions.*

*8.4. Evaluate primary and secondary sources for the author's bias, perspective of the creator, and relevance to the topic.*

*High School Connections:*

*9-12.ECI.14. Identify and analyze cultural, differently abled, ethnic, gender, sexual orientation, national, political, Diversity and Identity racial, and religious identities and related perceptions and behaviors by society of these identities.*

*9-12.ECI.15. Identify and explore how current traditions, rites, and norms of identity groups have changed or are changing over time.*

*9-12.ECI.16. Assess how social policies and economic forces offer various identity groups privilege or systemic inequity in accessing social, political, and economic opportunity regarding education, government, healthcare, industry, and law enforcement.*

**Students Who Demonstrate Understanding Can...**

- Explain historical events from multiple perspectives.
- Use various types of sources to add legitimacy to their historical understanding.
- Explain what factors add to various perspectives.

**Vocabulary for Teacher Development**

**Perspective** - a person's way of understanding a topic.

**Cultural Exchange** - groups of people interacting and sharing, often through domination, their ways of living and world view.



**Anchor Standard:  
History 18. Critical Consciousness and Perspectives**

Grade

**Performance Standard(s)**

**HS**

**9-12.WH.31. Analyze and evaluate multiple points of view to explain the ideas and actions of individuals and groups.**

**Sample Concept/Content**

- Tokugawa Shogunate
- Industrial Revolutions
- Meiji Restoration
- Nationalism
- Japanese Empire
- World War II
- Rape of Nanking
- Nuclear Age

**Supporting Questions**

- How does one's culture influence their view of the world or other cultures?
- How has culture influenced technological development?
- How has technological development influenced culture?

**Vertical Alignment**

*Previous Grades:*

*7.20. Analyze how groups maintain their cultural heritage and how we see this heritage through the Identity Studies 20. symbols, traditions, and culture of our state. Diversity and Identity.*

*7.22. Evaluate how society's responses to different social identities lead to access and barriers for various demographic groups in relation to various societal institutions, including but not limited to education, healthcare, government, and industry.*

*High School Connections:*

*9-12.ECI.1. Create compelling questions representing key ideas within the disciplines.*

*9-12.ECI.2. Develop supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge.*

**Students Who Demonstrate Understanding Can...**

- Describe the impact that technology has had on the development of human history.
- Explain the cultural developments which allow technology to expand.
- Explain the difference between individualistic minded cultural and communal cultures.

**Vocabulary for Teacher Development**

**Nationalism** - the belief that one's political state is superior to all others.  
**Communal Cultures** - cultures that emphasize the needs of the community rather than the individual.  
**Individualistic Cultures** - cultures that emphasize the needs of the individual rather than the needs of the community.

# High School World History

## History 19. Power Dynamics, Leadership, and Agency

### Standards at a Glance

#### High School World History (*Continued*)

**Anchor Standard**

*The student demonstrates an understanding of:*

**Performance Standard**

*Therefore, the student is able to:*

**History 19. Power Dynamics, Leadership, and Agency**

- 9-12.WH.32. Use historical thinking skills to evaluate historical and contemporary sources of information relating to local, regional, and global problems and identify challenges and opportunities faced by those trying to address these problems.
- 9-12.WH.33. Investigate cultural and historical developments within societies with attention to belief systems, ideologies, the arts, science, and technology.
- 9-12.WH.34. Analyze the complex relationship between dominant cultures and minority groups throughout world history, including but not limited to constructions of race, ethnicity, gender, sexual orientation, differently abled, nationality, class, religion, reactions, and long-term effects of oppression.



**Anchor Standard:**  
**History 19. Power Dynamics, Leadership, and Agency**

Grade

**Performance Standard(s)**

**HS**

**9-12.WH.32. Use historical thinking skills to evaluate historical and contemporary sources of information relating to local, regional, and global problems and identify challenges and opportunities faced by those trying to address these problems.**

**Sample Concept/Content**

- Climate Change
- Equity Movements
- Pandemic

**Supporting Questions**

- How can the international community mitigate the impacts of climate change?
- How does climate impact environmental justice and/or changing political borders?

**Vertical Alignment**

*Previous Grades:*

*6.18. Identify how natural forces shape Earth's environments and regions.*  
*6.23. Analyze the economic impact that surpluses of food and goods have on the growth of civilizations.*  
*7.28. Describe the role of citizens in ensuring the long-term survival of their community, including cooperation, obligations, rights, and responsibilities.*

*High School Connections:*

*9-12.Econ.13. Apply understanding of economic concepts and systems to analyze decision making and the interactions between consumers, business, government, and societies.*  
*9-12.Econ.14. Gather and evaluate sources to explain the relationship between economic decisions and environmental consequences.*  
*9-12.Econ.15. Use cost-benefit analysis and marginal analysis to evaluate an economic issue.*

**Students Who Demonstrate Understanding Can...**

- Explain the concepts of climate change and how it impacts communities.
- Describe the various historical movements that surround environmentalism.
- Explain equity movements and differentiate between the various ones which have taken place and the issues they mean to address.

**Vocabulary for Teacher Development**

**Environmentalism** - concern about caring for the environment.  
**Equity Movements** - movements within societies whose aim is to bring attention and propose change to the inequities that some members of society undergo.



**Anchor Standard:  
History 19. Power Dynamics, Leadership, and Agency**

Grade

**Performance Standard(s)**

**HS**

**9-12.WH.33. Investigate cultural and historical developments within societies with attention to belief systems, ideologies, the arts, science, and technology.**

**Sample Concept/Content**

- Renaissance
- Protestant Reformation
- Counter Reformation
- Scientific Revolution

**Supporting Questions**

- How have discoveries, innovations, and technologies resulted in broader social change?
- How does trade contribute to interchange of ideas?

**Vertical Alignment**

*Previous Grades:*

*6.19. Identify how differences and similarities between diverse groups impact perspectives.*  
*6.21. Explain how the treatment of people in ancient civilizations shaped group identities and cultures.*  
*6.50. Examine instances of conflict and oppression in Medieval times as well as responses to these violations*

*High School Connections:*

*9-12.NMH.16. Assess how social policies and economic forces offer privilege or systemic inequity in accessing social, political, and economic opportunity for identity groups in education, government, healthcare, industry, and law enforcement.*

*9-12.US.19. Investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy.*

*9-12.US.20. Identify and explore how current traditions, rites, and norms of identity groups have changed or are changing overtime.*

**Students Who Demonstrate Understanding Can...**

- Examine complex issues from different perspectives.
- Describe how intercultural exchange builds human relationships and understanding.
- Differentiate between the various artistic styles of different historical eras.
- Describe intercultural exchanges challenges previous belief systems.
- Describe the beginnings of nationalism and nationalistic movements.

**Vocabulary for Teacher Development**

**Scholasticism** - medieval Philosophy taught in universities bringing Aristotle and medieval theology together in a systematic manner.

**Feudalism** - a hierarchical form of government with the king at top, followed by lords, followed by knights, and then everyone else.

**Christendom** - the idea of Europe united as a Christian nation.

**Philosophy** - a love of wisdom; a coherent way of engaging the world using thought processes.

**Thomism** - the philosophy of St. Thomas Aquinas

- Describe religious expression or differences of expression as a justification for war.

which blends Christian thought and the philosophy of Aristotle.

**Library of Alexandria** - library in Alexandria, Egypt; One of the largest and most significant libraries of the ancient world, said to have all of the books then written.

**Ecumenical Council** - a Gathering of the Bishops to discuss theological topics.

**Humanism** - a shift from a theocentric explanation of events to more human centered.

**Erasmus** - father of Humanism.

**Secularism** - a shift from religious emphasis on society to more worldly ways of doing things.

**Printing Press** - created by Wiotenburg, made publishing more affordable and accessible to the masses. Helps to increase literacy.

**Augsburg Confessions** - primary beliefs of the Lutheran faith.

**Diet of Worms** - meeting called by Charles V in 1521 in order for Martin Luther to address his concerns over Catholic teaching.

**Holy Roman Empire** - territory in Northern Europe Modern Day Germany and parts of Austria ruled by the Holy Roman Emperor.

**Baroque** - a style of European art, architecture and music from the 17th and 18th Centuries.



**Anchor Standard:  
History 19. Power Dynamics, Leadership, and Agency**

Grade

**Performance Standard(s)**

**HS**

**9-12.WH.34. Analyze the complex relationship between dominant cultures and minority groups throughout world history, including but not limited to constructions of race, ethnicity, gender, sexual orientation, differently abled, nationality, class, religion, reactions, and long-term effects of oppression.**

**Sample Concept/Content**

- Armenian Genocide
- Holocaust/Shoah
- North Atlantic Slave Trade
- Rwand-an Genocide
- Holodomor
- Black War
- Nuremberg Trials
- United States Indian Wars

**Supporting Questions**

- What takes place in a society that allows genocide to take place?
- What roles do race, ethnicity and ableism play in genocidal actions?
- What are the consequences of genocide?
- What actions are appropriate to take after genocide has taken place?

**Vertical Alignment**

*Previous Grades:*

*7.22. Evaluate how society’s responses to different social identities lead to access and barriers for various demographic groups in relation to various societal institutions, including but not limited to education, healthcare, government, and industry.*

*7.45. Demonstrate how diversity includes the impact of unequal power relations on the development of group identities and cultures.*

*8.38. Examine the impact of historical cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups between c. 1400 CE and 1500 CE.*

*High School Connections:*

*9-12.US.34. Examine the role assimilation plays in the loss of cultural, ethnic, racial, and religious identities and language between 1865 and 1920.*

*9-12.US.41. Examine the impact of historical, cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups between 1890 and 1920.*

*9-12.US.86. Assess how social policies and economic forces offer privilege or systemic inequity in accessing social, political, and economic opportunity for identity groups in education, government, healthcare, industry, and law enforcement.*

	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> <li>● Identify the relationship between Armenians and the Ottoman Empire that led to the Armenian Genocide.</li> <li>● Determine the role of terrorism in racial or ethnic conflicts.</li> <li>● Identify the causes, course and consequences of genocides.</li> </ul>	<p><b>Stochastic Terrorism</b> - the use of rhetoric to target groups of people.</p> <p><b>Political Terrorism</b> - violent acts of violence against a group of people for political purposes.</p> <p><b>Anonymous Terrorism</b> - acts of terrorism that no group takes credit for.</p> <p><b>State Terrorism</b> - nations that rule by fear and intimidation.</p> <p><b>Domestic Terrorism</b> - acts of terrorism that take place within a country against people within that country.</p> <p><b>International Terrorism</b> - people from another country committing acts of terrorism on the populace of another country.</p> <p><b>Genocide</b> - any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such:</p> <ul style="list-style-type: none"> <li>● Killing members of the group;</li> <li>● Causing serious bodily or mental harm to members of the group;</li> <li>● Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;</li> <li>● Imposing measures intended to prevent births within the group;</li> <li>● Forcibly transferring children of the group to another group.</li> </ul>

# High School World History

## Ethnic, Cultural, and Identity Studies 21. Identity in History

### Standards at a Glance

#### High School World History (*Continued*)

**Anchor Standard**

*The student demonstrates an understanding of:*

**Performance Standard**

*Therefore, the student is able to:*

**Ethnic, Cultural, and Identity Studies 21. Identity in History**

- 9-12.WH.35. Compare and contrast the various origins (indigenous, forced, voluntary) of identity groups in world history.
- 9-12.WH.36. Examine the impact of historical cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups.
- 9-12.WH.37. Examine the role colonization, assimilation, and syncretism play in the evolution of cultural, ethnic, racial, and religious identities and language.



