

TEACHER
RESOURCE
COMPANION

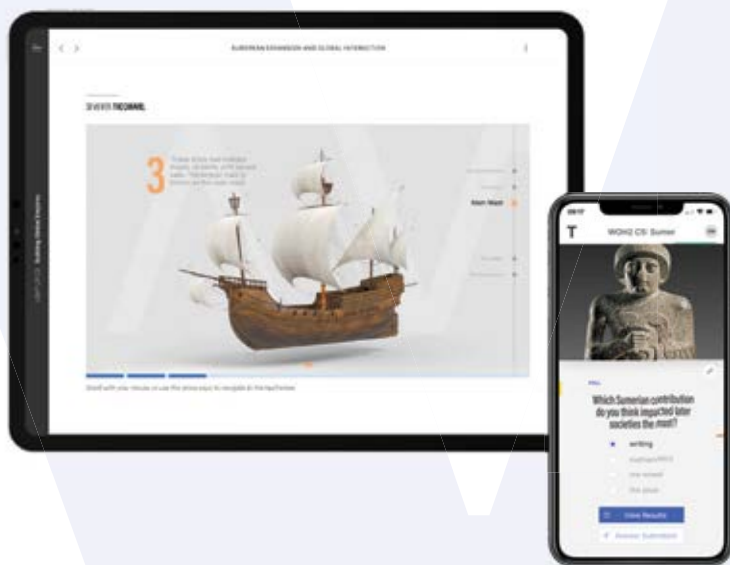
WORLD HISTORY

Beginnings to the Present



WELCOME TO TRAVERSE

Driven by inquiry and powered by media, Traverse cultivates a dynamic digital learning experience for students of all backgrounds and learning styles.



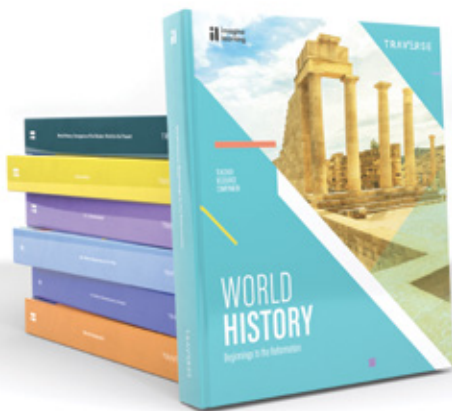
Traverse is a standards-driven social studies curriculum that enlivens learning with a rich online experience.

Students investigate primary and secondary sources, explore video and multimedia resources, and collaborate with online learning tools.

The digital teacher's edition (TE) provides teachers a wealth of classroom activities, discussion questions, and assessment options.

Print Materials to Support Your Classroom

The *Student Source and Skill Companion* emphasizes social studies skill development as students delve deeply into primary and secondary sources. The *Teacher Resource Companion* offers comprehensive supports as well as recommendations for pacing and differentiation to suit your students' needs.



Courses

- U.S. History: Beginnings to the Civil War
- U.S. History: Reconstruction to the Present
- U.S. History: Beginnings to the Present
- World History: Beginnings to the Reformation
- World History: Emergence of the Modern World to the Present
- World History: Beginnings to the Present
- World Regions and Cultures: The Eastern Hemisphere
- World Regions and Cultures: The Western Hemisphere
- U.S. Government
- World Geography
- Economics

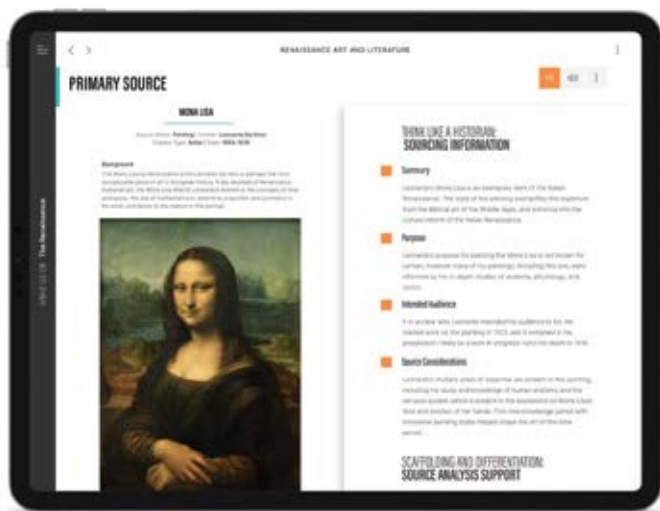


Program Advisors

Dr. Kathy Swan served as the director of the C3 Framework for inquiry and created the C3 Teachers network and the Making Inquiry Possible documentary series. Her expertise in inquiry-based learning and work with educators nationwide have been instrumental in developing the inquiry questions and tasks found within Traverse.

Dr. Sam Wineburg founded the Stanford History Education Group (SHEG), now Digital Inquiry Group (DIG). His research and work with SHEG have played a key role in developing the inquiry-driven approach used in the Traverse U.S. History and World History courses.

WHY TRAVERSE



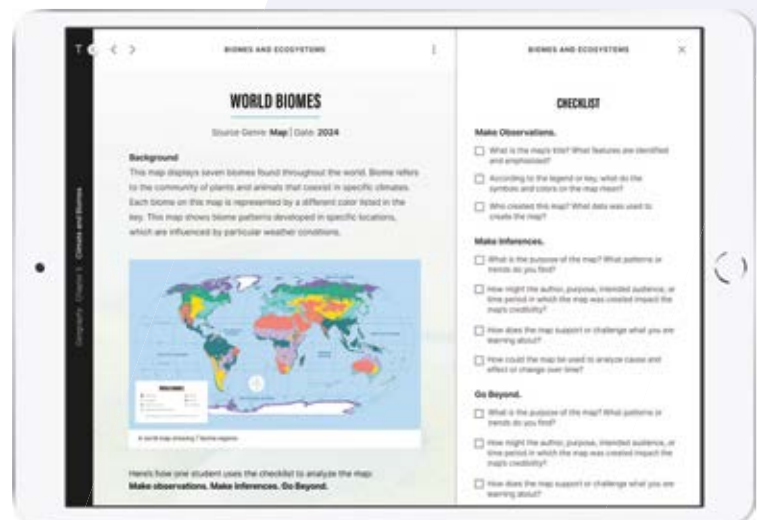
1 BALANCED AND EFFECTIVE SOCIAL STUDIES INSTRUCTION

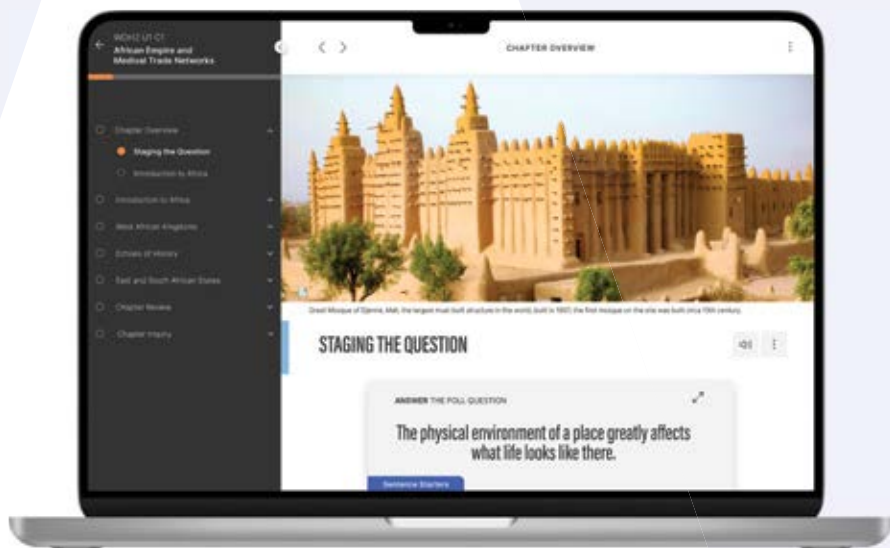
Traverse balances content, inquiry, and social studies skills to provide a learning experience focused on the standards teachers need to cover. The one-stop curriculum with customizable materials maximizes student learning and allows teachers to approach instruction with confidence.

2 INQUIRY-DRIVEN INSTRUCTION WITH ROBUST SKILL DEVELOPMENT

Aligned to the C3 Framework, Traverse develops the social studies skills and knowledge students need for college, career, and civic life.

In Traverse's unique approach to skill-building, featured skill lessons are paired with content. Skills are then revisited in later chapters, reinforcing learning and promoting retention.





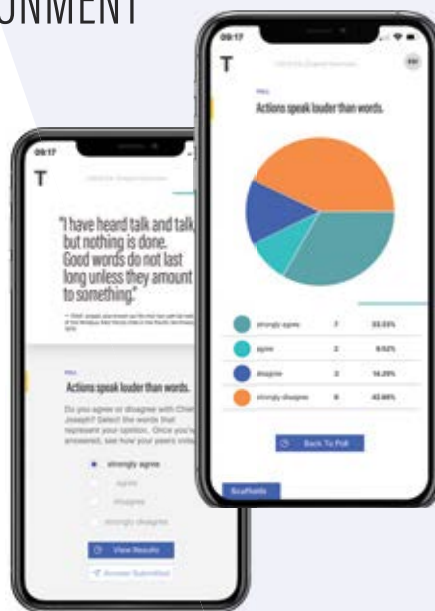
3 MEDIA-POWERED LEARNING TO ENGAGE INSTRUCTION

Traverse uses technology and multimedia to enhance instruction, creating digital learners out of digital natives. Students learn through a diverse range of interactive content, which drives peer-to-peer learning, from videos like The Beat to student activities like Share Your Perspective and Echoes.

4 DIFFERENTIATION AND ENGAGEMENT FOR AN EQUITABLE LEARNING ENVIRONMENT

Traverse features flexible implementation models and guidance to facilitate social learning and student collaboration.

Teachers can collect data and measure student learning outcomes through a variety of digital activities that engage students and assess their interpretation and analysis skills. Student-facing scaffolds create personalized learning experiences.



WHAT'S ONLINE

Traverse was built for online learning. Students and teachers can access all elements of the curriculum online.

CHAPTER NARRATIVE

The chapter narrative was created for this digital environment. It is modular and accessible on all devices, with content broken into manageable portions. Students can engage directly with the curriculum, leading to a student-centered, active learning experience.

Chapter Contents

Narratives provide complete standards coverage.

Images and Media

Each section showcases a variety of visual media that enhances student learning.

Assessment

Formative and summative assessments invite students to reflect on the content, share their perspectives, and display mastery of standards.



MEDIA-DRIVEN LEARNING

Student actors and presenters engage students in a variety of media formats, and carefully chosen topics reinforce and extend student learning.

THE VIEW



The View videos introduce each unit.

TRAVERSE 360



Presenters explore the impactful moments that make history.

QuickTalk



Quick Talks provide fast and fun insights into the content.

TimeTunnel



Time Tunnels are focused on events and key moments in history.

EXPLAINER VIDEO



These videos explain concepts, events, figures, and locations.

TheBeat



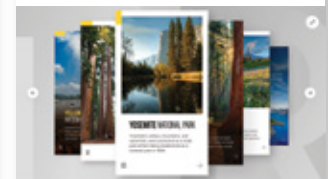
The Beat features a study group modeling inquiry and analysis skills.

3D OBJECT



3D object animations highlight details and examine artifacts from all angles.

