



Correlation to the  
**Common Core State  
Standards, Literacy in  
History/Social Studies,  
Grades 11-12**

**Ancient World History:  
Patterns of Interaction**  
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**COMMON  
CORE**



HOUGHTON MIFFLIN HARCOURT

**Holt McDougal**  
***Ancient World History: Patterns of Interaction* © 2012**

correlated to the

**Common Core Standards for Reading and Writing (June 2010),  
 Grades 11-12**

**Reading Standards for Literacy in History/Social Studies**  
**Grades 11-12**

Standards		Page References
<b>Key Ideas and Details</b>		
1.	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	Analyzing Primary Sources, 33, 79, 97, 129, 310, 368, 395, 416, 424, 455, 473, 473, 509, 569, 631; Analyzing Bias, R18; Analyzing Primary and Secondary Sources, R22; Visual, Audio, and Multimedia Sources, R23; Evaluating Internet Sources, R24; Analyzing Political Cartoons, R29; Primary Source Handbook, R40–R64  Online Resources: Primary Sources, S8–S9; Secondary Sources, S10–S11; Political Cartoons, S12–S13; Constructed Responses, S26–S27; Extended Responses, S28–S29; Document-Based Questions, S30–S33
2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	Determining Main Ideas, R2; Summarizing, R4; also see: Analyzing Primary Sources, 33, 79, 97, 129, 310, 368, 395, 416, 424, 455, 473, 473, 509, 569, 631; Analyzing Bias, R18; Analyzing Primary and Secondary Sources, R22; Visual, Audio, and Multimedia Sources, R23; Evaluating Internet Sources, R24; Analyzing Political Cartoons, R29; Primary Source Handbook, R40–R64  Online Resources: Primary Sources, S8–S9; Secondary Sources, S10–S11; Political Cartoons, S12–S13; Constructed Responses, S26–S27; Extended Responses, S28–S29; Document-Based Questions, S30–S33

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Standards		Page References
3.	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	Different Perspectives, 83, 177, 386, 501, 560, 635, 662; Analyzing Bias, R18; Evaluating Decisions and Courses of Action, R19; Analyzing Primary and Secondary Sources, R22  Online Resources: Constructed Responses, S26–S27; Extended Responses, S28–S29; Document-Based Questions, S30–S33
<b>Craft and Structure</b>		
4.	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).	Key Terms, 61, 89, 123, 155, 189, 213, 235, 263, 301; Section Assessment: Terms and Names, 11, 18, 34, 43, 49, 65, 71, 141, 172; Chapter Assessment: Terms and Names, 56, 84, 110, 184, 208, 230, 250, 280, 318, 348, 374, 404, 428
5.	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	Analyzing Primary Sources, 33, 79, 97, 129, 310, 368, 395, 416, 424, 455, 473, 473, 509, 569, 631; Analyzing Bias, R18; Analyzing Primary and Secondary Sources, R22; Analyzing Political Cartoons, R29; Primary Source Handbook, R40–R64  Online Resources: Primary Sources, S8–S9; Constructed Responses, S26–S27; Extended Responses, S28–S29; Document-Based Questions, S30–S33
6.	Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.	Different Perspectives (Document-Based Questions), 83, 177, 386, 501, 560, 635, 662

Standards		Page References
<b>Integration of Knowledge and Ideas</b>		
7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question, or solve a problem.	Interact with History, Writing About History & Integrated Technology, 25, 57, 85, 111, 151, 185, 209, 231, 251, 281, 319, 349, 375, 405, 429, 467, 503, 525, 549, 577, 619, 647, 677, 705; Writing for Social Studies, R30; Creating and Using a Database, R33; Creating a Model, R34; Creating Written Presentations, R37
8.	Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other sources of information.	Different Perspectives (Document-Based Questions), 83, 177, 386, 501, 560, 635, 662; Distinguishing Fact from Opinion, R8; Analyzing Bias, R18
9.	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	Integrated Technology, 25, 57, 85, 111, 151, 185, 209, 231, 251, 281, 319, 349, 375, 405, 429, 467, 503, 525, 549, 577, 619, 647, 677, 705; Different Perspectives (Document-Based Questions), 83, 177, 386, 501, 560, 635, 662
<b>Range of Reading and Level of Text Complexity</b>		
10.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.	Taking Notes (Section Opener), 61, 89, 123, 155, 189, 213, 235, 263, 301; Section Assessment: Critical Thinking and Writing & Using Your Notes, 11, 18, 34, 43, 49, 65, 71, 141, 172; Chapter Assessment: Critical Thinking, Visual Summary & Main Ideas, 56, 84, 110, 184, 208, 230, 250, 280, 318, 348, 374, 404, 428  Also see the Reading and Critical Thinking Skills section on the following pages: R2–R21