**Anchor Standard:**  
**Ethnic, Cultural, and Identity Studies 21. Identity in History**

Grade

**Performance Standard(s)**

**HS**

**9-12.WH.35. Compare and contrast the various origins (Indigenous, forced, voluntary) of identity groups in world history.**

**Sample Concept/Content**

- Equity Movement
- Unification of European Countries
- Global Influence
- African slaves

**Supporting Questions**

- How do identity groups in world history differ?
- How do the social norms of families, peers, and communities contribute to identity?
- In what ways do Indigenous perspectives expand social, political, and economic dialogue?
- How do these different world events affect the identity groups of people who are present at the time these happened?

**Vertical Alignment**

*Previous Grades:*

*8.25. Describe the ways Indigenous peoples organize themselves and their societies.*

*8.31. Describe how knowledge and perspectives of Indigenous peoples can help inform solutions to environmental and human rights issues.*

*High School Connections:*

*9-12.ECI.15. Identify and explore how current traditions, rites, and norms of identity groups have changed or are changing over time.*

*9-12.US.33. Compare and contrast the various origins (Indigenous, forced, voluntary) of identity groups in the United States.*

**Students Who Demonstrate Understanding Can...**

- Explain the differences of the identity groups.
- Enumerate the contribution to identity of social norms of families, peers, and communities.
- Identify the ways Indigenous perspectives expand social, political, and economic dialogue.
- Explain how these different world events affect the identity groups of people who are present at the time these happened.

**Vocabulary for Teacher Development**

**Group Identity** - a person's sense of belonging to a particular group.  
**Indigenous** - the original inhabitants and the descendants of a geographical region at the time when people of different cultures or ethnic origins arrived. The new arrivals later became dominant through conquest, occupation, settlement or other means.  
**Equity** - assumes that all citizens have had different opportunities and experiences, and allocates the exact resources and opportunities needed to reach an equal outcome.



**Anchor Standard:**  
**Ethnic, Cultural, and Identity Studies 21. Identity in History**

Grade

**Performance Standard(s)**

**HS**

**9-12.WH.36. Examine the impact of historical cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups.**

**Sample Concept/Content**

- Australian Frontier Wars
- New Zealand Wars

**Supporting Questions**

- How did unequal power relations among identity groups impact the historical cultural, economic, political, religious, and social factors?
- What are the common causes of unequal power relations among identity groups?
- What happened during the Australian Frontier Wars and New Zealand Wars that brought impact to the different identity groups?

**Vertical Alignment**

*Previous Grades:*

*8.46. Identify and analyze cultural, differently abled, ethnic, gender, national, political, racial, and religious identities and related perceptions and behaviors by society of these identities.*

*8.95. Assess how social policies and economic forces offer privilege or systemic inequity in accessing social, political, and economic opportunity for identity groups in education, government, healthcare, industry, and law enforcement.*

*8.96. Investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy.*

*High School Connections:*

*9-12.ECI.14. Identify and analyze cultural, differently abled, ethnic, gender, sexual orientation, national, political, racial, and religious identities and related perceptions and behaviors by society of these identities.*

*9-12.US.86. Assess how social policies and economic forces offer privilege or systemic inequity in accessing social, political, and economic opportunity for identity groups in education, government, healthcare, industry, and law enforcement.*

*9-12.NMH.16. Assess how social policies and economic forces offer privilege or systemic inequity in accessing social, political, and economic opportunity for identity groups in education, government, healthcare, industry, and law enforcement.*

	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> <li>● <i>Explain how unequal power relations among identity groups impact the historical cultural, economic, political, religious, and social factors.</i></li> <li>● <i>Enumerate the common causes of unequal power relations among identity groups.</i></li> <li>● <i>Explain the events during the Australian Frontier Wars and New Zealand Wars that brought impact to the different identity groups.</i></li> </ul>	<p><b>Power</b> - informal or formal ability to make decisions regarding access to resources and influence individual behavior/group behavior/course of events.</p> <p><b>Australian Frontier Wars</b> - violent conflicts between Indigenous Australians and non-Indigenous colonizers.</p> <p><b>New Zealand Wars</b> - were a series of mid-19th-century battles between some Māori tribes and government forces.</p>



**Anchor Standard:  
Ethnic, Cultural, and Identity Studies 21. Identity in History**

Grade

**Performance Standard(s)**

**HS**

**9-12.WH.37. Examine the role colonization, assimilation, and syncretism play in the evolution of cultural, ethnic, racial, and religious identities and language.**

**Sample Concept/Content**

- World War I
- World War II
- Boer Wars
- Australian Frontier Wars
- New Zealand Wars
- Afghanistan War
- Iraq War
- 9/11

**Supporting Questions**

- What are the roles that these international or world wars play in the evolution of cultural, ethnic, racial, and religious identities and language?
- What are the varying effects that result from cultural encounters brought by these wars?
- What are the effects of these wars in the present?

**Vertical Alignment**

*Previous Grades:*

*8.73. Examine the role assimilation plays in the loss of cultural, ethnic, racial, and religious identities and language.*

*8.42. Evaluate the impacts of European colonization on Indigenous populations.*

*8.46. Identify and analyze cultural, differently abled, ethnic, gender, national, political, racial, and religious identities and related perceptions and behaviors by society of these identities.*

*High School Connections:*

*9-12.ECI.15. Identify and explore how current traditions, rites, and norms of identity groups have changed or are changing over time.*

*9-12.ECI.19. Examine the role assimilation plays in the loss of cultural, ethnic, racial, and religious identities and language.*

*9-12.US.122. Examine historical and contemporary cultural, economic, intellectual, political, and social contributions to society by individuals or groups within an identity group.*

	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> <li>● Enumerate the roles that these international or world wars play in the evolution of cultural, ethnic, racial, and religious identities and language.</li> <li>● Explain the varying effects that result from cultural encounters brought by these wars.</li> <li>● Explain the effects of these wars in the present times.</li> </ul>	<p><b>Colonization</b> - the action or process of settling among and establishing control over the Indigenous people of an area.</p> <p><b>Cultural Identity</b> - identification with, or sense of belonging to, a particular group based on various cultural categories, including nationality, ethnicity, race, gender, and religion.</p> <p><b>Culture</b> - deep patterns of values, beliefs, practices and traditions that have been compiled and normalized over a period of time, setting the standard for what is normal and expected.</p>

*NWorld History Sample Tasks will be grouped by historical time period to provide flexible examples to be incorporated where applicable by New Mexico educators.*

## High School World History Sample Task

### 1300–1500: Global Encounters and Exchanges Grow

#### **1300–1500: Global Encounters and Exchanges Grow**

Topics may include but are not limited to Pueblo, Dine’ (Navajo), Apache, Seminole, CulhuaMexica (Aztec), Maya, Arawak, Andean Civilization, Mali, Ethiopia, Great Zimbabwe, Swahili Coast, Byzantium, Medieval Scholasticism, European Exploration, Mongolian Empire, Ottoman Empire, Ming Dynasty, Asian Exploration, TransSaharan and Indian Ocean Slave Trade Networks, Black Death, Crusades, Divine Right of Kings, Mandate of Heaven, ArabicLatin Translation, etc.

#### **Other themes to consider for this time period:**

- Interregional system of communication, trade, and cultural exchange
- Rise of the Mongol empire and its consequences for Eurasian peoples, 1200–1350
- Growth of states, towns, and trade in SubSaharan Africa between the 11th and 15th centuries
- Patterns of crisis and recovery in AfroEurasia, 1300–1450
- Expansion of states and civilizations in the Americas, 1000–1500
- Major global trends, 1000–1500

#### Compelling Question

How have indigenous peoples’ responses to colonization, assimilation, and/or syncretism influenced events that have shaped the modern world?

#### Inquiry Alignment

**9-12.WH.1. Create compelling questions representing key ideas in world history.**

**9-12.WH.3. Gather relevant information from credible sources representing a wide range of views and note inconsistencies in the information.**

**9-12.WH.6. Present arguments and explanations that reach a range of audiences using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, maps) and digital technologies (e.g., Internet, social media, and digital documentary).**

**9-12.WH.4. Develop claims and analyze counterclaims about the significance of historical events using evidence that draws directly and substantively from multiple sources.**

## ASSESSMENT AND SAMPLE TASK GUIDE

*The resources provided in this Assessment and Sample Task Guide are meant to provide examples of formative assessments within instruction. They are not compiled for a quiz, test, or summative assessment outside of instruction.*

- 9-12.WH.30. Examine historical events from the perspectives of diverse groups, including Indigenous peoples, national, regional, racial, ethnic, class, and gender, sexual orientation, and differently abled.
- 9-12.WH.33. Investigate cultural and historical developments within societies with attention to belief systems, ideologies, the arts, science, and technology.
- 9-12.WH.34. Analyze the complex relationship between dominant cultures and minority groups throughout world history, including but not limited to constructions of race, ethnicity, gender, sexual orientation, differently abled, nationality, class, religion, reactions, and longterm effects of oppression.
- 9-12.WH.37. Examine the role colonization, assimilation, and syncretism play in the evolution of cultural, ethnic, racial, and religious identities and language.

### Sample Task #1

1. Students will make a list of topics related to the indigenous peoples of the Americas that they have already encountered in previous classes or their personal lives (i.e., prior knowledge) Students will then compare their lists with their classmates' lists to compile the 10 most important topics that they want to grow their knowledge about indigenous peoples' histories and cultures.
2. Students will use their 10 topics and written communication skills to create a research focus statement.
3. With their Research Focus statement in mind, students will explore current events related to the lives indigenous peoples today using news sources such as [indiancountrytoday.com](http://indiancountrytoday.com) or [npr.org](http://npr.org). Students will analyze one article using a 5Ws analysis organizer and use their written communication skills to provide summaries on different factual elements in the article. 5Ws analysis organizer may include the following prompts:
  - a. **Who** is the article about? Be specific about names of people and/or cultural affiliation.
  - b. **What** is the article about? Include specific details about past, present, and future events.
  - c. **When** do the events in the article take place?
  - d. **Where** do these events take place? Include details about neighborhoods, towns, cities, states, and or countries.
  - e. **Why** are the events in the article taking place? Do your best to summarize the historical or social causes of these events.
  - f. **How** are these events important to your research? How has this helped you grow your knowledge about the Indigenous Peoples of the Americas?
  - g. **Add relevant images** that could be valuable visual aids later in the creative phase of the project. These can be included in the article but you may also search the internet for images of people, places, and things mentioned in the story.
4. Students will work collaboratively to apply their research to a final product such as a podcast, news broadcast video, or food origins cooking show.