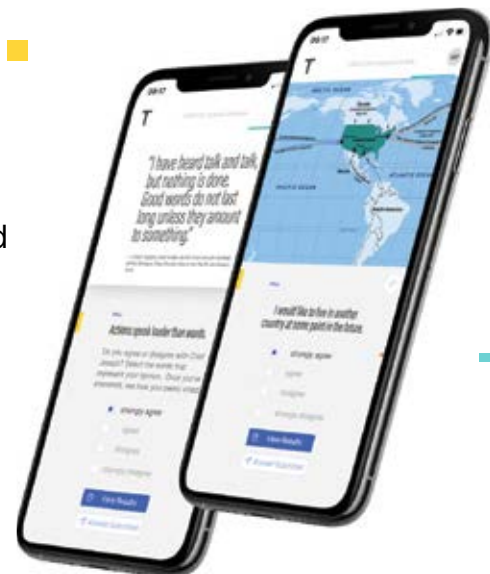
FLIPBOOK



Information about a person, place, or idea is presented in a story-like experience.

ONLINE STUDENT ACTIVITIES

Traverse integrates activities within narratives, sources, and inquiries to engage students and assess their progress. Teachers can collect data and remediate content in real time. These built-in tools create an interactive and personalized learning environment.



WHAT'S IN PRINT

From exploring sources to mastering essential skills, the *Student Source and Skill Companion* empowers students to actively engage with content.

SOURCES

Tabbing System

Identify the source's location within the chapter with the section and inquiry tabs.

Sourcing Information and Background

Set context for students with relevant source details.

Social Studies Skill Practice

Practice source-analysis skills with questions for every source. These questions are also available online.

STUDENT Source and Skill Companion

The screenshot shows a digital interface for a source titled "APOLLO 11 MOON LANDING". At the top, there are navigation tabs: "THE SPACE RACE", "FOREIGN POLICY AND CUBA", "FOREIGN POLICY AND GERMANY", and "INQUIRY". The "INQUIRY" tab is selected. Below the tabs, the source title "APOLLO 11 MOON LANDING" is displayed. To the right of the title, there is a callout box that says "Online option" and "Follow your teacher's directions for completing this activity." Below the title, there is a "SOURCE INFORMATION" section with the following details: "Genre: Video", "Director: NASA", and "Date: 1969". To the right of this section, there is a "Source Analysis" callout box that says "Source Analysis: Identify key details in the video, and make inferences about how the event affected the Space Race." Below the source information, there is a "BACKGROUND" section that provides context: "This video clip from the National Aeronautics and Space Administration (NASA) documents the American landing on the moon on July 20, 1969. The video and radio feed describe the opening of the capsule and the descent by Apollo 11 astronaut Neil Armstrong and lunar module pilot Edwin 'Buzz' Aldrin Jr. Armstrong was the first person to walk on the moon." To the right of the background text, there is a video player with a play button and a callout box that says "Log in to your digital student account to watch this video." Below the video player, there is a "Media Element" section with a list of options: "1. motion", "2. overview shot", "3. voice-over", and "4. eyewitness account". Below the list, there is an "Example" section with four options: "A. video of astronaut Neil Armstrong descending a ladder", "B. narrative audio confirmation that the video is working", "C. image of many people working at monitors in Houston", and "D. report from the moon's surface". Below the media element section, there is an "INQUIRY AND RESEARCH SKILL" section with the title "Exploring Evolving Interpretations" and the question "How might the events in the video have influenced public opinion about the Space Race?". At the bottom right of the interface, there is a footer that says "PRIMARY AND SECONDARY SOURCES" and "567".



All sources appear in the digital curriculum as well as print.

TEACHER Resource Companion

THE SPACE RACE	FOREIGN POLICY AND CUBA	FOREIGN POLICY AND GERMANY	INQUIRY
PRIMARY SOURCE APOLLO 11 MOON LANDING			
THINK LIKE A HISTORIAN: SOURCING INFORMATION			
Summary: The video shows the 1969 moon landing by Apollo 11 astronauts. In this excerpt, Buzz Aldrin and Neil Armstrong describe what they see and experience when descending to the moon's surface.		audience was also the viewing public in the United States and the world.	
Purpose: The purpose of the video was to document Apollo 11's lunar landing.		Source Considerations: The Apollo 11 spaceflight that landed the first two people on the moon was broadcast live. Because of how the video was converted, some images and audio are distorted and might seem crude by today's standards of high-resolution technology. This source helps students answer the Compelling Question because it shows one of the victories the United States had in the Space Race: the first lunar landing.	
Intended Audience: The intended audience was primarily NASA. However, since the video was also broadcast on TV, the			
SOURCE ANALYSIS SUPPORT			
Media: Explain to students that the video was viewed live by more than half a billion people, perhaps the largest-ever TV audience. Special equipment and technology were developed and considered state-of-the-art at the time, allowing the event to be seen from 239,000 miles away.		Style: Explain that the source is an actual transmission and conversation between the astronauts and mission command at NASA. It is not necessarily entertaining, like today's documentaries, but was meant to capture a momentous event as it occurred.	

ANALYZE AND DISCUSS

- What details do you observe in the video? *Answers will vary but might include Neil Armstrong describing his first steps on the moon.*
- How do these details connect to information you learned in the chapter about the Space Race? *Answers will vary but may discuss how this event proved America's space program was more advanced than the Soviets', pushing the United States further ahead in the Space Race.*

Online option THE SPACE RACE

HISTORICAL READING SKILL | Analyzing Auditory and Video Sources

Match each media element with the correct example. Then explain the significance of the element.

1. motion
A. Explanation: *This was the first human contact with the moon.*
2. overview shot
C. Explanation: *This mission was a large team effort.*
3. voice-over
B. Explanation: *This was broadcast to television viewers who needed context for what was happening.*
4. eyewitness account
D. Explanation: *This was the first close-up eyewitness account of the moon, including tactile description of the moon's surface.*

Go online for immediate student response data that you can use to monitor progress, adjust your teaching plan, or reteach important information.

Think Like a Historian

Develop expertise with in-depth sourcing information.

Source Analysis Support

Enrich student comprehension and analysis with additional discussion of a source's genre, style, organization, and more.

Analyze and Discuss

Encourage student reflection and discussion with questions for each source.

Social Studies Skill Practice

Answer keys provide clarification and information for you, even when students complete questions online.

CHAPTER OVERVIEW

Access all information in the point-of-use teacher edition next to the student-facing curriculum.



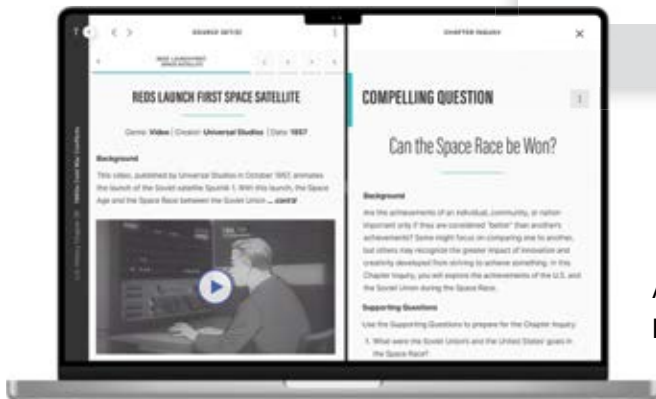
CHAPTER INQUIRY

Compelling Question

Introduce each inquiry with the Compelling Question, Supporting Questions, and background information.

Source Set

Use the source pages to complete the inquiry.



CHAPTER INQUIRY

COMPELLING QUESTION
Could the Space Race be won?

1 | COMPELLING QUESTION

BACKGROUND INFORMATION

Are the achievements of an individual, community, or nation important only if they are considered “better” than another’s achievements? Some might focus on comparing one to another, but others may recognize the greater impact of innovation and creativity developed from striving to achieve something. In this Chapter Inquiry, you will explore the achievements of the United States and the Soviet Union during the Space Race.

SUPPORTING QUESTIONS

Use the Supporting Questions to prepare for the Chapter Inquiry:

- What were the Soviet Union’s and the United States’ goals in the Space Race?
- What did the Soviet Union accomplish during the Space Race?
- What did the United States accomplish during the Space Race?
- How could a winner be determined?

As you analyze the source set, gather information to add to your answers.

GRAPHIC ORGANIZER

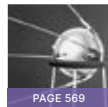
Track your ideas as you work through the source set. Complete one row for each source.

Source Title	Possible Answer to Compelling Question	Evidence
<i>Reds Launch First Space Satellite</i>		

INQUIRY PROMPT

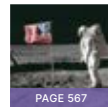
Adapt an Argument: Work with a partner to create a podcast in which you respond to the Compelling Question. Be sure to reference information from multiple sources representing how ideas have developed over time. Include a claim, evidence for your claim, and a counterclaim in your podcast. Be sure to explain the strengths and limitations of your claim and explanation, as well as the strengths and limitations of the counterclaim, as you make the case for your position.

2 | SOURCE SET



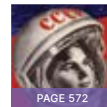
REDS LAUNCH FIRST SPACE SATELLITE
Genre: Video
Creator: Universal Studios
Date: 1957

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APOLLO 11 MOON LANDING
Genre: Video
Director: NASA
Date: 1969

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HOW THE SOVIETS WON THE SPACE RACE FOR EQUALITY
Genre: Article
Author: Sophie Pinkham
Date: 2019

PAGE 572



IMPACT OF U.S. AND SOVIET SPACE PROGRAMS ON WORLD OPINION
Genre: Document
Author: USIA Office of Research Analysis
Date: 1959

PAGE 570



EXPLORER 1, AMERICA'S ANSWER TO SPUTNIK
Genre: Radio Program
Participants: Renee Montagne, Richard Harris, and Michael Neufeld
Date: 2008

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All elements in the Chapter Inquiry are available online.

CHAPTER INQUIRY

? **COMPELLING QUESTION**
Could the Space Race be won?

1 | COMPELLING QUESTION

INQUIRY INTRODUCTION

Read the Compelling Question and Inquiry Prompt. Ensure students' readiness to begin the Chapter Inquiry by discussing the Supporting Questions. Remind students that their answers may be incomplete at this point, but they will gain knowledge from the source set. If students struggle to answer these questions, use the Inquiry Connection questions from the chapter to connect students to their prior knowledge.

FACILITATING INQUIRIES

Depending on the needs of your class, determine the best approach for facilitating this Chapter Inquiry: as a whole group, in small groups, or individually. If you are short on time or students need more support with source analysis, suggest that students engage with the following sources only:

- Reds Launch First Space Satellite
- Apollo 11 Moon Landing
- Explorer 1, America's Answer to Sputnik
- How the Soviets Won the Space Race for Equality

SCAFFOLDING AND DIFFERENTIATION

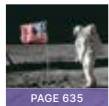
- Have students work independently or in pairs to identify one strength and one limitation of each source. Refer to the sourcing information for examples.
- Have students research another nation's views of the Space Race and include an additional source from that research in their response to the Compelling Question.

2 | SOURCE SET



REDS LAUNCH FIRST SPACE SATELLITE
Genre: Video
Creator: Universal Studios
Date: 1957

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APOLLO 11 MOON LANDING
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Date: 2019

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Author: USIA Office of Research Analysis
Date: 1959

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EXPLORER 1, AMERICA'S ANSWER TO SPUTNIK
Genre: Radio Program
Participants: Renee Montagne, Richard Harris, and Michael Neufeld
Date: 2008

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Facilitating Inquiries

Determine your path through the inquiry, with options for how to cut back on the number of sources students will analyze to complete the inquiry task.

Scaffolding and Differentiation

Provide targeted inquiry support for beyond-grade-level students, English language learners, and approaching-grade-level students.

CHAPTER INQUIRY

In the digital environment, sources follow the Compelling Question in a convenient tabbed view. These tabs allow students to navigate quickly between sources, while the teacher edition provides essential information for instruction with each source.



SKILLS

The Beat

Go online to watch episodes of The Beat, which follows a study group over one school year. Students will see social studies skills being modeled using the same sources and inquiry prompts that they are completing.