## Writing Standards for Literacy in History/Social Studies

### Grades 11-12

Standards	Page References
<b>Text Types and Purposes</b>	
I. Write arguments focused on <i>discipline-specific</i> content.	
a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.  Persuasive writing assignments, 55, 82, 209, 229, 403, 617, 675, 705
b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.  Persuasive writing assignments, 55, 82, 209, 229, 403, 617, 675, 705; Forming and Supporting Opinions, R20
c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.  <i>This standard is not explicitly addressed in the text. Although there are many opportunities to write in the program, the elements of style and structure are not addressed.</i>
d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  <i>This standard is not explicitly addressed in the text. Although there are many opportunities to write in the program, the elements of style and structure are not addressed.</i>
e.	Provide a concluding statement or section that follows from or supports the argument presented.  Persuasive writing assignments, 55, 82, 209, 229, 403, 617, 675, 705

Standards		Page References
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.		
a.	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	Writing About History & Integrated Technology, 25, 57, 85, 111, 151, 185, 209, 231, 251, 281, 319, 349, 375, 405, 429, 467, 503, 525, 549, 577, 619, 647, 677, 705; Writing for Social Studies, R30; Creating Written Presentations, R37
b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.	Writing About History & Integrated Technology, 25, 57, 85, 111, 151, 185, 209, 231, 251, 281, 319, 349, 375, 405, 429, 467, 503, 525, 549, 577, 619, 647, 677, 705; Writing for Social Studies, R30; Creating Written Presentations, R37  Online Resources: Constructed and Extended Responses, S26–S29; Document-Based Questions, S30–S33
c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	<i>This standard is not explicitly addressed in the text. Although there are many opportunities to write in the program, the elements of style and structure are not addressed.</i>
d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.	Writing About History & Integrated Technology, 25, 57, 85, 111, 151, 185, 209, 231, 251, 281, 319, 349, 375, 405, 429, 467, 503, 525, 549, 577, 619, 647, 677, 705; Writing for Social Studies, R30; Creating Written Presentations, R37  Online Resources: Constructed and Extended Responses, S26–S29; Document-Based Questions, S30–S33
e.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).	<i>This standard is not explicitly addressed in the text. Although there are many opportunities to write in the program, the elements of style and structure are not addressed.</i>
3.	(See note; not applicable as a separate requirement)	

**Note:** Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.

Standards		Page References
4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Writing About History & Integrated Technology, 25, 57, 85, 111, 151, 185, 209, 231, 251, 281, 319, 349, 375, 405, 429, 467, 503, 525, 549, 577, 619, 647, 677, 705; Writing for Social Studies, R30; Creating Written Presentations, R37  Online Resources: Constructed and Extended Responses, S26–S29; Document-Based Questions, S30–S33
5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	<i>This standard is not explicitly addressed in the text. Although there are many opportunities to write in the program, the elements of the writing process are not taught.</i>
6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	Integrated Technology & Writing About History, 25, 57, 85, 111, 151, 185, 209, 231, 251, 281, 319, 349, 375, 405, 429, 467, 503, 525, 549, 577, 619, 647, 677, 705; Visual, Audio, and Multimedia Sources, R23; Evaluating Internet Sources, R24
<b>Research to Build and Present Knowledge</b>		
7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Writing About History & Integrated Technology, 25, 57, 85, 111, 151, 185, 209, 231, 251, 281, 319, 349, 375, 405, 429, 467, 503, 525, 549, 577, 619, 647, 677, 705; Visual, Audio, and Multimedia Sources, R23; Evaluating Internet Sources, R24; Writing for Social Studies, R30; Creating Written Presentations, R37

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Standards		Page References
8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	Writing About History & Integrated Technology, 25, 57, 85, 111, 151, 185, 209, 231, 251, 281, 319, 349, 375, 405, 429, 467, 503, 525, 549, 577, 619, 647, 677, 705; Visual, Audio, and Multimedia Sources, R23; Evaluating Internet Sources, R24; Writing for Social Studies, R30; Creating Written Presentations, R37
9.	Draw evidence from informational texts to support analysis, reflection, and research.	Interact with History, Writing About History & Integrated Technology, 25, 57, 85, 111, 151, 185, 209, 231, 251, 281, 319, 349, 375, 405, 429, 467, 503, 525, 549, 577, 619, 647, 677, 705; Writing for Social Studies, R30; Creating and Using a Database, R33; Creating Written Presentations, R37  Online Resources: Constructed and Extended Responses, S26–S29; Document-Based Questions, S30–S33
<b>Range of Writing</b>		
10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Interact with History & Writing About History, 25, 57, 85, 111, 151, 185, 209, 231, 251, 281, 319, 349, 375, 405, 429, 467, 503, 525, 549, 577, 619, 647, 677, 705; Writing for Social Studies, R30; Creating Written Presentations, R37  Online Resources: Constructed and Extended Responses, S26–S29; Document-Based Questions, S30–S33