## Exemplar Student Responses

### Top 10 Topics

1. Culture
2. Social Justice
3. lifestyle. (including schools/education)
4. Influence (influence on our culture today including language).
5. NM tribes (Navajo, Apache and others...)
6. Mayan
7. Aztec
8. Andean
9. Adapting (how they adapted to their environment)
10. History (their history of cruel and unjust treatment)

**Research Focus:** I plan to grow my learning through this project by thoroughly researching the History of indigenous people specifically in New Mexico, Central America and South America to get a wholesome comprehension for both North American and South American tribes. These tribes would include the Navajo (and other NM Tribes), the Mayans, the Aztecs and the Andeans. I will find out how they adapted to their environment with the passing of time and how their culture formed into something that has a profound influence on the culture and lifestyle of the Americas today. I will also study about actions being taken for the social justice of these people. I plan to answer these following questions: How did the cultures of these tribes develop? How does their culture influence us today? How did the history of indigenous people being killed by European invaders affect how we see Native Americans today, or did it make us turn a blind eye to the truth? What was life like for these tribes? How did they adapt to their environment?

**Article Title & Link:** [If you love potatoes, tomatoes and chocolate, thank indigenous Latin American cultures](#)

**Who** - The article is about the Indigenous tribes of Central and South America, more specifically the Aztecs and the Incas. It explains how these people prepared Chocolate, Potatoes and Tomatoes to be eaten, and how eventually when the Spanish came, these foods that originated from these Indigenous people were taken to the Old World.

**What** - The article is about food that is used around the world today that originated through Indigenous tribes in Central and South America. It specifically speaks about Chocolate, Potatoes and Tomatoes which are all foods associated with other countries which have nothing to do with the people who actually contributed this food to our long list of ingredients used around the world.

**When** - The events in the article refer to the present day but it also talks about Indigenous cultures during the 1500's before the Spanish arrived in the Americas. It not only talks about these indigenous people during that time and how the invasion of the Spanish made the different foods spread around the globe, but it also talked a little on when those foods made it to North America as well.

**Where** - These events take place in southeastern Mexico, where chocolate was invented by the Aztecs. It also takes place in the Andes in Peru, where the Incas were the first ones to plant tomatoes and potatoes, which later on were used in South Central America and grabbed the interest of European invaders.

**Why** - The Aztecs were the ones to invent chocolate because Cacao is native to Central America, and it was frequently used by them in their culture and served as a special drink for their emperors and people

of importance. These foods spread around the world because with the coming of the Spanish, they brought back to Spain different goods (including food) which had never been seen in their country. From there, the food spread to different countries, and now it has influenced cuisine around the world.

**How** - These events are important to my research because I want to research how Indigenous cultures have impacted/influenced/formed our culture today, and food is a big part of that. Therefore, by knowing what foods Indigenous people contributed to the world, it has given me a greater sense of how these people influenced our world today. It also shows me part of their culture, and how they would prepare food.



**Xocolatl**- Original word for Chocolate (Aztec origin)

**Final Product:** A cooking show that shows examples of the impacts colonization, assimilation, and syncretism have made on modern cuisine around the globe.

1st Course: Quesadillas



2nd Course: Pizza and Bruschetta



3rd Course: Au Gratin Potatoes



Dessert: Chocolate Chip Cheesecake Cookie



<b>DOK</b>	<b>Blooms</b>
4	Creating
<b>Cross-Curricular Connections</b>	
<p style="text-align: center;"><u><a href="#">CCSS.ELA-LITERACY.W.9-10.1</a></u>  <i>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</i></p> <p style="text-align: center;"><u><a href="#">CCSS.ELA-LITERACY.SL.9-10.4</a></u>  <i>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</i></p> <p style="text-align: center;"><u><a href="#">CCSS.ELA-LITERACY.SL.9-10.5</a></u>  <i>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</i></p>	
<b>Culturally and Linguistically Responsive Teaching and Learning</b>	
<p><b>Who is represented in this text or stimuli?</b>  Indigenous Peoples of the Americas are the focus but the task also represents each individual student as it challenges them to access their personal prior knowledge and interest.</p> <p><b>How are groups and individuals portrayed?</b>  Indigenous peoples of the Americas (both individuals and specific groups) are portrayed as having rich cultures and histories which have made significant impacts on historical and modern events in world history.</p> <p><b>Does the text provoke critical questions about cultural and linguistic diversity, especially within marginalized communities?</b>  The current event portion of the task presents students opportunities to explore the diverse experiences, challenges, and contributions of indigenous peoples.</p> <p><b>What supports are provided to teachers to identify blind spots?</b>  Resources such as <a href="http://indiancountrytoday.com">indiancountrytoday.com</a>, <a href="#">Native Knowledge 360</a>, the <a href="#">Indigenous Wisdom Curriculum Project</a>, and <a href="#">An Indigenous People’s History of the United States</a> can help teachers grow their knowledge and instructional strategies to incorporate indigenous perspectives.</p> <p><b>How is this text or stimuli culturally/linguistically responsive?</b>  This activity honors the prior knowledge and curiosity of individual students while also illuminating the perspectives of Indigenous peoples.</p>	
<b>VABB Analysis</b>	
<p><b>Validate</b></p> <p><i>The intentional and purposeful legitimization of the home culture and language of the student.</i></p>	<p><b>Affirm</b></p> <p><i>The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by corporate mainstream.</i></p>

<p><b>Question: What do the news articles reveal about the historical origins of indigenous peoples? What historical and current day challenges do they face?</b></p> <p><b>ESR:</b> These articles represent the rich diversity of historical origins of indigenous peoples. They also illustrate the evolving relationship between indigenous peoples and dominant culture.</p>	<p><b>Question: How have indigenous populations sustained and reclaimed culture despite colonization and assimilation efforts?</b></p> <p><b>ESR:</b> These articles illustrate the resiliency and ongoing struggles of indigenous peoples as they face the effects of long-term oppression.</p>
<p style="text-align: center;"><b>Build</b></p> <p style="text-align: center;"><i>Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.</i></p>	<p style="text-align: center;"><b>Bridge</b></p> <p style="text-align: center;"><i>Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.</i></p>
<p><b>Question: What is important for a global citizen to know about the contributions of the indigenous peoples of the Americas to modern society.</b></p> <p><b>ESR:</b> Contributions are vast and far reaching, ranging from food culture to the arts, political action, and climate justice.</p>	<p><b>Question: In what ways can individuals bring awareness to and support the efforts of indigenous peoples to address modern day problems?</b></p> <p><b>ESR:</b> Increased exposure to the general public is key, including the expansion of indigenous media and news sources.</p>

**Suggested Student Discourse**

Question	Method
<p><b>Compelling Question:</b> What is important to know about the indigenous peoples of the Americas?</p>	<p><b>Type:</b> Discussion</p> <p><b>Strategy:</b> <a href="#">Tuning Protocol</a> - Students share their research focus statements and the 5Ws analysis of the article they chose. Classmates provide warm and cool feedback on how well the presenter has met their stated goals.</p>

**Multi-Layered System of Supports/Suggested Instructional Strategies**

**In New Mexico we believe that all students deserve access to high-quality grade-level tasks that incorporate historical documents and critical thinking. These universal supports allow all students to analyze primary and secondary sources, develop claims, and evaluate reasoning:**

- 1.) Identify vocabulary words to pre-teach
  - Vocabulary are words that are more likely to appear in text than speech.
  - Choose words that are not implicitly or explicitly defined within the text.
- 2.) Create text-based questions to push student thinking to think about historical events in the context, build content knowledge, develop knowledge of vocabulary, or syntax and structure.

**Instructional Supports:**

Vocabulary/Text-Based Questioning:	Strategies:
<p><b>Vocabulary to Pre-Teach:</b></p> <ul style="list-style-type: none"> <li>● Indigenous</li> <li>● Colonization</li> <li>● Assimilation</li> <li>● Syncretism</li> </ul> <p><b>Text-Based Questioning:</b></p> <ul style="list-style-type: none"> <li>● See 5Ws Analysis Prompts</li> </ul>	<p><b>Universal Supports:</b></p> <ul style="list-style-type: none"> <li>● Access students' prior knowledge by providing specific examples of instances when they may have encountered content related to the indigenous peoples of the Americas. (i.e., middle school classes, elementary school classes, tv, movies, internet, etc.) You may also share your own experiences as examples.</li> <li>● Share a basic writing conventions rubric to remind students how to polish their research focus statement (i.e., capitalization, punctuation, and spelling).</li> </ul> <p><b>Targeted Supports:</b></p> <ul style="list-style-type: none"> <li>● Curate a list of anticipated high-interest news articles to provide to students whose research skills need acceleration.</li> <li>● Review students' research focus statements in order to support students who may struggle to locate relevant current event articles.</li> </ul>

## High School World History Sample Task

### 1450–1770: The First Global Age Emerges

#### 1450–1770: The First Global Age Emerges

Topics may include but are not limited to Fall of Constantinople, Reconquista, 1492 Edict of Alhambra, Inquisition, War of the Roses, Columbian Exchange, Ayiti (Taino), Tenochtitlan (Aztec), Cajamarca (Inca), Mestizo, Songhai Empire, African Diaspora, Safavid Empire, Renaissance, Julian vs. Gregorian Calendar, Gutenberg’s Printing Press, Scientific Revolution, Protestant Reformation, Counter Reformation, Absolute Monarchies, Elizabethan Age, Glorious Revolution, Iroquois Confederacy, Enlightenment, Qing Dynasty, Tokugawa Shogunate, etc.

#### Other themes to consider for this time period:

- Transoceanic interlinking of all major regions of the world that led to global transformations, 1450–1600
- European society experienced political, economic, and cultural transformations in an age of global intercommunication, 1450–1750
- Large territorial empires dominated much of Eurasia between the 16th and 18th centuries
- Economic, political, and cultural interrelations among peoples of Africa, Europe, and the Americas, 1500–1750
- Transformations in Asian societies in the era of European expansion
- Major global trends, 1450–1770

#### Compelling Question

What role do ethnic and cultural minorities play in the development of a society?

#### Inquiry Alignment

- 9-12.WH.1. Create compelling questions representing key ideas in world history.
- 9-12.WH.3. Gather relevant information from credible sources representing a wide range of views and note inconsistencies in the information.
- 9-12.WH.4. Develop claims and analyze counterclaims about the significance of historical events using evidence that draws directly and substantively from multiple sources.

## ASSESSMENT AND SAMPLE TASK GUIDE

*The resources provided in this Assessment and Sample Task Guide are meant to provide examples of formative assessments within instruction. They are not compiled for a quiz, test, or summative assessment outside of instruction.*

9-12.WH.35. Compare and contrast the various origins (indigenous, forced, voluntary) of identity groups in world history.

9-12.WH.18. Identify significant transformative moments in world history, analyze the reasons behind their transformative nature, and explain how they continue to shape contemporary global interactions.

9-12.WH.29. Use a variety of source materials to compare and contrast treatments of the same topic.

9-12.WH.33. Investigate cultural and historical developments within societies with attention to belief systems, ideologies, the arts, science, and technology.

9-12.WH.16. Identify, evaluate, and explain the causes, characteristics, and impact of diffusion: the spread of ideas, beliefs, religions, cultural practices and traits, language, artifacts, methods, technologies, and diseases across space and over time.

9-12.WH.28. Synthesize historical information to create new understandings.