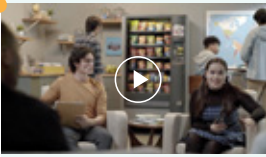
Checklist

Every skill lesson is accompanied by a checklist that students can use to apply the skill to a variety of sources.

3

INQUIRY AND RESEARCH SKILL

EVALUATING SECONDARY SOURCES



Examine the “Evaluating Secondary Sources” episode of The Beat to understand how one group of students approaches the process of evaluating secondary sources. Then read the definition and checklist that students discuss in the video.

What does it mean to evaluate secondary sources?
Secondary sources are works that interpret a historical topic for a particular audience, often through the use of primary sources. Like primary sources, all secondary sources have limitations. A secondary source might have limited reliability, it might omit perspectives important for answering the Compelling Question, or its information may be too broad to answer the Compelling Question. Before using a secondary source to answer the Compelling Question, it is important to identify the source’s strengths and limitations.


Why is it important to evaluate secondary sources?
There are usually multiple secondary sources on a topic, and the makers of those sources often come to different conclusions, even if they all use the same primary source evidence. Analyzing and comparing each secondary source’s interpretation or central argument and evaluating their strengths and weaknesses will help you determine how to effectively use the source to build an argument or explanation.

1. CHECKLIST HOW DO YOU EVALUATE SECONDARY SOURCES?

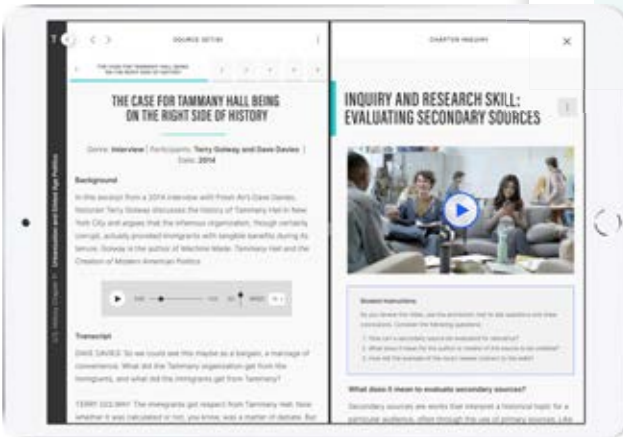
- Analyze the source’s relevance as evidence to answer your Compelling Question.**
 - What is the source’s maker’s interpretation or central argument?
 - How does this interpretation or central argument connect to the Compelling Question?
- Analyze the source’s credibility as evidence to answer your Compelling Question.**
 - Is the information in the source historically accurate? Do other sources contain similar information?
 - Is the maker of this source credible and qualified to discuss the topic?
 - How might the maker’s perspective shape their interpretation or argument?
 - Does the maker support the interpretation or argument in the source with logical reasoning and strong evidence?
- Evaluate the source’s strengths and limitations for use in your Inquiry Prompt response.**
 - Strengths: What makes this source a strong fit for your Inquiry Prompt response? Its credibility? Its relevance? Both?
 - Limitations: After analyzing this source, what do you still need to know? How can you address any gaps by adjusting your claim or using additional sources?

2. SOURCE

Now it’s time to practice evaluating secondary sources with **THE CASE FOR TAMMANY HALL BEING ON THE RIGHT SIDE OF HISTORY**, the first item in your source set. Use the checklist for Evaluating Secondary Sources to read and analyze the source and fill in your graphic organizer. Then you’ll examine a second episode of The Beat showing how the students used the checklist to analyze the same source.



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Skill lessons are also available online. Students can use digital tools to split their screen and view two items side by side for easy application of a checklist.

TEACHER Resource Companion

3



INQUIRY AND RESEARCH SKILL EVALUATING SECONDARY SOURCES

Introduce students to the skill definition and checklist for Evaluating Secondary Sources. Then have students read and annotate the definition and checklist in pairs, in groups, or as a class. Use the discussion questions to gauge students' understanding.

- How can a secondary source be evaluated for relevance? *Does the source directly address the topic or Compelling Question?*
- What does it mean for the author or creator of the source to be credible? *The author or creator is credible if they have expertise in the subject they are writing about.*
- How did the example of the music review connect to the skills? *The students evaluated the relevance of the reviews, examined the credibility of the authors, and acknowledged the limitations of their sources.*

Explain to students that this Chapter Inquiry focuses on the skill of Evaluating Secondary Sources. They will get a chance to practice this skill before applying it to the Inquiry Prompt.

ACADEMIC VOCABULARY

Draw attention to the following academic vocabulary words in the skill:

- **address:** to apply oneself to something; direct one's efforts toward something, such as a question, issue, or problem
- **interpret:** to make sense of and assign a meaning to
- **topic:** the subject matter of a written work, discussion, or conversation

Call on students to share definitions in their own words. Remind students that these words can be used in everyday as well as academic and workplace contexts. Ask students to share examples of how these words might be used in an everyday context. Encourage students to use these vocabulary words in their response.

SKILL MODEL

Project The Beat episode and use the following questions to prompt discussion. Allow students to use the annotation tool to answer the questions before you discuss them as a class. Encourage students to use the annotation tool to note places where the students are using elements of the checklist in their conversation.

- What conclusions do the students come to about the relevance of the podcast on Tammany Hall? *The students decide that the podcast is relevant to the Compelling Question because it talks about the benefits of Tammany Hall, but they acknowledge that the podcast has a smaller focus than the Compelling Question.*
- What limitations do the students identify with the credibility of the source? *The students acknowledge that the source comes from a historian but notice that he doesn't cite any primary sources.*
- How do the students plan to address the limitations of the source? *The students plan to use a primary source and to look at sources that talk about other political machines.*

COMMON MISCONCEPTIONS

Students may think that because secondary sources include encyclopedias, scholarly articles, and published books that the interpretations, arguments, and information in them can be taken at face value.

- It is best practice for secondary-source authors to fact-check their work, provide citations for information used, and address competing arguments to convey a balanced perspective. But authors do not always take these measures.
- All sources have limitations. Even secondary sources written by experts and scholars need to be carefully scrutinized and evaluated for credibility.
- A secondary source may contain inaccurate information, bias, omissions, and missing perspectives.

Academic Vocabulary

Introduce academic terms together with inquiry skills to provide context and a better understanding.

Skill Model

Integrate media into your classroom with discussion prompts for The Beat skill-modeling videos.

Teacher Notes

Teacher notes offer information and questions that empower teachers to go beyond the content in the chapter.

The teacher edition for each skill lesson provides materials to inform and engage students both online and in print.



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 **Inquiry and Research Skill:** Gathering Evidence to Develop Claims

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Ancient Civilization in the Middle East | How did civilizations emerge and develop in the ancient Middle East?

 **Historical Reading Skill:** Analyzing Primary Sources

Inquiry Compelling Question: What is the most important feature of a civilization?

 **Inquiry and Research Skill:** Evaluating Primary Sources

CHAPTER 3

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Ancient Civilization in Asia | How did civilization develop in ancient India and China?

 **Historical Reading Skill:** Analyzing Secondary Sources

Inquiry Compelling Question: What can we learn about Hindu or Buddhist societies from their beliefs about how the world began?

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 **Inquiry and Research Skill:** Determining Helpful Sources

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UNIT 2

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Islamic Civilization and Medieval India | How did Islam influence the medieval world?

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Europe in the Medieval Period | What societal forces shaped the lives of medieval Europeans?

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Asia in the Medieval Period | What were the distinguishing features of East and Southeast Asian societies during the medieval period?

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 **Inquiry and Research Skill:** Evaluating Secondary Sources

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African Empires and Medieval Trade Networks | What role did trade play in the development of African civilizations?

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CHAPTER 10

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UNIT 3

The Early Modern World

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| How did the values of humanism shape Renaissance Europe?

 **Historical Reading Skill:** Analyzing Images and Artwork

Inquiry Compelling Question: What scientific achievement from the Italian Renaissance was most historically significant?

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The Reformation and the Scientific Revolution

| In what ways did the Reformation change life in Europe?

Inquiry Compelling Question: What role did the printing press play in the Protestant Reformation?

CHAPTER 13

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Global Interactions in the Americas and Africa

| How did European exploration during the early modern period impact the lives of people around the world?

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CHAPTER 14

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Global Interactions in Asia and the Pacific

| How did life in East and Southeast Asia change during the 16th through 18th centuries?

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| How did absolutist monarchs shape Europe during the 17th century?

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Revolutions in North America and France | What factors motivated the 18th-century revolutions in North America and in Europe?

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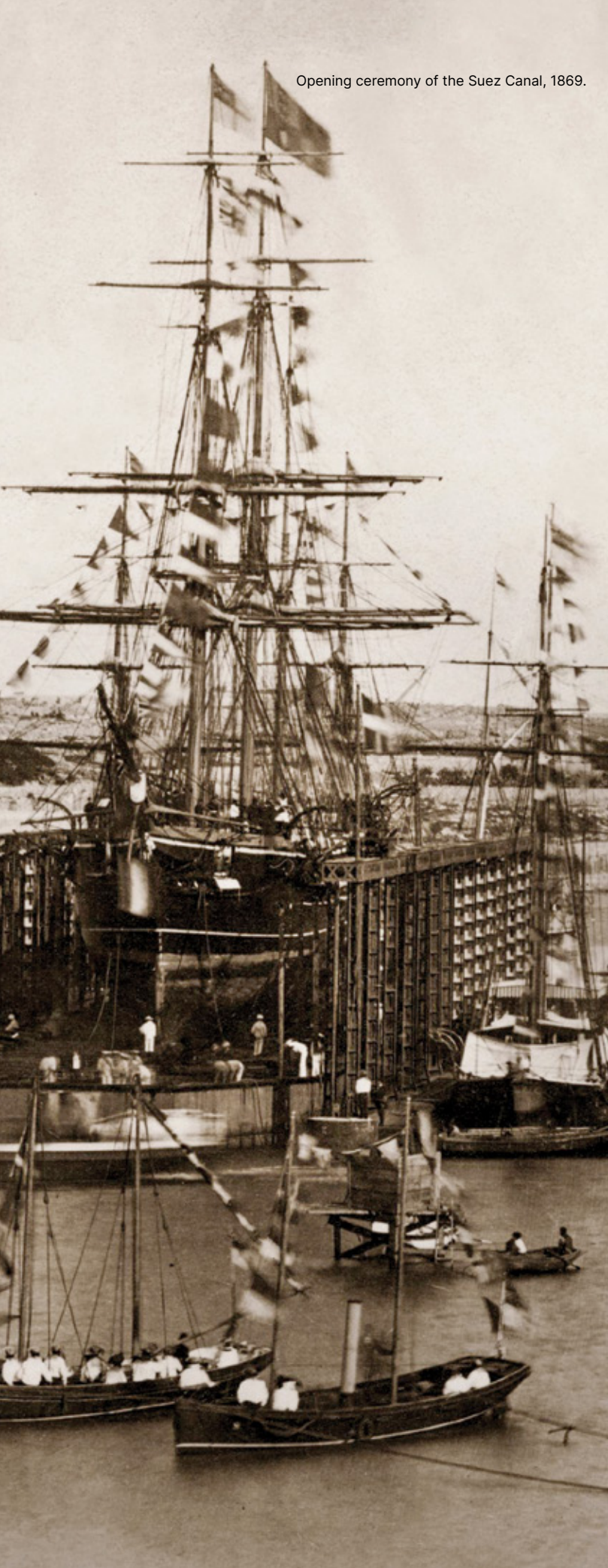
UNIT 5

Nation Building, Imperialism, and War

Unit 5 focuses on key global events and outcomes in late 19th- and early 20th-century world history. From post-independence nation-building in Latin America to imperialism in Africa, Asia, and the Middle East, students will explore a range of primary and secondary sources related to the era. As the devastation of World War I wrought an unprecedented toll, the unit explores the impact of regional and global forces on national identity and how diplomacy and conflict determined the fates of nations. Unit chapters build on prior instruction about political, social, and economic changes in earlier centuries and provide context for the decades ahead.