### College and Career Readiness Anchor Standards for Reading

The grades 6-12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.

Standards		Page References
<b>Key Ideas and Details</b>		
1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<p>Taking Notes, 61, 89, 123, 155, 189, 213, 235, 263, 301; Using Your Notes, 11, 18, 34, 43, 49, 65, 71, 141, 172</p> <p><i>The Chapter Assessment also reinforces reading comprehension and critical thinking skills through the following features:</i></p> <p>Main Ideas, Critical Thinking, Visual Summary, 24, 56, 84, 110, 184, 208, 230, 250, 280, 318, 348, 374, 404, 428, 466, 502, 524, 548, 576, 618, 646, 676, 704</p> <p><i>The Skillbuilder Handbook pages provide additional reading instruction as well as suggested in-book activities.</i></p> <p>Determining Main Ideas, R2; Clarifying; Summarizing, R4; Making Inferences, R10; Drawing Conclusions, R11</p>
2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<p>Analyzing Key Concepts: 6, 21, 80, 180, 305, 361, 491, 574, 594, 643, 688; Main Ideas, Visual Summary, 24, 56, 84, 110, 184, 208, 230, 250, 280, 318, 348, 374, 404, 428, 466, 502, 524, 548, 576, 618, 646, 676, 704; Different Perspectives, 83, 177, 386, 501, 560, 635, 662; Determining Main Ideas, R2; Clarifying; Summarizing, R4</p>
3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<p>Causes and effects, 18, 19, 106, 221, 238–239, 363, 401, 403, 471, 488–489, 529–530, 556, 572, 573–575, 640, 641–645, 652–654, 655–661, 687, 688, 708; Different Perspectives, 83, 177, 386, 501, 560, 635, 662; Comparing and Contrasting: Ancient Civilizations, 112–117, Classical Ages, 252–257, Trade Networks, 430–435, Methods of Government, 578–583, Political Revolutions, 706–711; Identifying Problems and Solutions, R5; Analyzing Causes and Recognizing Effects, R6; Developing Historical Perspective, R12; Formulating Historical Questions, R13; Analyzing Motives, R16; Analyzing Issues, R17; Evaluating Decisions and Courses of Action, R19</p>

Standards		Page References
<b>Craft and Structure</b>		
4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Key Terms, 61, 89, 123, 155, 189, 213, 235, 263, 301; Section Assessment: Terms and Names, 11, 18, 34, 43, 49, 65, 71, 141, 172; Chapter Assessment: Terms and Names, 56, 84, 110, 184, 208, 230, 250, 280, 318, 348, 374, 404, 428
5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Analyzing Primary Sources, 33, 79, 97, 129, 310, 368, 395, 416, 424, 455, 473, 473, 509, 569, 631; Analyzing Primary and Secondary Sources, R22
6.	Assess how point of view or purpose shapes the content and style of a text.	Analyzing Primary Sources, 33, 79, 97, 129, 310, 368, 395, 416, 424, 455, 473, 473, 509, 569, 631; Analyzing Bias, R18; Analyzing Primary and Secondary Sources, R22; Analyzing Political Cartoons, R29  Online Resources: Primary Sources, S8–S9; Secondary Sources, S10–S11; Political Cartoons, S12–S13