### Sample Task #2

1. Students will view [The Atlantic slave trade: What too few textbooks told you](#) and:
  - a. List at least 2 ideas they find **MOST INTERESTING** from Anthony Hazard's video.
  - b. List at least 2 ideas that they found **MOST IMPORTANT TO KNOW** about Anthony Hazard's video.
2. Students will view and Interact with [The Atlantic Slave Trade in Two Minutes](#) video and associated database by:
  - a. Watching the 2 minute video from start to finish. Each point moving across the screen is a slave ship.
  - b. Pausing the video at any point and clicking on at least 2 "ships". They will take notes from the Trans-Atlantic Slave Trade Database on information they find interesting or important.
3. Students will analyze at least 2 Maps from the [Trans-Atlantic Slave Trade Database](#). For both maps students should:
  - a. record what they can infer from the visuals/numerical values included in this map. They should include screenshots of the portions of the map that they are referring to.
  - b. List questions/connections that they can draw between their analysis of these maps and the other resources in the activity. (i.e. Is there conflicting information? Do the different sources confirm each other in any way? etc.)
4. Students will take turns sharing their observations from the above steps with the class. Students can be chosen on a volunteer or random basis. Students can facilitate discussion among their classmates with or without support from instructors and their skill level with discourse.

5. Students will then analyze a reference source such as [African Diaspora](#) from the International Encyclopedia of the Social Sciences and create a constructed response to the prompt, “What are the impacts of the cultural diffusion that resulted from the African Diaspora?”

**Exemplar Student Responses**

**1. [The Atlantic slave trade: What too few textbooks told you](#)**

List at least 2 ideas that you found **MOST INTERESTING** from Anthony Hazard’s video. Be prepared to explain why you chose these details in your discussion group.

1. The Europeans traded rum, guns and other goods in exchange for slaves. The Africans that were traded with viewed the slaves being sold as prisoners or sinners and not as fellow Africans, at least in the beginning.
2. African communities that were dependant on the slave trade collapsed after slavery was outlawed and many of them were then taken over by neighboring communities.

List at least 2 ideas that you found **MOST IMPORTANT TO KNOW** about Anthony Hazard’s video. Be prepared to explain why you chose these details in your discussion group.

1. In order to meet the massive European demand for slaves, African communities started to fight wars and capture slaves. Slaves became the cause of war and not the effect. In order to be safe and to protect themselves from slave raids African commnites needed weapons which they bought with slaves. And thus the disastrous circle of slave trade begun.
2. 20% of all slaves loaded onto ships would die and no one cared. It was treated as losing cargo. Like a bag of flour going bad and not like the loss of human life.

**2. [The Atlantic Slave Trade in Two Minutes](#)**

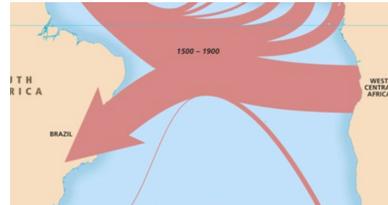
Pause the video at any point and Click on at least 2 “ships”. What do you find interesting or important about the information from the Trans-Atlantic Slave Trade Database?

1. The Dutch ship Dolfijn set sail on 6/15/1752 for a 271 day journey to the Dutch Guinas in South America. The vessel set of with a total of 323 slaves and landed with 279, having lost or killed 44 over the course of the journey.
2. The French ship Sirène set sail on the 11th of August 1754, leaving Africa on the 15th of October that same year. It arrived at its destination on the Dominican Republic half of the island, then called Saint-Domingue, on the 1st of December. It arrived with 450 slaves having lost and/or killed 50 of its original 500.

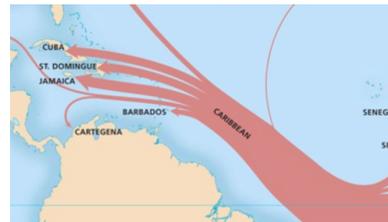
**3. [Trans-Atlantic Slave Trade Database](#)**

What can you infer from the visuals/numerical values included in this map? (include screenshots of the portions of the map that you are referring to.)

**Map 1 Title: Map 1: Overview of the slave trade out of Africa, 1500-1900**



- A huge portion of people were trafficked from west Africa to Brazil



- Another huge portion were trafficked to the Caribbean.

What can you infer from the visuals/numerical values included in this map? (include screenshots of the portions of the map that you are referring to.)

**Map 2 Title: Map 4: Wind and ocean currents of the Atlantic basins**



- It was easy to leave the Caribbean and take a different ocean current to the eastern US. There were then easy return routes to get back to Africa and restart the process.



- There are wind and ocean currents that will easily take a ship directly from West Central Africa to the Caribbean or down to Brazil.

What questions/connections can you draw

The biggest connection that I made was that according

**between your analysis of these maps and the other resources in this activity? (Example: Is there conflicting information? Is there information confirming the other resources? Explain.)**

to the resources that talk about individual ships, the ships completed their voyages relatively quickly. The maps talking about the ocean currents support this. The currents would have allowed them to reliably go this fast.

The maps also support what the above sources show about the number of ships going to Brazil and the Caribbean. A huge majority of slaves went to these places.

**Constructed Response: What are the impacts of the cultural diffusion that resulted from the African Diaspora?**

When the African people were brought to the Americas as slaves they may have been treated like cargo and like they were biologically inferior, but they were still people, with their own experiences, traditions, knowledge, and culture; these cultural ideas they took over remained even after being sold to slave owners, and continue to effect how the modern day works. We can see these effects in many different places, two of the largest being religion and music; specifically how music is used in religion, and even non religious music.

The African cultural ideas that these people brought have affected religion in many ways, from creating new religious cults with roots in African ideals to changing some of the largest and most established religions. We see these large religions change mainly in how they utilize music, for example in christianity many of the African effects show through the “highly emotive and richly musical practice”, as called in *African Diaspora*, that has resulted in gospel music. A lot of the fully African cultures and religions use music and dances as a main way to worship and gospel what they believe in, so it was only natural that even when these African people were introduced to new religions they still used music to worship, even if it was something new they were worshipping.

The effects on religion branched out to other things as well, such as the non-religious music that is widely popular, and how it has evolved. This ties into the effect on religion because religion used to be connected to almost everything, so when people started to make music that was simply for enjoyment they still used many of the same ideas and forms they used in the religious music that came from that African culture. The types of music that originated in the Americas like gospel, blues, and various kinds of jazz, are all rooted in African music. As you may have noticed the types of music I listed are all still prevalent today, showing how these African effects are still around.

As I've shown, the African impacts on religion and music are all still around today, and they are still thriving through various types of music and even still being practiced in the large religions they changed. Obviously these impacts have had a hand in how these things developed into what we know today, but also are still helping to develop and change things today.

<b>DOK</b>	<b>Blooms</b>
3	Analyzing
<b>Cross-Curricular Connections</b>	

CCSS.ELA-LITERACY.SL.9-10.2

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

CCSS.ELA-LITERACY.RI.9-10.1

*Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*

CCSS.ELA-LITERACY.W.9-10.1

*Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.*

**Culturally and Linguistically Responsive Teaching and Learning**

**Who is represented in this text or stimuli?**

Enslaved African peoples are represented throughout these activities as well as their African-American descendants.

**How are groups and individuals portrayed?**

Peoples affected by the African Diaspora are portrayed with dignity and respect while also facing the hard history of their enslavement and oppression. They are portrayed as positive agents of sustaining culture despite extraordinary hardship.

**Does the text provoke critical questions about cultural and linguistic diversity, especially within marginalized communities?**

The diversity of language and culture that existed on the continent of Africa is represented in these materials. Potential for questions about impact of the Atlantic Slave Trade in disrupting but also accelerating this diversity abundant as students analyze the materials through various phases of the inquiry process.

**What supports are provided to teachers to identify blind spots?**

Resources such as [TEDEd](#) and the [Trans-Atlantic Slave Trade Database](#) provide a wealth of Information to aid teachers in expanding their knowledge about this transformational period in human history. The PBS series, [Africa's Great Civilizations](#) provides expansive context for the long-term contributions of African peoples to the development of our modern world.

**How is this text or stimuli culturally/linguistically responsive?**

The videos and texts are culturally validating and affirming as they highlight the contributions of African peoples to our modern society. It also recognizes the humanity of those who lost their lives due to the Atlantic Slave Trade.

**VABB Analysis**

**Validate**

*The intentional and purposeful legitimization of the home culture and language of the student.*

**Affirm**

*The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by corporate mainstream.*

	<p><b>Question: What new knowledge do you find interesting or important to know that you have not encountered before?</b></p> <p><b>ESR:</b> Over 12 Million African people were enslaved and transported over the course of the Atlantic Slave trade. Over 2 million did not survive.</p>	<p><b>Question: How did African peoples respond to enslavement, loss of wealth, loss of status, and displacement?</b></p> <p><b>ESR:</b> African peoples sustained and reclaimed culture by influencing the societies they encountered. These influences remain today and can be seen in modern popular music and religious practice.</p>
	<p><b>Build</b></p> <p><i>Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.</i></p>	<p><b>Bridge</b></p> <p><i>Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.</i></p>
	<p><b>Question: What is important for a global citizen to know about the contributions of African peoples to modern society?</b></p> <p><b>ESR:</b> The histories and contributions of African peoples have been neglected and/or purposefully obscured from academic study. It is the responsibility of all global citizens to inform themselves and others in order to more fully understand human history.</p>	<p><b>Question: What are some examples of modern American society that have been influenced by the African Diaspora?</b></p> <p><b>ESR:</b> The formative years of American music were rich with African influences. This can be seen in genres such as gospel, jazz, and the blues. These genres served as a foundation for nearly all forms of modern popular music such as Rock &amp; Roll, R &amp; B, Hip Hop, and Pop.</p>
	<p><b>Suggested Student Discourse</b></p>	
	<p><b>Question</b></p>	<p><b>Method</b></p>
<p>What questions/connections can you draw between your analysis of the resources in this activity? (Example: Is there conflicting information? Is there information confirming the other resources? Explain.)</p>	<p><b>Type:</b> Dialogue</p> <p><b>Strategy</b> <a href="#">Making Meaning Protocol</a> (modified for students) A text-based protocol seeking personal meaning in a text through teacher-facilitated questions.</p>	
<p><b>Multi-Layered System of Supports/Suggested Instructional Strategies</b></p>		
<p><b>In New Mexico we believe that all students deserve access to high-quality grade-level tasks that incorporate historical documents and critical thinking. These universal supports allow all students to analyze primary and secondary sources, develop claims, and evaluate reasoning:</b></p> <p>3.) Identify vocabulary words to pre-teach</p> <ul style="list-style-type: none"> <li>● Vocabulary are words that are more likely to appear in text than speech.</li> </ul>		

- Choose words that are not implicitly or explicitly defined within the text.
- 4.) Create text-based questions to push student thinking to think about historical events in the context, build content knowledge, develop knowledge of vocabulary, or syntax and structure.