Opening ceremony of the Suez Canal, 1869.



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2

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UNIT 3
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UNIT 5
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How did independence from European rule impact life in Latin America and Canada?

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How did states in Africa and the Middle East respond to European imperialism in the late 19th and early 20th centuries?

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UNIT 7
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UNIT 8
Developments in the Modern World

654

UNIT PREVIEW

Before you explore the video and time line, ask students to list what they already know about the period of the late 19th and early 20th centuries.

Online

UNIT OPENER

THE VIEW



SKILLS INSTRUCTION AND PRACTICE

FEATURED INSTRUCTIONAL SKILLS

HISTORICAL READING SKILLS

Chapter 25: Analyzing Propaganda

INQUIRY AND RESEARCH SKILLS

Chapter 25: Analyzing Historical Perspectives

SPIRALED PRACTICE AND APPLICATION SKILLS

HISTORICAL READING SKILLS

- Analyzing Auditory and Video Sources
- Analyzing Images and Artwork
- Analyzing Political Cartoons
- Analyzing Propaganda
- Analyzing Secondary Sources

INQUIRY AND RESEARCH SKILLS

- Analyzing Historical Significance
- Communicating Conclusions
- Evaluating Primary Sources
- Identifying and Applying Disciplinary Lenses

1850

China's Qing dynasty is in decline.



1845

1865

1885

European leaders discuss the colonization of Africa at the Berlin Conference.

1885

1857

Sepoys and British troops engage in armed conflict.



CAN'T MISS MOMENTS

CHAPTER 22 | Nation Building and Imperialism in the Americas

🔗 Quick Talk: The Tango

Moments of Transformation: Panama Canal

🔗 Interactive Time Line: Canada's Road to Self-Rule

CHAPTER 23 | Imperialism in Africa and the Middle East

Common Misconceptions: The Treaty of Wichale

Image: Yaa Asantewaa

🔗 Time Tunnel: The Suez Canal

CHAPTER 24 | Imperialism in Asia and Oceania

🔗 Hotspot: Surrender of Pyongyang

🔗 Flipbook: The Indian Mutiny of 1857

Primary Source: Emilio Aguinaldo Political Cartoon

CHAPTER 25 | World War I and the Russian Revolution

Primary Source: Remember Belgium—Enlist To-day

🔗 3D Object: World War I Tanks: Germany vs. Allies

🔗 Quick Talk: Marie Curie

ENDURING THEMES

🏠 ECONOMICS AROUND THE WORLD

How do societies work toward economic goals of stability, equity, and growth?

Empires stretched their influence in the 19th and early 20th centuries to the far reaches of the world. Many colonies seeking self-governance struggled to break free of the economic dependence on markets and trading opportunities that imperial rule created. Consider how leaders of nations around the world weighed the various economic uncertainties that independence would bring. How did different circumstances emerge over time and in different locations? What are some of the ongoing challenges to economic stability and growth?

CONNECTIONS

The Suez Canal

The Scramble for Africa

Lenin's New Economic Plan

↔ CHANGE

How can powerful ideas change a nation's identity and history?

In the 19th and 20th centuries, many nations around the world faced the consequences of modernization and the widening influence of the West. As countries forged diplomatic arrangements for trade and mutual security, ideas of democracy and industrialization also spread. As you read, continue to consider how notions about government and industry influenced the Americas, Africa, Asia, and the Middle East. Which ideas proved influential during this era? How did different cultures interact with popular ideas and global trends?

CONNECTIONS

The Mexican Revolution

Indian Mutiny of 1857

King Mongkut

🌐 DIPLOMACY AND CONFLICT

How do times of diplomacy and conflict differ, depending on perspective?

In an era of rising nationalism and imperialism, relationships between nations were called into question. Arrangements made for the expansion of empires could enact a heavy toll on subjects. The emergence of coalitions began before World War I, and complex military alliances soon escalated the brutal fighting across the globe. Pay attention to how relationships between nations were impacted by war, trade, and imperialism. In what ways did outcomes of the First World War change the relationships between nations?

CONNECTIONS

Roosevelt Corollary in Latin America

Open Door Policy

Mandate System



1898

The U.S. claims victory at the Battle of Manila Bay.



1917

The Russian Communist Party establishes a new communist state.

1905

1896

The Ashanti fight against the British.



1910

Revolution begins in Mexico.

1914

The assassination of an archduke leads to World War I.

1925

CHAPTERS AT A GLANCE



CHAPTER 22 | Nation Building and Imperialism in the Americas

How did independence from European rule impact life in Latin America and Canada?

- Post-Independence Challenges in Latin America
- Changes in Mexico and the United States
- The Making of Canada

Inquiry Compelling Question

How does dance contribute to a nation's identity?

Inquiry and Research Skill Focus:

Identifying and Applying Disciplinary Lenses



CHAPTER 23 | Imperialism in Africa and the Middle East

How did states in Africa and the Middle East respond to European imperialism in the late 19th and early 20th centuries?

- Characteristics of European Imperialism
- Africa
- The Middle East

Inquiry Compelling Question

How did the Zulu people resist colonialism?

Inquiry and Research Skill Focus:

Analyzing Historical Significance



CHAPTER 24 | Imperialism in Asia and Oceania

How did European imperialism impact nations in Asia and the Pacific?

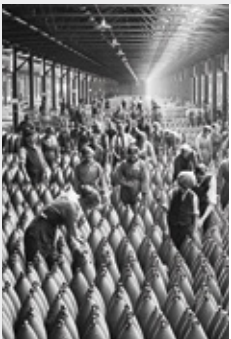
- Imperialism in Asia
- British Rule in India
- China in the Age of Imperialism
- Imperialism in Southeast Asia and Oceania

Inquiry Compelling Question

Why was education policy part of the Qing dynasty's Hundred Days of Reform?

Inquiry and Research Skill Focus:

Analyzing Historical Perspectives



CHAPTER 25 | World War I and the Russian Revolution

How did World War I change Europe?

- World War I Begins
- Fighting the Great War
- End of the War
- Russian Revolution

Inquiry Compelling Question

Why are historical perspectives on the Russian Revolution different?

Historical Reading Skills Instruction:

Analyzing Propaganda

Inquiry and Research Skills

Instruction: Analyzing Historical Perspectives

UNIT PACING OPTIONS

■ Chapter Narrative ■ Chapter Summary ■ Chapter Inquiry

	Narrative or inquiry based on skills placement	All narratives; inquiries with skills	All narratives; all inquiries
SECTION	15 DAYS	20 DAYS	25 DAYS
UNIT INTRODUCTION	1	1	1
CHAPTER 22: NATION BUILDING AND IMPERIALISM IN THE AMERICAS Chapter Narrative <ul style="list-style-type: none"> • Post-Independence Challenges in Latin America • Changes in Mexico and the United States • The Making of Canada Chapter Inquiry	2–4	2–5	2–4 5–7
CHAPTER 23: IMPERIALISM IN AFRICA AND THE MIDDLE EAST Chapter Narrative <ul style="list-style-type: none"> • Characteristics of European Imperialism • Africa • The Middle East Chapter Inquiry	5–7	6–9	8–10 11–12
CHAPTER 24: IMPERIALISM IN ASIA AND OCEANIA Chapter Narrative <ul style="list-style-type: none"> • Imperialism in Asia • British Rule in India • China in the Age of Imperialism • Imperialism in Southeast Asia and Oceania Chapter Inquiry	8–10	10–14	13–15 16–18
CHAPTER 25: WORLD WAR I AND THE RUSSIAN REVOLUTION Chapter Narrative <ul style="list-style-type: none"> • World War I Begins • Fighting the Great War, Historical Reading Skill: Analyzing Propaganda • End of the War • Russian Revolution Chapter Inquiry and Research Skill: Analyzing Historical Perspectives	11–12 13–14	15–16 17–18	19–21 22–23
UNIT REVIEW AND ASSESSMENT	15	19–20	24–25

SCAFFOLDING AND DIFFERENTIATION

Scaffolds and differentiation provide targeted support for three levels of English language learners—beginning, intermediate, and advanced—as well as approaching- and beyond-grade-level readers. Instruction and scaffolds are differentiated based on these levels.

ENGLISH LANGUAGE LEARNERS AND APPROACHING-GRADE-LEVEL READERS

English language learners and approaching-grade-level readers receive scaffolds for every chapter, in both the narrative and Chapter Inquiry. Specific scaffolds are intentionally designed to support the needs of these learners in the social studies classroom, while other scaffolds exist as part of the many standard features in the Traverse digital platform and can be strategically utilized to support students' comprehension and engagement.

LESSON-SPECIFIC SCAFFOLDS	TECH-ENHANCED SCAFFOLDS	TEACHER-PROVIDED SCAFFOLDS
<ul style="list-style-type: none"> Paragraph frames Sentence frames Sentence starters Speaking frames Word banks 	<ul style="list-style-type: none"> Audio with variable speed Leveled text 	<ul style="list-style-type: none"> Reading comprehension strategies Reading comprehension support

BEYOND-GRADE-LEVEL STUDENTS

Differentiation for beyond-grade-level students balances the need for additional enrichment without simply providing extra assignments. Each Chapter Inquiry provides an option for teachers to increase the rigor of the Inquiry Prompt for these students.

CHAPTER	CHAPTER INQUIRY TASK	ENRICHMENT FOR BEYOND-GRADE-LEVEL STUDENTS
22	Create an infographic, poster, collage, or advertisement.	Have students find an additional relevant visual source supporting their arguments on the characteristics that make up a nation's identity and include it with their visuals.
23	Write an essay.	Have students conduct online research to find an additional source that could address the source set's limitations and expand their arguments.
24	Write an essay.	Have students create a collage including one quote from each source and additional imagery of their choice to represent different perspectives on the Compelling Question.
25	Participate in a Socratic Seminar.	Have students conduct online research to identify another historical perspective on the Russian Revolution and consider how it compares to those in the inquiry source set.

ASSESSMENT

Assessment in Traverse builds upon a repeated process that includes instruction, assessment, and review. Teachers regularly assess student progress through formative and summative measures and use the individualized data from those assessments to guide choices about instruction, review, remediation, and enrichment for all students.



1 INSTRUCTION AND FORMATIVE ASSESSMENT

Students have repeated and consistent opportunities for formative assessment throughout each chapter.

- ✓ Vocabulary and Content Knowledge
- ✓ Primary and Secondary Source Analysis
- ✓ Historical Reading, Thinking, and Inquiry and Research Skills
- ✓ Collaborative Learning

2 REVIEW

Use student response data from formative assessment to monitor progress and identify areas for reteaching.

- ✓ Student-Led Review
- ✓ Recursive Vocabulary Practice
- ✓ Chapter Recap
- ✓ Unit Review

3 RETEACH

Opportunities for review appear throughout each chapter and at the end of each unit, with opportunities for student- and teacher-directed review.

TRAVERSE GRADEBOOK

Mastery of skills and standards is tracked via the gradebook, which can be sorted and viewed by assignment, standards, or key terms.

CHAPTER VOCABULARY

Vocabulary terms provide coverage of all unit standards. Students can self-assess mastery of terms in their digital accounts.

ASSESSMENT

4 UNIT ASSESSMENT

The unit assessment can be found in the Unit Review inside your digital teacher account. From there, the digital version can be assigned to students, or a paper-based version can be printed. Have students complete the assessment digitally and use the data to monitor standards mastery and overall student progress.