Standards		Page References
<b>Integration of Knowledge and Ideas</b>		
7.	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words* .	Integrated Technology, 25, 57, 85, 111, 151, 185, 209, 231, 251, 281, 319, 349, 375, 405, 429, 467, 503, 525, 549, 577, 619, 647, 677, 705; Visual, Audio, and Multimedia Sources, R23; Evaluating Internet Sources, R24
8.	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Analyzing Primary Sources, 33, 79, 97, 129, 310, 368, 395, 416, 424, 455, 473, 473, 509, 569, 631; Analyzing Bias, R18; Analyzing Primary and Secondary Sources, R22; Analyzing Political Cartoons, R29  Online Resources: Primary Sources, S8–S9; Secondary Sources, S10–S11; Political Cartoons, S12–S13; Constructed and Extended Responses, S26–S29; Document-Based Questions, S30–S33
9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Different Perspectives (Document-Based Questions), 83, 177, 386, 501, 560, 635, 662
<b>Range of Reading and Level of Text Complexity</b>		
10.	Read and comprehend complex literary and informational texts independently and proficiently.	<i>Students learn how to read the text closely through the Taking Notes and Using Your Notes features that begin and end every section of the book and include both basic comprehension skills as well as higher order skills. Here are representative pages:</i>  Taking Notes, 61, 89, 123, 155, 189, 213, 235, 263, 301; Using Your Notes, 11, 18, 34, 43, 49, 65, 71, 141, 172  <i>The Chapter Assessment also reinforces reading comprehension and critical thinking skills through the following features:</i>  Main Ideas, Critical Thinking, Visual Summary, 24, 56, 84, 110, 184, 208, 230, 250, 280, 318, 348, 374, 404, 428, 466, 502, 524, 548, 576, 618, 646, 676, 704  <i>The Skillbuilder Handbook pages provide additional reading instruction as well as suggested in-book activities.</i>  Determining Main Ideas, R2; Clarifying; Summarizing, R4; Making Inferences, R10; Drawing Conclusions, R11

\*Please see “Research to Build and Present Knowledge” in Writing for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

## Writing

Standards		Page References
<b>Text Types and Purposes*</b>		
1.	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.	Persuasive writing assignments, 55, 82, 209, 229, 403, 617, 675, 705; Forming and Supporting Opinions, R20
2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Writing About History, 25, 57, 85, 111, 151, 185, 209, 231, 251, 281, 319, 349, 375, 405, 429, 467, 503, 525, 549, 577, 619, 647, 677, 705; Writing for Social Studies, R30; Creating Written Presentations, R37  Online Resources: Constructed and Extended Responses, S26–S29; Document-Based Questions, S30–S33
3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.	Writing About History, 111, 525, 677

Standards		Page References
<b>Production and Distribution of Writing</b>		
4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Writing About History, 25, 57, 85, 111, 151, 185, 209, 231, 251, 281, 319, 349, 375, 405, 429, 467, 503, 525, 549, 577, 619, 647, 677, 705; Writing for Social Studies, R30; Creating Written Presentations, R37  Online Resources: Constructed and Extended Responses, S26–S29; Document-Based Questions, S30–S33
5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<i>This standard is not explicitly addressed in the text.</i>
6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	Integrated Technology & Writing About History, 25, 57, 85, 111, 151, 185, 209, 231, 251, 281, 319, 349, 375, 405, 429, 467, 503, 525, 549, 577, 619, 647, 677, 705; Visual, Audio, and Multimedia Sources, R23; Evaluating Internet Sources, R24
<b>Research to Build and Present Knowledge</b>		
7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	Writing About History & Integrated Technology, 25, 57, 85, 111, 151, 185, 209, 231, 251, 281, 319, 349, 375, 405, 429, 467, 503, 525, 549, 577, 619, 647, 677, 705; Visual, Audio, and Multimedia Sources, R23; Evaluating Internet Sources, R24; Writing for Social Studies, R30; Creating Written Presentations, R37
8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	Writing About History & Integrated Technology, 25, 57, 85, 111, 151, 185, 209, 231, 251, 281, 319, 349, 375, 405, 429, 467, 503, 525, 549, 577, 619, 647, 677, 705; Visual, Audio, and Multimedia Sources, R23; Evaluating Internet Sources, R24; Writing for Social Studies, R30; Creating Written Presentations, R37
9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Interact with History, Writing About History & Integrated Technology, 25, 57, 85, 111, 151, 185, 209, 231, 251, 281, 319, 349, 375, 405, 429, 467, 503, 525, 549, 577, 619, 647, 677, 705; Writing for Social Studies, R30; Creating and Using a Database, R33; Creating Written Presentations, R37  Online Resources: Constructed and Extended Responses, S26–S29; Document-Based Questions, S30–S33

Standards		Page References
<b>Range of Writing</b>		
10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Interact with History & Writing About History, 25, 57, 85, 111, 151, 185, 209, 231, 251, 281, 319, 349, 375, 405, 429, 467, 503, 525, 549, 577, 619, 647, 677, 705; Writing for Social Studies, R30; Creating Written Presentations, R37  Online Resources: Constructed and Extended Responses, S26–S29; Document-Based Questions, S30–S33

\*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.