**Instructional Supports:**

<b>Vocabulary/Text-Based Questioning:</b>	<b>Strategies:</b>
<p><b>Vocabulary to Pre Teach:</b></p> <ul style="list-style-type: none"> <li>• Enslaved vs. Slave</li> <li>• Embarked &amp; Disembarked</li> <li>• Diaspora</li> <li>• Cultural Diffusion</li> </ul> <p><b>Text-Based Questioning:</b></p> <ul style="list-style-type: none"> <li>• What are the impacts of the cultural diffusion that resulted from the African Diaspora?</li> </ul>	<p><b>Universal Supports:</b></p> <ul style="list-style-type: none"> <li>• Provide examples of possible pieces of evidence that can be gathered for #s 1 and 2. Prompt students to share out and use followup questions to check for understanding.</li> <li>• Share a basic writing conventions rubric to remind students how to polish their constructed response.</li> </ul> <p><b>Targeted Supports:</b></p> <ul style="list-style-type: none"> <li>• Identify students who need support locating and incorporating evidence from the reference article into their constructed response.</li> <li>• Provide audio of the reference article.</li> <li>• Allow students to use voice-to-text assistive technology to produce their constructed response.</li> </ul>

## High School World History Sample Task

### 1750–1923: Revolution, Democratization, and New Empires Spread

#### 1750–1923: Revolution, Democratization, and New Empires Spread

Topics may include but are not limited to Industrial Revolution, American Revolution, French Revolution, Romanticism, Napoleon, Latin American Revolutions, Monroe Doctrine, Mexican Independence, Unification of European Countries (Italy, Germany), Imperialism, Social Darwinism, Berlin Conference, Leopold and the Congo Genocide, Battle of Adwa, Suez Canal Construction, Boer Wars, Australian Frontier Wars, New Zealand Wars, Mughal Empire, Meiji Restoration, Opium Wars, Taiping Rebellion, Boxer Rebellion, Sepoy Rebellion, Russian Revolution, etc.

#### Other themes to consider for this time period:

Causes and consequences of political revolutions in the late 18th and early 19th centuries

- Causes and consequences of the agricultural and industrial revolutions, 1700–1850
- Transformation of Eurasian societies in an era of global trade and rising European power, 1750–1870
- Patterns of nationalism, statebuilding, and social reform in Europe and the Americas, 1830–1914
- Patterns of global change in the era of Western military and economic domination, 1800–1914
- Major global trends, 1750–1923

#### Compelling Question

What does the study of the Enlightenment and Romanticism reveal about the ideals, beliefs, values, and institutions of individuals and groups?

#### Inquiry Alignment

- 912.WH.1. Create compelling questions representing key ideas in world history.
- 912.WH.2. Evaluate the credibility of sources from a range of media (print, internet, audio, visual) by examining origin, author, context, content, and corroborative value.
- 912.WH.4. Develop claims and analyze counterclaims about the significance of historical events using evidence that draws directly and substantively from multiple sources.

## ASSESSMENT AND SAMPLE TASK GUIDE

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- 9-12.WH.19. Trace political, intellectual, religious, artistic, technological, economic, and social developments in historical periods as well as within individual societies.
- 9-12.WH.20. Identify patterns of continuity and change over time in world history, focusing on patterns both within and between historical eras.
- 9-12.WH.24. Distinguish between longterm and shortterm causes in developing historical interpretations.
- 9-12.WH.33. Investigate cultural and historical developments within societies with attention to belief systems, ideologies, the arts, science, and technology.
- 9-12.WH.26. Analyze and evaluate the values and limitations of primary and secondary sources of information (including digital) with attention to the source, its context, reliability, and usefulness.

### Sample Task #3

1. **Students will compare and contrast the historical significance of The Age of Enlightenment with The Romantic Period. Students will read, annotate, and discuss academic articles such as Paul Brians' [The Enlightenment](#) and [Romanticism](#). Annotations can be done on hard copy or digitally according to the following guidelines.**

Provide evidence that you have thought about and intellectually interacted with a readings by making the following notations directly on the text:

- **Defining Unfamiliar & Important Words** - First, try to determine the definition without a dictionary, and use contextual clues. The best way to do this is to try to replace the unfamiliar word with a single other word, or simple phrase. If you still aren't sure, then you should look it up.
- **Summarizing Important Passages** - Summaries do not need to be extensive. It is up to you to decide what the important passages are, but it is *extremely* rare that an entire page will not have at least 1 or 2 important passages. Summaries should paraphrase, so that you can discuss the reading among your peers.
- **Posing Questions to the Author, Classmates, or Rhetorically** - You might have basic questions about the meaning, or more sophisticated questions that require an application of the ideas. Our hope is that a reading will make you curious, and wonder about the world – and we would like to see evidence of that curiosity.
- **Making Connections to Other Readings, Experiences, and/or Ideas.** - We use those sorts of connections to make meaning of what we are currently reading. When you read something, you are often reminded of something else. Write it down. Here is a hint: you can make a connection into a question, and get a two-for-one.

Example:

A Plea for Preserving a Few Primitive Forests, Untouched by Motor Cars and Tourist Camps, Where Those Who Enjoy Canoe or Pack Trips in Wild Country May Fulfill Their Dreams

HOW many of those whole-hearted conservationists who berate the past generation for its short-sightedness in the use of natural resources have stopped to ask themselves for what new evils the next generation will berate us? Has it ever occurred to us that we may unknowingly be just as short-sighted as our forefathers in assuming certain things to be inexhaustible, and becoming conscious of our error only after they have practically disappeared?

Today it is hard for us to understand why our prodigious waste of standing timber was allowed to go on until the exhaustion of the supply was not earlier foreseen. Some even impute to the wasters a certain moral turpitude. We forget that for many generations the standing timber of America was in fact an encumbrance or even an enemy, and that the nation was simply unconscious of the possibility of its becoming exhausted. In fact, our tendency is not to call things resources until the supply runs short. When the end of the supply



Summary:  
Are we hypocrites for criticizing past generations for over-using resources?

a lot?  
give blame  
Are there any resources now that we see as an "enemy", but will later need as a resource? Is this what we first thought of oil?

evilness

2. Once students have read and annotated the texts, they will engage in a [socratic seminar](#) to share and build knowledge around the content. This can be done one-by-one (i.e., 2 separate seminars) or together depending on the skill level of the class as a whole. Comparison and contrast between The Enlightenment and The Romantic Period should naturally occur through student questions and connections.
3. Students will complete a written reflection/assessment using the conclusions they developed throughout the socratic seminar process using prompts such as:
  - a. Which social movement has influenced modern American society the most, Enlightenment or Romanticism?
  - b. Which has influenced global society most?
  - c. Which has influenced you personally the most?

Students should use multiple pieces of evidence from the text to support their claims.

### Exemplar Student Responses

#### Enlightenment Annotations

- What qualifications does the author have that make me believe the things he's writing? Is he credible?
- I don't have a lot of prior knowledge on this--I know it was a time where a lot of philosophical and intellectual ideas were implemented but that's about it
- hereditary - based on genetics
- aristocracy - being of aristocrats, or the considered highest social class
- Why is "Essays" capitalized? I assume this guy was a philosopher, and used this question to further his knowledge by building off of what he already knew.
- dogmas - A set of beliefs that are set by authorities
- The problem is--who decides what the absolute truth is, especially regarding religion, since there is no way to ever know all the facts?

- I think it was a really advanced concept in this time in history to argue that every belief system is valid. He recognized that his religion isn't the only one, and realized that people can believe what they want to believe.
- The understanding that knowledge, religion, and morals are not fixed--they vary from person to person. I'm starting to understand why this is called "the enlightenment." This theory of relativism really fits the definition of "being enlightened." Nearly every war in history was fought over what religion people should believe in, and people are finally starting to understand that there's no definitive answer--we will never know if there is a "correct" religion. People are starting to let go of their pride.
- antiquity - great, ancient civilizations
- What I mentioned earlier--what gave/gives some people the right to impose their beliefs and culture on others? The reason that society and humans as a species are so beautiful is because we are diverse. Everyone has their own personalities, morals, beliefs, and way of life. If we start taking away those freedoms, then we lose the spark of variety that makes humans so unique.
- This is the start of change--people were told one thing their whole lives, but they suddenly start to question, "well, why is it this way?"
- alien cultural patterns - "alien" meaning "foreign," not the common way we see the word alien used today
- Because of outside countries wealth and influence, lower-class European merchants were put into positions of power, which invented change in the way the world was run and slightly destabilized the old aristocracy system.
- Art and artists in general played a part in making individualism a core value. I think this is cool because the arts have always been seen as "less important" to society and progress as things like math and science.
- restive - Unable to keep still or silent
- omnipresent - widespread
- This is super interesting to me. In this society in the 18th century, it was essentially designed to give aristocrats the upper hand--they had everything they wanted and they got it through basically no hard work of their own, only by taking advantage of others' work. And yet, when the lower class started to rebel, some of the privileged went along with it, despite the fact that it would have undermined their entire lifestyle.
- But why? It says that aristocrats were overconfident. Does that mean that they simply didn't recognize their privilege and therefore thought themselves above everyone else? Or does that mean that they did recognize their privilege and thought it was impossible for some "peasants" to overthrow them? I want to know more about the mindsets behind this.
- I personally don't believe this. Maybe you can convince some people of the error in their ways and in society, but most are going to reject the notion. If you go up to someone who is accustomed to being rich, and say "hey, the social class system is corrupt--help me fix it." You would be asking them to give up their life of wealth and comfort to help "the greater good." Almost no one is going to take that offer, no matter how smart they are--through no fault of their own. I just don't think someone who knows nothing but wealth would be selfless enough to give up everything they have to help some people they have never met. There's a difference between realizing the system is unbalanced and actually giving up all that you have to fix the injustice.
- It seems like they are two sides of the same coin. They both share the same values of denouncing the monarchy, and believed in the individuality of humankind. It reminds me of when you are arguing with someone and you're both saying essentially the same thing but you're both coming from different perspectives and backgrounds. It seems like their feud was more on the surface

about the details of the others beliefs and how they presented them rather than a disagreement about core values.

- What is England considered today? How did the monarchy fall and become reinstated? Did people's opinions change or did the government implement the system without approval from the people?
- congenial - something that is pleasant or agreeable
- pious - religious, devoted to religion
- egalitarian--believing that all peoples are equal
- anticlerical--opposed to the influence of the clergy
- Because of each country's separate histories, they reacted to the enlightenment in different ways. France accepted the values and took action to uphold them--tearing down their old social class system and destroying the aristocracy, while Britain's road to democracy was more gradual and less violent
- America is a relatively new country at this time, so I wonder how that played into their response? Would they want to oppose England out of spite? But it's not like they can afford to fight another war if they do?
- How does the enlightenment fall into time with the American revolution? They were both in the 1700s but which came first and how did they play off each other

### **Romanticism Annotations**

- What is something that rose and has stayed in a similar position of cultural power?
- Is romanticism still prominent in the western music industry?
- Do we still see romanticism in modern culture? Is it more prominent than other ideals?
- This reminds me of a lot of Shakespeare's work, the word romanticism brings to mind flowy poetry and love sonnets.
- The movement of romanticism took form through different forms of art and spread arounds very quickly.
- aspirations - a hope or ambition of achieving something.
- monopolize - have or take the greatest share of.
- The outpourings of people were seen as art more than the popular artists work with the turning tide of Romanticism
- Is romanticism still prevalent in modern culture?
- tumultuous - excited, confused, or disorderly
- very polite or refined, as befitting a royal court.
- Who is someone else in modern culture who has been warped into what the people want to see? Is this a common change to happen to those in pop culture?
- Is culture a property of literature, or is literature a product of culture?
- abhorred - regard with disgust and hatred
- Writer that prioritized romanticism focused on large emotional reactions from their readers
- penchant - a strong or habitual liking for something or tendency to do something.
- mawkish - sentimental in a feeble or sickly way.
- Is this still shown in modern culture? Do we carry with this in our subconsciousness because of the way we were raised?
- This reminds me of the struggle for legalized gay marriage, were these people some of the ones to lead the movement for truly love for all?
- Does romanticism on a fundamental level support the spreading of stereotypes through its "fall in love with the idea" mindset?