PART 1 VOCABULARY AND WORLD HISTORY KNOWLEDGE

QUESTIONS: 10

FORMAT: Multiple Choice

CONTENT FOCUS:

- Regionalism in independent Latin American nations
- Darwinism and European imperialism
- Battle of Adwa and Ethiopian independence
- Decline of traditional rulers in Persia
- Russo-Japanese War and the Meiji Restoration
- Treaty of Nanjing
- Siam independence
- Alliance system of World War I
- Wartime technologies of World War I
- Russian Revolution

PART 2 PRIMARY AND SECONDARY SOURCE ANALYSIS

QUESTIONS: 5

FORMAT: Multiple Choice

SOURCE SET



Roosevelt Corollary, Theodore Roosevelt (1904)

CONTENT FOCUS: Roosevelt Corollary

SKILL FOCUS: Analyzing Primary Sources



The Accession of the Queen of India (1858)

CONTENT FOCUS: Sepoy Rebellion

SKILL FOCUS: Analyzing Images and Artwork



As to China, J. S. Pughe (1899)

CONTENT FOCUS: Opium Wars

SKILL FOCUS: Analyzing Political Cartoons



The Schlieffen Plan

CONTENT FOCUS: The Schlieffen Plan

SKILL FOCUS: Analyzing Maps



Winchester Repeating Arms Company

CONTENT FOCUS: Women during World War I

SKILL FOCUS: Analyzing Images and Artwork

PART 3

HISTORICAL READING AND THINKING

QUESTIONS: 5

FORMAT: Tech-enhanced item types: Chart (Drag and Drop), Choice Matrix, Group and Sort, Multiselect, Cloze

CONTENT FOCUS:

- Figures of the Mexican Revolution
- Canadian independence
- First and second Boer Wars
- Muhammad Ali and the modernization of Egypt
- Treaty of Versailles and the war guilt clause

PART 4

DOCUMENT-BASED QUESTIONS

QUESTIONS: 5 + 1 (optional)

FORMAT: Choice Matrix, Short Answer, Cloze, Group and Sort, Multiselect; Essay (optional)

CONTENT FOCUS: The Age of Imperialism

SKILL FOCUS: Analyzing Political Cartoons, Analyzing Primary Sources, Analyzing Maps, Analyzing Political Cartoons, Analyzing Images and Artwork, Analyzing Historical Significance

PROMPT: Based on the information in the sources, what was the historical significance of the economic, political, and social effects of the Age of Imperialism (1870–1914)?

SOURCE SET



The World's Plunderers, Thomas Nast (1885)



An Open Letter to His Serene Majesty Leopold II, King of the Belgians and Sovereign of the Independent State of the Congo, George Washington Williams (1890)



Spheres of Influence (1850–1914)



A Tamed Tiger, Sir Colin Campbell (1858)



Railway Across the Mekong (circa 1893)

WHAT'S NEXT?

Assessment results can be viewed by item, standard, and skill to monitor mastery and make decisions for upcoming instruction.

RETEACH chapter content or skills that students have not yet mastered.

REVISE your teaching plan to provide more or less explicit instruction into a skill, topic, or source.

REGROUP students and levels of scaffolding based on progress.

25

World War I and the Russian Revolution



Weapons warehouse during World War I, Nottinghamshire, England.

CHAPTER OVERVIEW

CHAPTER OBJECTIVES

1. Identify the causes of World War I.
2. Describe the characteristics and main events of World War I, including the role of technology.
3. Assess the intentions, successes, and failures of the Paris Peace Conference.
4. Explain the changes that came to Russia as a result of the Russian Revolution.
5. Participate in a Socratic Seminar about why historical accounts of the Russian Revolution differ by analyzing historical perspectives and evaluating primary sources.



SKILL INSTRUCTION AND PRACTICE

Chapter 25 Instructional Skills

Analyzing Propaganda
Analyzing Historical Perspectives

Practice and Application Skills

Analyzing Cause and Effect
Analyzing Historical Significance
Analyzing Primary Sources
Analyzing Secondary Sources
Evaluating Primary Sources



CHAPTER QUESTION

How did World War I change Europe?

CHAPTER CONTENTS

CHAPTER OVERVIEW

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PRIMARY AND SECONDARY SOURCES

Archduke of Sarajevo: The Romance and Tragedy of Franz Ferdinand of Austria pg. 481

Remember Belgium—Enlist To-day pg. 482

Historical Reading Skill: Analyzing Propaganda pg. 483

Treaty of Versailles pg. 484

All-Ukrainian Peasant Congress on Ukrainian Autonomy pg. 486

The Working Class under the Bolshevik Dictatorship pg. 488

Perspectives on the Russian Revolution pg. 489

A Princess in Exile pg. 490

History of the Russian Revolution pg. 491

CHAPTER INQUIRY

pg. 492

CHAPTER PLANNING AND PACING

CHAPTER PACING OPTIONS

OPTION A Balanced Approach **OPTION B** Inquiry-Focused Approach **OPTION C** Narrative-Focused Approach

Suggested Grouping	
WG	Whole Group
SG	Small Group
IND	Individual

SECTION	FEATURES	OPTION A	OPTION B	OPTION C
CHAPTER NARRATIVE	Chapter Overview	DAY 1	Homework	DAY 1
	World War I Begins			
	Fighting the Great War			
	End of the War	DAY 2		DAY 2
	Russian Revolution			
	Chapter Review			
	Echoes of History	DAY 3		DAY 1
	CHAPTER INQUIRY	Compelling Question		DAY 3
Skill: Analyzing Historical Perspectives		DAY 2		
Source Set				
Communicating Conclusions: Analyze Multiple Perspectives		DAY 4	DAY 3	Homework

SCAFFOLDING AND DIFFERENTIATION



These icons identify differentiation strategies and scaffolded support for a variety of students. See the digital lesson plan for additional differentiation strategies and scaffolds.

ENGLISH LANGUAGE LEARNERS

APPROACHING GRADE LEVEL

BEYOND GRADE LEVEL

🔗 Online

A summary, 🎧 audio recording, and 🧠 proficiency-leveled version of this chapter are available digitally.

ENDURING THEMES

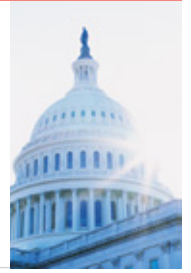
DIPLOMACY AND CONFLICT

- How have the actions of countries impacted each other?
- How have countries addressed international conflicts?




GOVERNMENT

- To what degree are established political ideas and systems fixed? In what ways are they still evolving?
- How do governments react to crises?

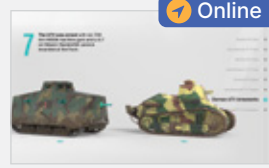


CHAPTER MEDIA



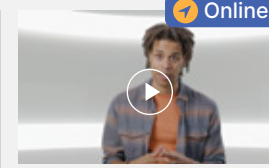
Online

Hotspot
Bravo Belgium




Online

3D Object
**World War I Tanks:
Germany vs. Allies**



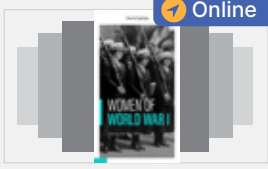
Online

Quick Talk
Marie Curie



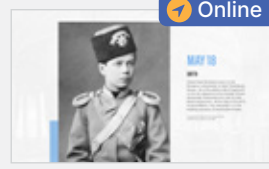
Online

Explainer Video
Mandate System



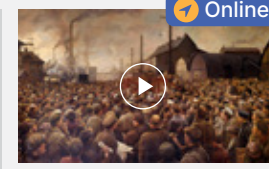
Online

Flipbook
Women of World War I



Online

Interactive Time Line
Tsar Nicholas II



Online

Explainer Video
**Lenin's New Economic
Policy**

CHAPTER SUMMARY

BACKGROUND

- In the second half of the 19th century, major political changes strained the Concert of Europe—a series of diplomatic agreements to maintain peace and a balance of power after the fall of Napoleon. Italy and Germany unified after nationalist wars and spurred senses of nationalism in the region.
- European powers began to push for control of colonies in Africa, Asia, and the Middle East, which led to increasing tensions among nations.
- These imperialist and nationalist tensions would continue to build until 1914, when conflict in the Balkans would result in World War I, ending the Concert of Europe and forever changing the face of European politics.

By the early 20th century, Europe had become consumed by imperial and economic rivalry and a growing sense of **militarism**. In this atmosphere of tension, nations formed **alliance systems** for mutual protection against competing nations. Formed for security, these alliances increased the likelihood that regional conflicts could escalate into large-scale war. In the Balkans, fierce nationalism inspired by **Pan-Slavism** and hostility between Russia and Austria-Hungary created a situation so tense it was called the “Balkan powder keg.” The situation exploded in 1914, when Serbian **Gavrilo Princip** assassinated **Archduke Franz Ferdinand**. Austria-Hungary declared war on Serbia, triggering a series of alliances that mobilized nations across Europe. Soon the **Central powers** and the **Allied powers** were at war.

The brutal fighting in the Great War, later called **World War I**, was characterized by new wartime technologies and **trench warfare**. The conflict lasted four years. Most of the fighting took place in Europe, but the war became a global conflict, with fighting

around the world. The United States first remained neutral but entered the war after Germany sank the *Lusitania* and three American ships. A proposed Mexican-German alliance was also instrumental in the decision of the U.S. to enter the war. The United States' entry boosted Allied morale and helped secure victory, and on November 11, 1918, the **armistice** established a truce. Creating a framework for lasting peace would be difficult. American president Woodrow Wilson's **Fourteen Points** plan proposed the idea for a **League of Nations** and focused on **self-determination**, an inspiring concept for colonial independence movements but an open question for Europe's imperialist goals.

In January 1919, 30 nations attended the **Paris Peace Conference** at Versailles. Disputes over how to treat Germany made agreements difficult to reach. The eventual **Treaty of Versailles** placed all the blame on Germany and forced the Germans to pay reparations. A **mandate system** divided Germany's former territories among the Allies. The war and its aftermath reshaped global politics. European resources were drained, and the United States gained power. Empires collapsed and countries reeled from mass casualties, caused also by the **1918 influenza pandemic**. The devastation challenged the previously optimistic view of European society, and in some areas of Europe, resentment grew.

In Russia before the war, the peasants and the working class rebelled, and though **Tsar Nicholas II** established the **Duma** to support them, he later dissolved it for fear of losing power. **Grigori Rasputin's** influence on the royal family only worsened the public's mistrust. In 1917, with the Great War ongoing, the tsarist government collapsed. **Alexander Kerensky** led a provisional government, while two socialist revolutionary groups vied for power: the Marxist **Bolsheviks**, or **soviets**, and the more moderate **Mensheviks**. In 1918, the Bolsheviks, led by **Vladimir Lenin**, claimed power and signed the **Treaty of Brest-Litovsk**, leaving the war. Aided by **Leon Trotsky's** military leadership and the **Cheka**, the Bolsheviks had total control of Russia by 1921. A year later, Lenin's new Communist Party established the Union of Soviet Socialist Republics, or USSR.

CHAPTER NARRATIVE INSTRUCTIONAL RESOURCES

Online

Additional resources and activities are available in your digital teacher edition.

World War I Begins | How did conditions in Europe contribute to the outbreak of World War I?



Subsection Topics

- Formation of Alliances
- Imperial Rivalries
- Growing Militarism
- The Role of Nationalism
- The Outbreak of War

Section Vocabulary

alliance system, Allied powers (World War I), Franz Ferdinand, Central powers, Gavrilo Princip, militarism, Pan-Slavism, propaganda, Schlieffen Plan

DISCUSSION QUESTIONS

HOTSPOT: BRAVO BELGIUM

- Which historical event is this political cartoon describing? *The political cartoon depicts the German invasion of Belgium at the beginning of World War I.*
- How might this cartoon act as propaganda encouraging the British Empire to go to war? *Answers may vary but could discuss how it shows Germany as a bigger, stronger aggressor and Belgium as a smaller boy who needs help.*
- What makes this propaganda as opposed to a neutral depiction of what was happening? *Answers may vary but could discuss that it uses exaggerated caricatures to represent each country instead of really representing opposing forces, that it does not include any facts but is instead trying to convey an emotional message, or that it has a pro-Belgium slant.*



Online

MOMENTS OF TRANSFORMATION

Many of the leaders of Europe knew each other personally and spoke directly to one another in attempts to resolve the problem diplomatically.

- Kaiser Wilhelm II of Germany and Tsar Nicolas II of Russia were cousins. During Russia's mobilization, the kaiser sent a telegram to the tsar. He wrote, "The peace of Europe may still be maintained by you, if Russia will agree to stop the military measures which threaten Germany and Austria-Hungary." However, Nicolas continued to mobilize Russian troops. Within a month, Germany invaded Belgium.
- **Extend Thinking:** How did the actions of Kaiser Wilhelm II and Tsar Nicolas II transform Europe?

WORLD WAR I BEGINS

FIGHTING THE GREAT WAR

END OF THE WAR

RUSSIAN REVOLUTION

INQUIRY

PRIMARY SOURCE

ARCHDUKE OF SARAJEVO: THE ROMANCE AND TRAGEDY OF FRANZ FERDINAND OF AUSTRIA

Please be advised that the following source contains graphic descriptions of violence.

THINK LIKE A HISTORIAN: SOURCING INFORMATION

Summary: This first-person account describes in detail the moments when Archduke Franz Ferdinand and his wife Sophie were hit by an assassin's bullets, including the couple's reported final words and actions.

Purpose: Count Franz von Harrach's purpose is to provide a personal account of an extremely consequential assassination, which played a key role in the outbreak of the First World War.

Intended Audience: This eyewitness testimony was intended for a general audience as a way to give the public an inside look at the events that the author witnessed.

Source Considerations: Count Franz von Harrach served as the archduke's bodyguard and was on the running board of the car when the assassin's bullets struck. His firsthand description of the couple's deaths would therefore seem credible, though the accuracy of the archduke's heroic final words cannot be verified.

READING COMPREHENSION SUPPORT

ELL

Genre: Discuss with students the nature of first-person accounts. Encourage them to consider the power of statements from eyewitnesses as well as the extent to which one person's memories should be trusted.

Organization: Discuss with students the chronological structure of this account. Ask students to create a time line of the assassination and its aftermath, as described by Count Franz von Harrach, to help them understand the sequence of events.

READ, COMPREHEND, AND DISCUSS

- What are two quotes from the source that reflect Count Franz von Harrach's perspective on the assassination of Archduke Franz Ferdinand? *Answers will vary but might include "I had no idea that she too was hit and thought she had simply fainted with fright" or "I seized the Archduke by the collar of his uniform, to stop his head dropping forward and asked him if he was in great pain. He answered me quite distinctly, 'It is nothing!'"*
- What is the impact of von Harrach's account? *Answers will vary but might discuss how von Harrach's account evokes the surprise and terror of the event, conveys the archduke's heroism, and engenders sympathy for the royal couple.*

🔗 Online option



HISTORICAL READING SKILL | Analyzing Primary Sources

Which of the following messages was Count Franz von Harrach trying to convey in his account of the assassination?

C. Correct. Von Harrach asks the archduke if he is in pain, and the archduke, as he is dying, deflects his own pain, bravely insisting, "It is nothing."

Go online for immediate student response data that you can use to monitor progress, adjust your teaching plan, or reteach important information.

Fighting the Great War | What factors shaped the events of World War I?



Subsection Topics

- Tactics and Technology
- Widening of the War
- The Impact of Total War
- The Road to Armistice

Section Vocabulary

Armenian Genocide, armistice, Fourteen Points, League of Nations, *Lusitania*, self-determination, trench warfare, World War I

DISCUSSION QUESTIONS

Online

3D OBJECT: WORLD WAR I TANKS: GERMANY VS. ALLIES

- What were some differences between German and Allied tanks? *The German tank was larger and held more soldiers. The Allied tank operated with only two soldiers.*
- How do you think seeing tanks and other new military technologies affected the morale of soldiers on the front lines? *Answers will vary but could discuss soldiers facing them for the first time feeling fear and confusion, harming morale. They could also discuss how friendly soldiers might feel excited that the new technology could help bring the war to a close and boost morale.*
- What circumstances led the United States to enter World War I? *The United States, while formally neutral at the outset of the war, traded heavily with the Allied powers. Events such as the sinking of the *Lusitania* and the Zimmermann note pushed the United States closer to the Allied powers.*



COMMON MISCONCEPTIONS

Trench warfare was not new to World War I; it was originally developed in the 1600s by French engineer Sébastien Le Prestre de Vauban to help attacking armies approach enemy fortresses during sieges.

- The technique was adopted for defensive use against enemy machine guns and naval artillery—bombardment from the main guns of naval vessels—during the American Civil War and the Crimean War. European militaries quickly introduced advancements: digging the trenches in a zigzag pattern prevented a single enemy gunner from being able to fire down the entire trench, dugouts provided additional protection from artillery, and blind alleys were built in to disorient advancing enemy soldiers.
- **Extend Thinking:** How does this understanding of trench warfare impact your understanding of history?

WORLD WAR I BEGINS

FIGHTING THE GREAT WAR

END OF THE WAR

RUSSIAN REVOLUTION

INQUIRY

PRIMARY SOURCE WITH HISTORICAL READING SKILL

REMEMBER BELGIUM—ENLIST TO-DAY

THINK LIKE A HISTORIAN: SOURCING INFORMATION

Summary: This source is a 1915 British army recruitment poster intended to increase anti-German sentiments by illustrating the atrocities committed by the German army as it invaded Belgium in the summer of 1914.

Purpose: The poster's purpose was to recruit soldiers into the British army to retaliate against German aggression towards Belgium.

Intended Audience: Men of military age are the intended audience for this poster, but it was also meant for a wider British audience to gain support for the war effort.

Source Considerations: Great Britain did not have mandatory conscription until 1916. The Parliamentary Recruitment Committee was created at the start of the war, headed by British Prime Minister Herbert Asquith, and focused on appealing to men's sense of honor, dignity, and patriotism through propaganda posters.

Genre: Students may need context to understand the use of recruitment posters. Explain that recruitment posters were a form of propaganda that not only inflamed public sentiments but were also used as a call to action.

Style: Some students may need support identifying elements of the poster. Ask them to discuss why the artist included images of a fleeing woman and child and what people may have concluded about this detail.

ANALYZE AND DISCUSS

- What examples of symbolism does the artist use? *Answers will vary, but students should indicate that the artist illustrates a burning village, a fleeing woman and child, and a determined soldier as symbols.*
- Using these examples, what conclusions can you draw about the artist's message? *Answers will vary, but students may indicate that the artist believed that the German military behaved barbarically, attacking unarmed civilians instead of military targets in Belgium.*



HISTORICAL READING SKILL ANALYZING PROPAGANDA

Before students analyze “Remember Belgium—Enlist To-day,” provide the skill lesson on Analyzing Propaganda. Have students read the definition, checklist, and model.

Have students use the checklist to analyze propaganda. They should collect their thoughts in the graphic organizer.

Depending on the needs of your class, this activity could be facilitated as whole-group, small-group, or individual learning. Use the following example for your model:

- **Observation:** I can see women and children running from a burning farm in the background.
- **Inference:** I can infer that the propagandist wants me to think the citizens of Belgium were the main targets of Germany's invasion.
- **Question that goes beyond:** I wonder what conscripts thought of those who enlisted voluntarily to fight.

ACADEMIC VOCABULARY

Draw attention to the following academic vocabulary words in this skill:

advance: (n.) the act of moving forward, as toward a goal

goal: what a plan is intended to achieve

technique: a practical method applied to some particular task

Call on students to share a definition in their own words.

Remind students that these words can be used in everyday as well as academic and workplace contexts.

Ask students to share examples of how these words might be used in an everyday context. Encourage students to use these vocabulary words in their response.

End of the War | What were the aims of the Paris Peace Conference, and what issues with lasting peace still lingered?



Subsection Topics

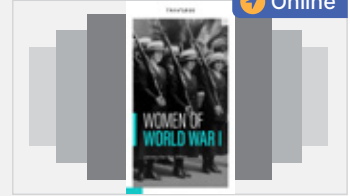
- The Paris Peace Conference
- The Treaty of Versailles
- Effects of the Peace Settlements
- The Legacy of the War

Section Vocabulary

1918 influenza pandemic, David Lloyd George, Georges Clemenceau, mandate system, Paris Peace Conference, Treaty of Versailles

DISCUSSION QUESTIONS

Online



FLIPBOOK: WOMEN OF WORLD WAR I

- How did women participate in the war effort? *Women participated in all parts of the war effort, from the front lines to growing food, though this did differ from country to country.*
- Why do you think people were encouraged to grow their own food and avoid buying certain products? *Answers may vary but should discuss that it was so those resources could be used for the war.*
- To what extent was women's participation in the war effort reflective of their social status at the time? *Answers will vary but may include that in many places, women were still limited in what roles they could fulfill in society. Rather than serve in combat, for example, they served as nurses.*

CONTEMPORARY CONNECTIONS

The effects of the Paris Peace Conference continued into the 21st century.

- Germany did not finish making payments on its war debt until 2010. At the end of the war, the kaiser was forced to abdicate and his family was exiled from Germany. Much of the property owned by the royal family, including castles, land, and other personal possessions, was seized. For years the kaiser's descendants petitioned the German government for the return of these items. Finally, in 2023, the descendants dropped their request.
- **Extend Thinking:** Why does understanding the effects of the Paris Peace Conference remain important to this day?

WORLD WAR I BEGINS

FIGHTING THE GREAT WAR

END OF THE WAR

RUSSIAN REVOLUTION

INQUIRY

PRIMARY SOURCE

TREATY OF VERSAILLES

THINK LIKE A HISTORIAN: SOURCING INFORMATION

Summary: The Treaty of Versailles was signed in June 1919, officially ending World War I, and set parameters for the peace to follow. In this section, the Allies named Germany the main aggressor and demanded compensation for losses and damages from the war.

Purpose: This source, as part of the larger Treaty of Versailles, provides the expectations and process of restitution to be made by Germany following World War I.

Intended Audience: The countries participating in the Paris Peace Conference in which the Treaty of Versailles was developed and signed were the primary intended audience.

Source Considerations: Germany fiercely criticized the treaty, claiming it was forced upon them when they knew they could never pay the full reparation amount without wrecking their economy, an outcome which did occur. The harsh punishments of the reparations and making Germany assume full responsibility for the war paved the way for the rise of militarism and deep resentment in the 1930s in Germany, which led to World War II.

READING COMPREHENSION SUPPORT

ELL

Style: Some students may be challenged by the long, complex sentences in this legal document. Encourage them to use the annotation tool to identify specific passages that may be problematic and summarize those passages as they read.

Vocabulary: Some students may find some of the vocabulary difficult, including *diminutions*, *forthwith*, and *per annum*. Encourage them to use an online dictionary to look up the meaning of each word.

READ, COMPREHEND, AND DISCUSS

- What is a quote from the source that reflects the perspective of the Allied powers regarding Germany? *Answers will vary but might include, "The Allied and Associated Governments affirm and Germany accepts the responsibility of Germany and her allies for causing all the loss and damage to which the Allied and Associated Governments and their nationals have been subjected as a consequence of the war imposed upon them by the aggression of Germany and her allies."*
- How would you summarize that quote in your own words? *Answers will vary, but students should indicate that the Allied powers blame Germany for the damage inflicted during the war and expect compensation for the destruction.*

Online option



HISTORICAL READING SKILL | Analyzing Primary Sources

Determine whether each item is supported (S) or not supported (N) by evidence in the text.