- The artistry brought in by romanticism turned to religion and brought forth some interesting art pieces that weren't typical for the time
- aestheticized - represent (something) as being beautiful or artistically pleasing.
- Are there movements that behave like this now? Is this the development of fandoms and the fan bases of things creating their own content?
- This reminds me of a lot of the political unrest going on recently and how many people are being assumed to have certain beliefs if they are democrat or republican, everyone is being wrongly lumped together
- mercantilism - the economic theory that trade generates wealth and is stimulated by the accumulation of profitable balances, which a government should encourage by means of protectionism.
- Who is an example of this type of person in modern culture?

### Written Reflections

The Age of Enlightenment has shaped our modern human experience by making human reason and challenges to authority mainstream cultural values around the globe. In the article "The Enlightenment" by Paul Brians, he states that one of the most important values of Enlightenment thinkers was the combination of logic with reason, "...which consisted of common sense, observation, and ...skepticism and freedom." We see the legacy of this approach in many areas of modern society such as education, government, and even the arts. In 18th-century Europe, philosophers like Jean-Jacques Rousseau challenged the authority of absolute monarchs and powerful religious institutions. This philosophical trend influenced the formation of governments around the world making civil rights the expectation for most individuals in democratic nations. One example of this can be found in the modern-day United States where Black citizens protest against economic and political inequality. Traditional protests are often used but challenges to authority can also be seen in the arts, such as the music of Childish Gambino in the song "This is America". In this song, Lyricist Donald Glover comments on the pressures of poverty on Black communities and exploitation of Black Americans in the entertainment industry. The surprising thing about the core values of Enlightenment thinkers is that they can be found in some of the most unexpected areas of our society today if you look closely.

In reflecting on the influence of Enlightenment and Romanticism on my worldview I was not really expecting to be mostly a romantic person. I believe that I am mostly an Enlightenment-style person, placing studies over relationships in most cases, but I am pleasantly surprised by how I have disagreed with that way of thinking while reading and discussing. I believe that my conclusion reflects my interpretation of society in America, 40% of society is focused on intellectual improvement and 60% of society focuses on the improvement of culture and personality. I believe that American society is improving in the aspects of moving away from a traditionalist mindset and moving to the improvement of intelligences and emotions. I also believe that my mindset is similar to that of global society. There are many countries in the world that are focusing on the improvement of enlightenment ideals such as education and sciences however I believe that a majority of countries have a focus on improving the human experience overall.

DOK	Blooms
4	Create

### Cross-Curricular Connections

CCSS.ELA-LITERACY.RI.9-10.1

*Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*

CCSS.ELA-LITERACY.RI.9-10.4

*Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).*

CCSS.ELA-LITERACY.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.*

CCSS.ELA-LITERACY.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.*

**Culturally and Linguistically Responsive Teaching and Learning**

**Who is represented in this text or stimuli?**

This text/stimuli represents the peoples of Europe who influenced or were influenced by the Enlightenment and Romanticism. The text also discusses the contemporary global reach of these social movements.

**How are groups and individuals portrayed?**

These groups and individuals are in many cases portrayed as agents of social change.

**Does the text provoke critical questions about cultural and linguistic diversity, especially within marginalized communities?**

This text provokes questions about the philosophical roots of contemporary values such as cultural relativism, social justice, and individualism. The socratic seminar format also provides opportunities to make bridges between challenging academic language and their culture/language.

**What supports are provided to teachers to identify blind spots?**

Resources such as [edutopia.org](http://edutopia.org), [readwritethink.org](http://readwritethink.org), and [facinghistory.org](http://facinghistory.org) will guide teachers in designing socratic seminars that will amplify diverse student cultures and languages.

**How is this text or stimuli culturally/linguistically responsive?**

“Through this type of discussion, students practice how to listen to one another, make meaning, and find common ground while participating in a conversation.” As students’ familiarity and skill level develops, teachers fully become the observers and focus on the different ways that students demonstrate their knowledge.

**VABB Analysis**

	<b>Validate</b>	<b>Affirm</b>
	<i>The intentional and purposeful legitimization of the home culture and language of the student.</i>	<i>The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by corporate mainstream.</i>
	<p><b>Question: What do the articles reveal about the intellectual heritage of modern democratic societies? Are there any parallels with your home culture and language?</b></p> <p><b>ESR:</b> These articles represent the wide range of factors that influenced the development of the Enlightenment and Romanticism. The impacts of these social movements may have parallels with individuals' home culture and language in terms of cultural values and ideals.</p>	<p><b>Question: What beneficial aspects of the Enlightenment and Romanticism impact the lives of people around the globe? What negative aspects can we identify?</b></p> <p><b>ESR:</b> Ideals such as cultural relativism and social justice benefit marginalized cultures. World views such as nationalism and exoticism may have negative effects on these individuals or groups.</p>
	<b>Build</b>	<b>Bridge</b>
	<i>Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.</i>	<i>Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.</i>
	<p><b>Question: What aspects of Enlightenment or Romanticism influence our lives as students or as citizens?</b></p> <p><b>ESR:</b> The philosophical and social ideals behind the Enlightenment and Romanticism shape our lives through the institutional structure of our educational system. Processes for gaining and using knowledge may or may not align with home cultures or languages. The same is true for civic life. Alignment or lack thereof should be analyzed and addressed.</p>	<p><b>Question: In what ways can individuals bring awareness to the ongoing influence of Enlightenment and Romantic cultural values?</b></p> <p><b>ESR:</b> Individuals can evaluate which values align with their personal and community goals. Then they can act to strengthen positive values and diminish negative ones.</p>
<b>Suggested Student Discourse</b>		
<b>Question</b>		<b>Method</b>
Which social movement has influenced modern American/Global society the most, Enlightenment or Romanticism?		<p><b>Type:</b> Dialogue  <b>Strategy:</b> <a href="#">Socratic Seminar</a>  Socratic seminar is driven by student-developed questions as they annotate an academic text. However, teachers should have a compelling question and multiple supporting questions prepared to redirect dialogue when necessary.</p>

**Multi-Layered System of Supports/Suggested Instructional Strategies**

**In New Mexico we believe that all students deserve access to high-quality grade-level tasks that incorporate historical documents and critical thinking. These universal supports allow all students to analyze primary and secondary sources, develop claims, and evaluate reasoning:**

- 5.) Identify vocabulary words to pre-teach
  - Vocabulary are words that are more likely to appear in text than speech.
  - Choose words that are not implicitly or explicitly defined within the text.
- 6.) Create text-based questions to push student thinking to think about historical events in the context, build content knowledge, develop knowledge of vocabulary, or syntax and structure.

**Instructional Supports:**

<b>Vocabulary/Text-Based Questioning:</b>	<b>Strategies:</b>
<p><b>Vocabulary to Pre-Teach:</b></p> <ul style="list-style-type: none"> <li>● Cultural relativism</li> <li>● Individualism</li> <li>● Nationalism</li> <li>● Dogma</li> <li>● aristocracy</li> </ul> <p><b>Text-Based Questioning:</b></p> <ul style="list-style-type: none"> <li>● Students should drive questioning through discourse. However teachers should prepare reflection questions such as:                             <ul style="list-style-type: none"> <li>○ Which social movement has influenced modern American society the most, Enlightenment or Romanticism?</li> <li>○ Which has influenced global society most?</li> <li>○ Which has influenced you personally the most?</li> </ul> </li> </ul>	<p><b>Universal Supports:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">socratic seminar stems</a></li> </ul> <p><b>Targeted Supports:</b></p> <ul style="list-style-type: none"> <li>● audio of text</li> <li>● demonstration/guidance on defining terms using context clues</li> </ul>

## High School World History Sample Task

### 1900–1980: Conflict and Self-Determination Expand

#### 1900–1980: Conflict and Self-Determination Expand

Topics may include but are not limited to Mexican Revolution, World War I, Armenian Genocide, 1918 Pandemic, Treaty of Versailles, Panama Canal, Global Great Depression, Nationalism, Japanese Empire, World War II, Holocaust/Shoah, Greek Civil War, Rape of Nanking, Chinese Revolution, Pinochet in Chile, Cuban Revolution, Asian Independence Movements, Nonviolent Resistance Movements, SykesPicot, League of Nations Mandate System, State of Israel, Middle East Conflicts, Partition of India, U.S. Civil Rights Movement, African Independence Movements, Fall of Saigon, Cambodian Genocide, Tiananmen Square, League of Nations, Cold War, etc.

#### Other themes to consider for this time period:

- Causes and global consequences of World War I
- Search for peace and stability in the 1920s and 1930s
- Causes and global consequences of World War II
- Major global trends, 1900 to the end of World War II

#### Compelling Question

How have groups responded to oppression, human rights violations, and genocide?

#### Inquiry Alignment

- 9-12.WH.3. Gather relevant information from credible sources representing a wide range of views and note inconsistencies in the information.
- 9-12.WH.4. Develop claims and analyze counterclaims about the significance of historical events using evidence that draws directly and substantively from multiple sources.
- 9-12.WH.6. Present arguments and explanations that reach a range of audiences using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- 9-12.WH.7. Evaluate historical and contemporary sources of information relating to local, regional, and global problems and identify challenges and opportunities faced by those trying to address these problems.

## ASSESSMENT AND SAMPLE TASK GUIDE

*The resources provided in this Assessment and Sample Task Guide are meant to provide examples of formative assessments within instruction. They are not compiled for a quiz, test, or summative assessment outside of instruction.*

- 9-12.WH.20. Identify patterns of continuity and change over time in world history, focusing on patterns both within and between historical eras.
- 9-12.WH.36. Examine the impact of historical cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups.
- 9-12.WH.17. Assess how social, economic, political, and environmental developments at global, national, regional, and/or local levels affect the sustainability of modern and traditional cultures.
- 9-12.WH.32. Use historical thinking skills to evaluate historical and contemporary sources of information relating to local, regional, and global problems and identify challenges and opportunities faced by those trying to address these problems.
- 9-12.WH.27. Effectively use and integrate evidence from diverse sources to evaluate and develop historical claims.