- N** 1. The Reparation Commission has until May 1, 1920, to define the amount of damage caused by Germany.
- S** 2. Germany will compensate for all damages done to the civilian population of the Allied Nations and Associated Powers.
- N** 3. This section of the treaty includes the formation of a League of Nations.
- S** 4. A Reparation Commission will draw up a schedule of payments.
- S** 5. The Reparation Commission will decide the amount of the damage for which compensation has to be made.
- N** 6. Germany can appeal any part of this agreement.

Go online for immediate student response data that you can use to monitor progress, adjust your teaching plan, or reteach important information.

Russian Revolution | What led to the Russian Revolution, and what were the results?



Subsection Topics

- Background to the Revolution
- Lenin and the Bolsheviks
- Civil War in Russia
- Victory of the Communists

Section Vocabulary

Alexander Kerensky, Bolsheviks, Cheka, Duma, Grigori Rasputin, Leon Trotsky, Mensheviks, New Economic Policy, soviet, Treaty of Brest-Litovsk, Tsar Nicholas II, Tsarina Alexandra, Vladimir Lenin

DISCUSSION QUESTIONS

INTERACTIVE TIME LINE: TSAR NICHOLAS II

- How do the events of Bloody Sunday reflect the condition of Tsar Nicholas II's rule? *Answers may vary, but primarily the events of Bloody Sunday show the lack of concern about the well-being of workers and peasants and the lack of control that the tsar had over the governance of the empire. Answers may also suggest that Bloody Sunday reflects the violence of the tsar's rule.*
- Why did the public lose faith in the rule of the tsar? *Answers could include the poverty and difficult working conditions of commoners, even before World War I; the events of Bloody Sunday; the toll of World War I on the people; and Tsar Nicholas's failure in the Russo-Japanese War.*
- **Inquiry Connection:** Were the people of Russia helped by the country becoming a constitutional monarchy? *Answers will vary. Students may explain the difference between unlimited and constitutional monarchy. They could suggest that the decision may have given peasants more of a voice but ultimately upheld the tsarist regime. Students might also describe some of the problems that plagued Russia in the years leading up to 1917.*



Online

MULTIPLE PERSPECTIVES

Joseph Stalin and Leon Trotsky had differing visions for the future of the Soviet Union and socialism overall.

- Trotsky, like Lenin, believed that a permanent, global revolution was needed in order to successfully implement socialism. They believed that an individual socialist country would still be heavily affected by a global, capitalist market. Stalin, however, believed in the concept of “socialism in one country,” in which a nation could successfully implement socialism without depending on others. Ultimately, Stalin’s viewpoint was implemented as he consolidated power in the years after Lenin’s death.
- **Extend Thinking:** What are the potential benefits of having differing perspectives among political leaders?

WORLD WAR I BEGINS

FIGHTING THE GREAT WAR

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INQUIRY

PRIMARY SOURCE

ALL-UKRAINIAN PEASANT CONGRESS ON UKRAINIAN AUTONOMY

THINK LIKE A HISTORIAN: SOURCING INFORMATION

Summary: Ukraine’s Peasant Rada passed a resolution in June 1917 joining the Ukrainian Central Rada in petitioning the provisional Russian government for Ukrainian autonomy, the creation of a more democratic governing structure in Russia, and the “Ukrainianization” of public institutions.

Purpose: The resolution’s main purpose is to advocate for increased Ukrainian autonomy within a more democratic provisional Russian government.

Intended Audience: The Peasant Congress seeks to send a strong message to the Russian Provisional Government, reinforcing the Ukrainian Central Rada’s calls for greater Ukrainian autonomy.

Source Considerations: This document was issued during a time of great political upheaval in the Russian Empire, following the February Revolution of 1917 and still in the midst of World War I. While Ukraine initially made progress with the Russian Provisional Government, the landscape would shift again dramatically following the October Revolution of 1917.

READING COMPREHENSION SUPPORT

ELL

Style: Students may find the syntax of this source complex and circuitous. Encourage students to break long sentences into smaller chunks and reread them as necessary to improve comprehension.

Vocabulary: Students may not know the meaning of *solicitation* as it is used in this context. By consulting either an online dictionary or thesaurus, encourage students to find a synonym for the word, such as *petition*.

READ, COMPREHEND, AND DISCUSS

- Why did the All-Ukrainian Peasant Congress pass this resolution? *Answers will vary but may include that the All-Ukrainian Peasant Congress wanted to advocate for Ukrainian rights and national self interest, especially the establishment of Ukraine as an autonomous region within a more democratic Russia.*
- What detail in the source shows that purpose? *Answers will vary but may include evidence from the source, such as “the region can be saved from ruin only by the establishment in Russia of a federative-democratic republic with the national and territorial autonomy of the Ukraine and a guarantee of rights to national minorities.”*



HISTORICAL READING SKILL | Analyzing Primary Sources

Determine whether each item is a demand (D) of the First All-Ukrainian Peasant Congress or a proposed action (A) it wants the Ukrainian Central Rada to take.

- D 1. autonomy for Ukraine
- A 2. draft a statement on autonomy
- D 3. recognition of Ukrainian territory
- A 4. invite all public organizations to work towards Ukrainian autonomy
- A 5. convene a congress of representatives from other regions interested in democracy
- D 6. recognition of minority rights

Go online for immediate student response data that you can use to monitor progress, adjust your teaching plan, or reteach important information.

SYNTHESIZING INFORMATION

- How did the Triple Alliance and Triple Entente cause the assassination of Archduke Franz Ferdinand to result in the invasion of Belgium by Germany? *Because Serbia was allied with Russia, when Austria-Hungary began to prepare for war, Russia began to mobilize. Germany, a member of the Triple Alliance with Austria-Hungary, would have to protect Austria-Hungary from Russia. Germany also knew that France and Russia had a similar relationship in the Triple Entente, so they decided to invade France to keep them from entering the war on Russia's side.*
- What major changes at the turn of the century increased tensions between the major powers of Europe? Why? *Improved technology increased tensions because each power saw what the others were capable of and felt a need to keep up in case they went to war. Colonial expansion increased tension as countries tried to keep their rivals from expanding their holdings or tried to seize holdings for themselves.*
- How did new technologies shape the western front? *Machine guns and artillery made trench warfare essential to prevent the wholesale slaughter of troops on the battlefield.*
- What were the major outcomes of the Treaty of Versailles? *It returned territory Germany had conquered, blamed Germany solely for the war and forced the Germans to pay reparations, and established the League of Nations.*
- Several groups were upset by the outcomes of the Paris Peace Conference. Who were they, and why were they upset? *Germany was upset about the harsh penalties they received because the war was blamed on them; Japan, Italy, Russia, and China were upset because they were not given adequate representation at the conference, so their wants were not addressed; and many colonial nations were upset that they were not given independence.*
- What major reforms did communist revolutionaries in Russia bring about? *They overthrew the monarchy, withdrew from World War I, nationalized the major industrial and agricultural resources of the empire, seized properties from the nobles and the church and distributed them to the people, replaced the Russian government with the soviet system, and dismantled the Orthodox Church.*
- How did World War I shape the events of the Russian Revolution? *Though there was already dissent against the tsarist rule before World War I, the war led to the public having lower morale and less faith in the ruling family. It also led to the foreign powers participating in the Russian Civil War on the side of the tsars.*

PRIMARY AND SECONDARY SOURCES

WORLD WAR I BEGINS

FIGHTING THE GREAT WAR

END OF THE WAR

RUSSIAN REVOLUTION

INQUIRY

PRIMARY SOURCE

THE WORKING CLASS UNDER THE BOLSHEVIK DICTATORSHIP

THINK LIKE A HISTORIAN: SOURCING INFORMATION

Summary: In this source, the Menshevik Party explains their belief that there is a misguided version of socialism under the Bolsheviks in Russia. They claim it is their mission to communicate this to socialists in western Europe who misperceive what is happening in Leninist Russia.

Purpose: Concerned that socialists outside of Russia had an inaccurate picture of Bolshevik Russia, the Menshevik Central Committee issued this report to share its views on Lenin's Russia.

Intended Audience: This report addresses members of Second International—a federation of socialists—and other Western socialist parties.

Source Considerations: In its 1912 Basel Manifesto, the Second International outlined the duty of the working class to prevent war or to expedite its end should a war occur. Lenin disagreed with the idea of pacifism, feeling that war would exist as long as class rule endured. The Mensheviks—opposed to war and willing to work alongside the bourgeois class to realize their objectives—may have felt a camaraderie with the Second International for this reason.

READING COMPREHENSION SUPPORT

ELL

Genre: Students may overlook the significance of this report and its addressees. Explain that the testimony presented in this source constitutes a small percentage of non-Bolshevik-sourced information that penetrated the Russian border.

Vocabulary: Students may struggle to differentiate between the two parties' versions of socialism—the Mensheviks' liberal-minded version of democratic socialism versus the Bolsheviks' revolutionary version of socialism. Encourage them to research these different perspectives.

READ, COMPREHEND, AND DISCUSS

- What is the Menshevik Central Committee's central claim? *The Menshevik Central Committee's central claim is that the news of Russia's flourishing socialism under Lenin is incomplete and distorted due to Lenin's monopoly on communication.*
- What is a piece of evidence the Menshevik Central Committee uses to support this claim? *Answers will vary but may include: "It is our duty to show how this supposedly Socialist government brings disgrace on the very word socialism and discredits the proletariat in whose name it performs its outrages and whose will it ostensibly fulfills."*

Online option



INQUIRY AND RESEARCH SKILL | Analyzing Historical Perspectives

Match the correct sourcing information to each source analysis element. Then, considering the Compelling Question, explain the significance of each element.

- B** 1. date of creation
- C** 2. creator
- A** 3. audience
- E** 4. what this source provides
- D** 5. what this source does not provide

Go online for immediate student response data that you can use to monitor progress, adjust your teaching plan, or reteach important information.

SECONDARY SOURCE

PERSPECTIVES ON THE RUSSIAN REVOLUTION

THINK LIKE A HISTORIAN: SOURCING INFORMATION

Summary: This source explores the perspectives of different historians on the background and objectives of the two political parties that emerged during the Russian Revolution.

Purpose: The source is an exploration of the various factions who overthrew the Russian Empire in order to paint a more nuanced, wholistic portrait of the Russian Revolution and its participants.

Intended Audience: This Traverse article was created for educational purposes.

Source Considerations: This source provides a very general background of the aims and origins of the Bolshevik and Menshevik political parties. Leon Trotsky believed that socialism as a movement required a worldwide revolt, creating a united, global proletariat actively overthrowing capitalist states. The Mensheviks thought socialism should be brought about by gradual reform in cooperation with the capitalist bourgeoisie class.

READING COMPREHENSION SUPPORT

ELL

Organization: Students may overlook the imbalance between Menshevik and Bolshevik perspectives reviewed in this source. Discuss with them the historical significance and possible reasons behind the limited number of firsthand accounts from the minority Menshevik Party.

Vocabulary: Students may struggle with the concepts of socialism, capitalism, and communism. Encourage them to create a graphic organizer in which to record the main dogmas of each system. This may be done through individual research or class lecture.

READ, COMPREHEND, AND DISCUSS

- What is the article's central claim? *The article's central claim is that when studying a complex historical event such as the Russian Revolution, historians should read firsthand accounts written by the individuals or groups who could not yet, at the time, know the consequences or outcomes of their actions and belief systems.*
- What is a piece of evidence used to support the central claim of the article? *Answers will vary but might include: "The party used military force to take control of the government. However, Trotsky worried about the revolution's consequences" or "Trotsky feared the peasants would rebel against the proletariat and cause additional conflict."*

Online option



HISTORICAL READING SKILL | Analyzing Historical Perspectives

Identify each ideology as either Bolshevik (B) or Menshevik (M).

- M** 1. hoped to achieve socialism gradually under a parliamentary democracy
- B** 2. hoped to unite and empower the working classes through revolutionary acts
- B** 3. Communist Party within Russia
- M** 4. Socialist Party within Russia

Go online for immediate student response data that you can use to monitor progress, adjust your teaching plan, or reteach important information.

PRIMARY SOURCE

A PRINCESS IN EXILE

THINK LIKE A HISTORIAN: SOURCING INFORMATION

Summary: The Grand Duchess Marie discusses her perspective on the armistice of November 1918 and how it might impact both her extended family members living in exile and the people still residing in Russia under Bolshevik rule.

Purpose: This source serves to provide a firsthand account of Marie, a member of the Russian upper class, as she reflects on her life in exile during the Russian Revolution.

Intended Audience: This memoir was published in 1932 to be read by a general audience—specifically those interested in the

Bolshevik assumption of power and the fall of Russia's imperial dynasty.

Source Considerations: Grand Duchess Marie fled Petrograd, Russia, in July 1918. She found initial refuge in Moldova alongside the Romanian king and queen, who later offered her an apartment in Cotroceni Palace in Bucharest. Her brother Dmitri, initially exiled in Persia, was assisted by a British diplomat in relocating to London. The political beliefs of Marie's family led to turmoil during the fall of the dynasty; however, their social class influenced the assistance they received from foreign monarchs and government officials after their escape from Russia.

READING COMPREHENSION SUPPORT

ELL

Genre: Students may not recognize this source as a memoir—an interpretation of historical events as the author experienced them. Lead a discussion with students regarding the historical value of reading a memoir.

Organization: This text is a short excerpt from a much longer work about the Grand Duchess Marie's life. Students may need to be reminded that this excerpt allows them to focus on a specific section of the text, but information that might appear to be missing may exist in the complete text.

READ, COMPREHEND, AND DISCUSS

- When was this source created? *This source was published in 1932.*
- Why is the date of creation significant when evaluating the source's usefulness in demonstrating the impact of the Russian Revolution? *The date of creation means that this source is useful in showing both the immediate response of the grand duchess to exile as well as any long-term effects it had on her life. The fact that this was published nearly 15 years after she fled Russia means that she had considerable time to reflect on her experiences. However, the source discusses the Russian Revolution solely from the perspective of a member of the privileged upper class.*

Online option



INQUIRY AND RESEARCH SKILL | Analyzing Historical Perspectives

Match each event with the effect it had on Marie, the Grand Duchess of Russia.

- B.** 1. Alexander Kerensky and the provisional government discredited Marie's extended family on the world stage.
- C.** 2. The Bolsheviks placed members of the opposing party in prisons and gulags.
- A.** 3. The First World War ended in an armistice, and both sides agreed to a ceasefire.

Go online for immediate student response data that you can use to monitor progress, adjust your teaching plan, or reteach important information.

PRIMARY SOURCE

HISTORY OF THE RUSSIAN REVOLUTION

THINK LIKE A HISTORIAN: SOURCING INFORMATION

Summary: In this excerpt from *History of the Russian Revolution*, Leon Trotsky reflects on the magnitude of the October and February Revolutions in replacing the Russian Empire and the transformation of the mass consciousness that ignited the path toward its overthrow.

Purpose: After becoming a target of Joseph Stalin's anti-Trotsky propaganda, Leon Trotsky wrote this text in order to add what he

claimed was the accurate telling of historic events surrounding the Russian Revolution.

Intended Audience: This source was written for readers interested in the history of the Russian Revolution and the people who played a role in it.

Source Considerations: Although this book is subject to Trotsky's interpretation of events, the text is well researched and sometimes includes contrasting opinions of the political right.

READING COMPREHENSION SUPPORT

ELL

Genre: Students may overlook the significance of Leon Trotsky as the source's author. Explain that it is uncommon to read a nonfiction work on the history of a revolutionary period written by a major participant.

Style: Students may not recognize outdated idioms in the text, such as *hard sledding*. Explain that this early 19th-century term refers to an undertaking that is large in scope and, thus, progress is difficult or slow.

READ, COMPREHEND, AND DISCUSS

- What is Trotsky's central claim? *Trotsky's central claim is that although oppressed classes do not typically record their experiences, and historical records are often incomplete or accidental, historians can deduce the sentiment of the mass consciousness during revolutionary periods based on the conditions of that time as well as the tactics employed by the party in power.*
- What is a piece of evidence Trotsky uses to support this claim? *Answers will vary but may include, "The historic course of Bolshevism demonstrates that such a calculation, at least in its rough features, can be made."*

Online option



INQUIRY AND RESEARCH SKILL | Analyzing Historical Perspectives

Which of the following perspectives would Leon Trotsky most likely agree with?

C. Correct. *Trotsky believed that under certain oppressive conditions, the working and oppressed classes would awaken to injustice and revolt in solidarity—what he refers to here as "mass consciousness."*

Go online for immediate student response data that you can use to monitor progress, adjust your teaching plan, or reteach important information.

? COMPELLING QUESTION

Why are historical perspectives on the Russian Revolution different?

1 | COMPELLING QUESTION

INQUIRY INTRODUCTION

Read the Compelling Question and Inquiry Prompt. Ensure students' readiness to begin the Chapter Inquiry by discussing the Supporting Questions. Remind them that their answers may be incomplete at this point, but they will gain knowledge from the source set. If students struggle to answer these questions, use the Inquiry Connection questions from the chapter to connect to their prior knowledge.

FACILITATING INQUIRIES

Depending on the needs of your class, determine the best approach for facilitating this Chapter Inquiry: as a whole group, in small groups, or individually. If you are short on time or students need more support with source analysis, suggest that students engage with the following sources only:

- Perspectives on the Russian Revolution
- A Princess in Exile
- History of the Russian Revolution

SCAFFOLDING AND DIFFERENTIATION

B

- Have students work independently or in pairs to identify one strength and one limitation of each source. Refer to the Sourcing Information for examples.
- Have students conduct online research to identify another historical perspective on the Russian Revolution and consider how it compares to those in the inquiry source set.

2 | SOURCE SET



THE WORKING CLASS UNDER THE BOLSHEVIK DICTATORSHIP

Genre: Document
Author: Menshevik Central Committee (translated by Vladimir Brovkin)
Date: 1918

PAGE 488



A PRINCESS IN EXILE

Genre: Book Excerpt
Author: Marie, Grand Duchess of Russia
Date: 1932

PAGE 490



PERSPECTIVES ON THE RUSSIAN REVOLUTION

Genre: Article
Creator: Traverse
Date: 2022

PAGE 489



HISTORY OF THE RUSSIAN REVOLUTION

Genre: Book Excerpt
Author: Leon Trotsky (translated by Max Eastman)
Date: 1932

PAGE 491



Introduce students to the skill definition and checklist for Analyzing Historical Perspectives. Then have students read and annotate the definition and checklist in pairs, in groups, or as a class.

Use the discussion questions to gauge students' understanding.

- What shapes a historical perspective? *Personal factors, such as an individual's cultural background, social position, and lived experiences, as well as societal factors, such as historical events and political, social, and economic developments, shape historical perspectives.*
- What does analyzing historical perspectives allow you to do? *It allows you to construct complex interpretations that reflect various points of view of those who experienced the events and developments you are studying.*
- What are some questions you can ask when analyzing historical perspectives? *I can ask about the person's profession, their cultural background, where they grew up or where they are from, and the political, social, and economic factors before or during the time they created the source. I can also ask how these factors might have contributed to influencing their perspective.*

Explain to students that this Chapter Inquiry focuses on the skill of Analyzing Historical Perspectives. They will get a chance to practice this skill before applying it to the Inquiry Prompt.

ACADEMIC VOCABULARY

Draw attention to the following academic vocabulary words in the skill:

author: someone who writes books, stories, or articles

complex: involving or consisting of many different parts; complicated

perspective: a way of regarding situations or topics; a view of things

Call on students to share definitions in their own words.

Remind students that these words can be used in everyday as well as academic and workplace contexts.

Ask students to share examples of how these words might be used in an everyday context. Encourage students to use these vocabulary words in their response.

SKILL MODEL

- What personal factors does the student identify as influencing the authors' perspective? *The student notes that the Mensheviks were influenced by their experiencing the Russian Revolution firsthand. They were also influenced by their beliefs on the conflict.*
- What societal factors could influence the authors' perspective? *The Mensheviks were influenced by the Russian Revolution and why it was being fought. Their political beliefs did not fully align with why the Bolsheviks were fighting the revolution, which could have influenced their perspective.*
- How does the student use the factors influencing the authors to draw conclusions about their perspective? *The student uses the authors' experiences and political beliefs to conclude that they do not support the Russian Revolution.*

COMMON MISCONCEPTIONS

One misconception is that students might think factors are separate from one another instead of being connected. To help students understand those connections between personal and societal factors and how they work together to influence perspectives, have students

- list personal and societal factors that might have influenced the Mensheviks' perspective on the Russian Revolution,
- identify connections between factors, and
- consider how personal and societal factors interacted to influence the Menshevik perspective on the Russian Revolution.

ANALYZE MULTIPLE PERSPECTIVES

Remind students that effective communicators consider multiple perspectives when engaging in discussions. Have students use the Review and Discuss, Prepare, and Respond steps to analyze multiple perspectives to meet the needs of this specific assignment.

Use these strategies to facilitate the Socratic Seminar:

- If you are having trouble getting students to speak in the whole-group setting, break the class into smaller discussion groups. Then bring students back together for the full Socratic Seminar.
- If you have a few students who are dominating the conversation, consider limiting students to a specific number of verbal contributions. Have students track the number of times they contribute to the discussion. Once they have reached the limit, encourage them to pause their own verbal contributions until others have had the chance to contribute in an equitable way.
- In order to promote metacognition, consider having a halftime huddle, where you bring the class back together to discuss how the Socratic Seminar is going so far. Some questions to discuss may include: What have we already accomplished? What do we, as a class, still need to do? How can we push ourselves and others to think more deeply? What strong evidence has already been shared?
- If students need additional support synthesizing their responses, reserve the last portion of the Socratic Seminar to allow students time to discuss and decide on the most important takeaway from the discussion. This should help lead students towards higher-order thinking about the topic.

SAMPLE CLAIMS AND SUPPORTING SOURCES

Argument Stem 1	Argument Stem 2	Argument Stem 3
<p>Perspectives on the Russian Revolution differ because the revolution impacted people differently based on social class.</p> <ul style="list-style-type: none"> • Perspectives on the Russian Revolution • A Princess in Exile • History of the Russian Revolution 	<p>Perspectives on the Russian Revolution differ because political beliefs shaped the way people perceived the revolution.</p> <ul style="list-style-type: none"> • Perspectives on the Russian Revolution • A Princess in Exile • History of the Russian Revolution 	<p>Perspectives of different people vary based on the role that those people played during the Russian Revolution.</p> <ul style="list-style-type: none"> • Perspectives on the Russian Revolution • The Working Class under the Bolshevik Dictatorship • History of the Russian Revolution

INQUIRY RUBRIC AND RESPONSE

Review the rubric online with students before they begin their responses to the Inquiry Prompt.

Use the scaffolds below to differentiate instruction for your English language learners (ELL) and approaching-grade-level (A) learners.

SCAFFOLDING AND DIFFERENTIATION

ELL

A

BEGINNING, INTERMEDIATE, ADVANCED, AND APPROACHING: Sentence Starters

- My understanding of the Russian Revolution was impacted by the discussion because . . .
- One factor that shaped perspectives includes . . .
- Another factor that shaped perspectives includes . . .
- This is evidenced by . . .
- This changed my understanding because . . .