### Sample Task #4

1. Students will view the short film [“Introducing the Armenian Genocide”](#). Students will gather evidence as they watch with the following questions in mind, then discuss as a class:
  - a. In what ways did WWI influence Ottoman leaders to target Armenian populations within their borders?
  - b. What atrocities did Armenian communities face between 1915 and 1916?
2. Students will view at least 3 videos of Testimony from Survivors of the Armenian Genocide. Students can access videos from [USC’s Shoah Foundation’s IWITNESS collection](#). Students will record details about survivors’ stories to share with the class.
3. Students will view the United States Holocaust Memorial Museum’s [“Why We Remember”](#) video. Students will gather evidence as they watch with the following questions in mind, then discuss as a class:
  - a. In addition to the systematic policies of the Nazi German government, who were the “people who participated in different ways, who made it possible”?
  - b. Why should we remember?
  - c. What moral challenges do we still face today regarding genocide, and how should we respond?
4. Students will use the USC Shoah Foundation’s visual history collection to view at least 3 videos of testimony from survivors of the Holocaust. Access Videos [HERE](#). Students will record details about survivors’ experiences to share with the class.
5. Students will work collaboratively to do online research identifying locations where there are present day reports of genocide. Students will create a short news brief detailing the location, who is

involved, why one group is targeting the other. The news brief should explain the similarities and differences they see between these reports, the Armenian Genocide, and the Holocaust.

### Exemplar Student Responses

#### 3. Testimony from Survivors of the Armenian Genocide

Name of Survivor	Details
Barbara merguerian on the testimony of Dirouhi Haigas	<ul style="list-style-type: none"> <li>● Was a turkish-armenian girl who when she was 7 was uprooted and deported on foot to the southern desert.</li> <li>● Up until that point she lived a happy and peaceful life with her parents, aunts, uncles, and grandparents.</li> <li>● On a sunday afternoon in the spring of 1915 the church bells called allarminians to the church square.</li> <li>● When they were deported they could only take what they could carry.</li> <li>● The deportations weren't for a practical reason there was no fighting around that area, it was simply for cruelty.</li> </ul>
Vahram Morookian	<ul style="list-style-type: none"> <li>● He was from everick (a town in central turkey).</li> <li>● Usually men and boys of "military age" were not deported but instead boys over the age of twelve were killed off.</li> <li>● There was a lack of food, water, clothing, and shelter.</li> <li>● He witnessed murders, rapes, and kidnapping of young woman and girls.</li> </ul>
Almas Boghosian	<ul style="list-style-type: none"> <li>● Was born in Hussenig.</li> <li>● Had a mother and two sisters who were marched towards the Syrian desert.</li> <li>● She was given to a shopkeeper and lived a few years with the family.</li> <li>● Her older sister drowned.</li> <li>● The Armenian government said that any Armenian child would be tossed into the lake and drowned or put in a boat and the boat turned over.</li> <li>● When she was in an orphanage she was recognized because of a scar and she was sent to america to live with her aunt.</li> </ul>

#### 4. Testimony from Survivors of the Holocaust

Name of Survivor	Details
Erna Anolik	<p>In the video Erna describes the beginning procedures of when you are first put into a concentration camp and in Auschwitz in particular. When they first got into Auschwitz they were taken to an area where they were all shaved bald, had to get undressed, wore gray dresses without any undergarments, and the shoes given to them were made from wood. In the camp there were several ditches where the</p>

		<p>soldiers would throw the dead bodies into and those that were too sick and could not move were thrown into the ditches with the dead and were left to die. There were so many bodies that they could not bury so these ditches piled high with dead bodies and grew every day. Every day they would have to line up in the mornings so that soldiers could count the prisoners and the Jews would have to stand for hours until they finished counting and afterwards continue on with their day.</p>
	<p>Leo Bach</p>	<p>In the video Leo Bach describes the selection process for the Jews and how the grouping worked along with the procedures of being in Auschwitz and how work was given. He states that boys and girls were separated from each other and once they reached the camp they would have to strip down and get <i>all</i> of their cut off. They would then have to step into a disinfectant basin and they had to dip their whole body into the basin and the substance would completely sting their skin. After they would be given clothing and if the prisoners look healthy enough they would have them work.</p>
	<p>Roman Kent</p>	<p>Roman describes his experience from getting off the cable cars that took him to Auschwitz. He stated that they had been on the cable cars for so long that they had adapted to the dark and once the soldiers opened the doors the light struck them all like lightning. He said he heard the sounds of women and children crying as soon as they opened the doors and soldiers started yelling orders telling everyone to get out. The screams and cries got louder and the dogs began to bark more frequently. The soldiers would beat and had no remorse for any of the Jewish people and all they cared about was getting them off the train and into the camp. Like they did the soldiers split up the men and the women. He also states that Auschwitz was so bad that Shakespeare himself would not be able to describe it. He also says that no matter how much someone reads about it or even studies it they will never be able to truly comprehend the Holocaust.</p>
<p><b>5. News Brief: Present Day Reports of Genocide</b></p>		
<p>Sources report China is committing Genocide againsts Uyghurs and other religious and ethnic minorities in Xinjiang.</p> <p>China has had a history of targeting ethnic minorities. In 2014, authorities then began fining those families with too many children. The goal was to only allow families to have 3 children at most. Women were then forced to have IUD insertions, abortions, etc... The Chinese government has been targeting the Uyghurs on the basis of their ethnic and religious identity. This is when the detention camps were built. These people were taken to the camps if they were caught going to religious weddings, praying, or visiting a mosque. This is one of the largest mass interments since World War 2. Many have no idea what took place in these camps but know that many were not able to make it out. In the year of 2019 there was a report saying that the camps were shut down. But satellite images taken in the year of 2020 report that these</p>		

camps still continue to take people in. Some experts argue that cultural genocide is a more accurate description of the events in Xinjiang.

<b>Armenian Genocide</b>	<b>Holocaust</b>	<b>Uyghurs</b>
<ul style="list-style-type: none"> <li>● Targeted due to ethnicity/race/religion</li> <li>● Sent to concentration camps</li> <li>● International Community condemns</li> <li>● Forced Labor</li> <li>● Prisoners subjected to torture, rape, beatings, and death.</li> </ul>	<ul style="list-style-type: none"> <li>● Targeted due to ethnicity/race/religion</li> <li>● Sent to concentration camps</li> <li>● Mass Surveillance</li> <li>● Forced sterilization</li> <li>● International Community condemns (1936 Olympics Boycott)</li> <li>● Forced Labor</li> <li>● Prisoners subjected to torture, rape, beatings, and death.</li> </ul>	<ul style="list-style-type: none"> <li>● Targeted due to ethnicity/race/religion</li> <li>● Sent to Detention” camps</li> <li>● Mass Surveillance</li> <li>● Forced sterilization</li> <li>● International Community condemns (2022 Winter Olympics Boycott)</li> <li>● Forced Labor</li> <li>● Prisoners subjected to torture, rape, beatings, and death.</li> </ul>

**Cross-Curricular Connections**

CCSS.ELA-LITERACY.SL.9-10.2

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

CCSS.ELA-LITERACY.SL.9-10.3

*Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.*

CCSS.ELA-LITERACY.SL.9-10.4

*Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.*

CCSS.ELA-LITERACY.SL.9-10.5

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

**Culturally and Linguistically Responsive Teaching and Learning**

**Who is represented in this text or stimuli?**

Victims of genocide such as the Armenian people in 1915, the Jews during WWII, and contemporary groups targeted for their ethnic, racial, or religious identities.

**How are groups and individuals portrayed?**

These groups are given voice through primary sources included in documentary films, testimonial videos, and contemporary news reports.

**Does the text provoke critical questions about cultural and linguistic diversity, especially within marginalized communities?**

These materials are squarely focused on the experiences of some of the most marginalized communities in modern history. Respect for their cultural and linguistic diversity is maintained. There is abundant potential for critical questions about the causes of the atrocities they faced as well as steps that should be taken to avoid future atrocities.

**What supports are provided to teachers to identify blind spots?**

Resources such as [Facing History and Ourselves](#), [The United States Holocaust Memorial Museum](#), and the [USC Institute for Visual History and Education, Shoah Foundation](#) are good starting places.

**How is this text or stimuli culturally/linguistically responsive?**

These materials are all about validating and affirming the experiences of those who have faced oppression and atrocities. The actual voices of the survivors are highlighted as well as their first language in many cases.

**VABB Analysis**

<b>Validate</b>	<b>Affirm</b>
<i>The intentional and purposeful legitimization of the home culture and language of the student.</i>	<i>The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by corporate mainstream.</i>
<p><b>Question:</b> On what basis should individuals and groups be respected and protected?</p> <p><b>ESR:</b> The Universal Declaration of Human Rights validates the cultural and linguistic backgrounds of all individuals and groups.</p>	<p><b>Question:</b> How can we learn about the experiences of the victims of genocide and recognize their humanity?</p> <p><b>ESR:</b> Survivors’ testimony underlines the humanity and dignity of survivors and their descendants.</p>
<b>Build</b>	<b>Bridge</b>
<i>Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.</i>	<i>Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.</i>

**Question:** What is important for a global citizen to know about the causes, events, and impacts of genocides throughout history?

**ESR:** Genocide is clearly defined by the [United Nations](#) as: “any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such:

1. Killing members of the group;
2. Causing serious bodily or mental harm to members of the group;
3. Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;
4. Imposing measures intended to prevent births within the group;
5. Forcibly transferring children of the group to another group.”

**Question:** What are some examples of modern genocides and what steps can we take to stop/prevent them?

**ESR:** Learning about the causes, events and impacts of past and present genocides is the first step in halting genocides in the present and future. Then, learning about initiatives such as the [UN’s Responsibility to Protect](#) effort provides citizens with a pathway to get involved.

**Suggested Student Discourse**

Question	Method
How have groups responded to oppression, human rights violations, and genocide?	<b>Type:</b> Dialogue <b>Strategy:</b> <a href="#">Making Meaning Protocol</a> (modified for students)

**Multi-Layered System of Supports/Suggested Instructional Strategies**

**In New Mexico we believe that all students deserve access to high-quality grade-level tasks that incorporate historical documents and critical thinking. These universal supports allow all students to analyze primary and secondary sources, develop claims, and evaluate reasoning:**

- 7.) Identify vocabulary words to pre-teach
  - Vocabulary are words that are more likely to appear in text than speech.
  - Choose words that are not implicitly or explicitly defined within the text.
- 8.) Create text-based questions to push student thinking to think about historical events in the context, build content knowledge, develop knowledge of vocabulary, or syntax and structure.

**Instructional Supports:**

Vocabulary/Text-Based Questioning:	Strategies:

**Vocabulary to Pre-Teach:**

- Genocide
- Holocaust
- Systematic
- Uyghurs

**Text-Based Questioning:**

- In what ways did WWI influence Ottoman leaders to target Armenian populations within their borders?
- What atrocities did Armenian communities face between 1915 and 1916?
- In addition to the systematic policies of the Nazi German government, who were the “people who participated in different ways, who made it possible”?
- Why should we remember?
- What moral challenges do we still face today regarding genocide, and how should we respond?

**Universal Supports:**

- All students will benefit from discussion with the teacher prior to engaging with this content due to the high emotional impact they may have.

**Targeted Supports:**

- Delineated graphic organizers may be necessary in order for students to accurately compare and contrast historical and contemporary examples of genocide.

## High School World History Sample Task

### 1945–Future: Global Interconnections Accelerate

#### 1945–Future: Global Interconnections Accelerate

Topics may include but are not limited to Nuclear Age, United Nations, Universal Declaration of Human Rights, NATO, Space Age, Apartheid, Fall of Soviet Union, Globalization, Information Age, Social Media, Nationalism, Global Influence (U.S., China, Russia , International Unions (EU, AU, USAN, ACD), Economic Growth of the Global South, War on Drugs, War on Terror, Rwandan Genocide, 9/11, Afghanistan War, Iraq War, Arab Spring, Great Recession, Equity Movements, Climate Change, Indigenous Environmentalism, Green Revolution, Greenbelt Movement, Paris Agreement, Covid19 Pandemic, WHO, NAFTA/CUSMA, etc.

#### Other themes to consider for this time period:

- Post–World War II reconstruction, new international power relations, and colonial empires break up
- Search for community, stability, and peace in an interdependent world
- Major global trends, World War II to the present )
- Long Term changes and recurring patterns in world history

#### Compelling Question

What can people do to minimize climate change and its impacts?

#### Inquiry Alignment

9-12.WH.7. Evaluate historical and contemporary sources of information relating to local, regional, and global Informed Action problems and identify challenges and opportunities faced by those trying to address these problems.

## ASSESSMENT AND SAMPLE TASK GUIDE

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9-12.WH.7. Evaluate historical and contemporary sources of information relating to local, regional, and global problems and identify challenges and opportunities faced by those trying to address these problems.

9-12.WH.8. Assess options for individual and collective action to address local, regional, and global problems.

### Sample Task #5

Throughout history, Earth's climate has shown a lot of change. It took almost a century of researching and compiling data about how human activity could alter our climate. There were experiments conducted in the 1800s and the 1950s on climate change and eventually, the community were able to understand it better along with the dreadful consequences that could happen.

In this lesson, they will be watching a video entitled, [An Inconvenient Sequel: Truth to Power](#), wherein a former American vice president travels around the world to convince people to take actions on climate change.

#### BEFORE WATCHING:

The students will explain their opinions (Do they agree with the statements? Why or Why not?) about the following statements:

1. My actions impact the environment.
2. My actions impact the climate.

The students will look for resources about the history of climate change and how the people from the mid-20th century contributed to the climate change that we are experiencing.

#### WHILE WATCHING:

The students will jot down important ideas, details, keywords or memorable quotes from the film.

#### AFTER WATCHING:

1. The students will review and reflect on their notes.
2. The class will have a sharing about:
  - a. The important ideas/ details they were able to understand from the film.
  - b. The memorable quotes they got from the movie.

3. A list of quotes from the film and other notable sources is provided below. Read the quotes aloud to students or post them around the classroom for students to read and think about. Instruct students to use a quote from the list below or select their own and write a short paragraph on what it means in the context of the film and current events.

"After the final no there comes a yes and on that yes the future world depends." – *Wallace Stevens*

"All beauty of the world is at risk" – *Al Gore*

"There have been times in my work with climate change, I have to admit, when my optimism was in some measure an act of will. But we're changing, we're changing." – *Al Gore*

"An individual has not started living until he can rise above the narrow confines of his individualistic concerns to the broader concerns of all humanity." – *Martin Luther King, Jr.*

"The next generation, if they lived in a world of floods and storms and rising sea levels and droughts and refugees by the millions escaping unlivable conditions, destabilizing countries around the world, they would be well justified in looking back and asking, 'What were you thinking?'" – *Al Gore*

"The gravest effects of attacks on the environment are suffered by the poorest." – *Pope Francis*  
"We shall require a substantially new manner of thinking if mankind is to survive." – *Albert Einstein*

4. Students create their own posters that show their actions on climate change. They should use the following rubric as a guide:

## Climate Change Project Rubric

	Master (5-6)	Proficient (3-4)	Emerging (1-2)
<b>Impact</b>	Product clearly demonstrates the impact of climate change, using <b>multiple examples</b>	Product demonstrates impact of climate change using <b>one example</b>	Product <b>does not</b> demonstrate impact of climate change
<b>Prevention</b>	Product clearly demonstrates suggestions for preventing climate change, using <b>multiple examples</b>	Product demonstrates suggestions for preventing climate change, using <b>one example</b>	Product <b>does not</b> demonstrate suggestions for preventing climate change
<b>Creativity</b>	Product is both creative and engaging using visuals while accurately portraying the message of climate change to intended audience	Product lacks either creativity or engagement with respect to visuals, but accurately portrays the message of climate change to intended audience	Product is neither creative nor engaging and does not communicate an accurate message about climate change.
<b>Format / Conventions</b>	Format is suitable for the audience and purpose No errors in grammar, spelling, punctuation, or capitalization	Format is not suitable for the audience and purpose <b>-OR-</b> 1-3 errors in grammar, spelling, punctuation, or capitalization	Format is not suitable for the audience and purpose <b>-AND-</b> 3+ errors in grammar, spelling, punctuation, or capitalization

Once complete, hang in the hall and have students conduct a “gallery walk”.

Source: [An Inconvenient Sequel](#)

### Exemplar Student Responses

BEFORE WATCHING:

1. I agree because I have done things that would cause pollution like throwing garbage anywhere and using or riding vehicles that give off high amounts of pollutant gasses.
2. I agree, the more I impact the environment, it also affects how the climate would be.

Source: [Nasa: Climate](#)

WHILE WATCHING:

Notes:

1. People in Miami, Florida are being affected by the tides so when the tides are high, some places experience floods.
2. When sea level rises, one of the cities that would be greatly affected is Miami, Florida.

- Climate change, along with other factors such as habitat loss, is contributing to the worst extinction event since the extinction of the dinosaurs 65 million years ago.

Quotes:

- “There have been times in my work with climate change, I have to admit, when my optimism was in some measure an act of will. But we’re changing, we’re changing.” – Al Gore
- “The next generation, if they lived in a world of floods and storms and rising sea levels and droughts and refugees by the millions escaping unlivable conditions, destabilizing countries around the world, they would be well justified in looking back and asking, ‘What were you thinking?’” – Al Gore

AFTER WATCHING:

- “All the beauty of the world is at risk”- Al Gore

The world is rich in resources and people which make it beautiful. However, due to the people, the world is slowly losing its beauty. The world’s climate has been showing a lot of change throughout its history. In the 1940s, because of the war and the bombing of the different countries, air pollution has increased and affected climate. The old cars that we are using also cause pollution. We are the ones destroying our planet. We should start to take action and help restore the beauty of the world.

- Sample poster ideas:



<https://www.bbc.com/news/uk-wales-59112288>



<http://wearereddeer.ca/stories/colouring-for-climate-change.html>

<b>DOK</b>	<b>Blooms</b>
3	Create
<b>Cross-Curricular Connections</b>	
<u>HS-LS2-7 NM</u> <i>Using a local issue in your solution design, describe and analyze the advantages and disadvantages of human activities that support the local population such as reclamation projects, building dams, and habitat restoration.</i>	
<b>Culturally and Linguistically Responsive Teaching and Learning</b>	
<p><b>Who is represented in this text or stimuli?</b> The people are represented in the stimuli as the primary factors of global climate change.</p> <p><b>How are groups and individuals portrayed?</b> There are 2 types of people portrayed: people like Al Gore, a former US vice president who is helping stop climate change and people who contribute to climate change.</p> <p><b>Does the text provoke critical questions about cultural and linguistic diversity, especially within marginalized communities?</b> The students are given the task to reflect, ask questions and take important notes on the film that they have watched. This would lead to an understanding on how people from different places and cultures have contributed to climate change leading to the community taking actions together and unitedly with considerations of their culture and language diversity.</p> <p><b>What supports are provided to teachers to identify blind spots?</b> There are multiple sources provided to the teacher which help them be able to deliver the lesson effectively.</p> <p><b>How is this text or stimuli culturally/linguistically responsive?</b> Students make connections between the contributions of the people from the past and the people from the present which lead to climate change considering the different changes that have happened as time passes by in terms of cultures and traditions.</p>	
<b>VABB Analysis</b>	
<b>Validate</b>	<b>Affirm</b>
<i>The intentional and purposeful legitimization of the home culture and language of the student.</i>	<i>The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by corporate mainstream.</i>
<p><b>Question: What does the video show about the effects of climate change in the world?</b></p> <p><b>ESR:</b> There are lots of possible answers for this part. Students' answers will vary according to</p>	<p><b>Question: What are the actions that the person in the video took to help stop climate change?</b></p> <p><b>ESR:</b> There will be lots of possible answers for this part. Some are:</p>

the parts that they stressed on the video.

- Heat stress is beginning to decrease crop yields from rice, corn and soybeans and exposure to higher levels of CO2 is decreasing the nutrient content of many staple crops such as rice, wheat and soy.
- As our world gets warmer and wetter, the range of tropical diseases expands, meaning there are more places for tropical diseases to take root.
- A lot of the glaciers, which are considered as our water reservoirs, are melting, flowing towards the ocean and increasing sea level.

- Being an advocate and convinced other people to help in saving the planet
- Doing the act of preventing the climate change himself

**Build**

*Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.*

**Bridge**

*Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.*

**Question: What do you think could have happened in the past that started climate change? How are the actions of the people from the past affecting our climate at present?**

**ESR:** Possible answer for these question:  
There were wars that involved nuclear bombings that caused mass death to not only people but also the nature. Trees were burnt, animals were also dead.

**Question: What actions can you take to help minimize or even stop climate change?**

- ESR:** Possible answers are:
- Doing the 3 Rs (Reduce- Reuse- Recycle)
  - Participating in clean-up drives.
  - Make sure to throw the trash in the proper bins.

**Suggested Student Discourse**

**Question**

**Method**

What can people do to minimize climate change and its impacts?

**Type:** Discussion

**Strategy:** [Snowball Discussion](#)  
Snowball discussion is an active learning strategy that helps students share and teach each other concepts and topics. First, students work alone. Next, they collaborate with a partner. Then they create progressively larger conversational groups by doubling their group size every few minutes until the class is working together in one large group.

**Multi-Layered System of Supports/Suggested Instructional Strategies**

**In New Mexico, we believe that all students deserve access to high-quality grade-level tasks that incorporate historical documents and critical thinking. These universal supports allow all students to analyze primary and secondary sources, develop claims, and evaluate reasoning:**

- 1.) Identify vocabulary words to pre-teach:
  - Vocabulary words that are more likely to appear in text than speech.
  - Choose words that are not implicitly or explicitly defined within the text.
- 2.) Create text-based questions to push students to think about historical events in the context, build content knowledge, develop knowledge of vocabulary, or syntax and structure.

**Instructional Supports**

<b>Vocabulary/Text-Based Questioning:</b>	<b>Strategies:</b>
<p><b>Vocabulary to pre-teach:</b> Climate change, pollution, sequel,</p> <p><b>Text-Based Questioning:</b></p> <ul style="list-style-type: none"> <li>● What was Al Gore’s role in helping minimize climate change?</li> <li>● What are the actions that he has done to prevent more destruction to the Earth’s natural resources due to climate change?</li> <li>● What are the effects of Al Gore’s actions to save the environment to the people?</li> </ul>	<p><b>Universal Supports:</b> Provide different pictures, videos and news articles that would show sample real life scenarios on how the climate is changing.</p> <p><b>Targeted Supports:</b></p> <ul style="list-style-type: none"> <li>● Use multiple media such as audio or video of speeches, or a text-reader.</li> <li>● Provide some sentence stems that would help students better express their answers.</li> <li>● Pause and take a break in every appropriate part in the video so students have sufficient time answering the questions and taking some notes.</li> </ul>