



Correlation to the  
**Common Core State  
Standards, Literacy in  
History/Social Studies,  
Grades 9-10**

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

 **HOUGHTON MIFFLIN HARCOURT**

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

correlated to the

**Common Core Standards for Reading and Writing (June 2010), grades 9-10**

**Reading Standards for Literacy in History/Social Studies**

**Grades 9-10**

<b>Standards</b>		<b>Page References</b>
<b>Key Ideas and Details</b>		
1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	<p>Analyzing Primary Sources: 13, 39, 75, 135, 197, 320, 421, 454, 464, 586, 608, 627</p> <p>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</p> <p><b>Online Resources:</b>            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;</p>

<b>Standards</b>		<b>Page References</b>
2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	Analyzing Primary Sources: 13, 39, 75, 135, 197, 320, 421, 454, 464, 586, 608, 627 Determining Main Ideas, R2; Summarizing, R4 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  <b>Online Resources:</b> 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;
3.	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	Causes and effects: 37, 54-55, 95-96, 122, 138, 139-141, 206, 207-211, 218-220, 221-227, 253, 254, 274, 283-284, 286, 293, 294, 299, 300-301, 303, 340-342, 350, 358, 399, 407-410, 433-434, 443-444, 472, 473-474, 486, 491-492, 512, 540, 641-642, 656-657 Timelines: 34-35, 58-59, 70-71, 92-93, 116-117, 139, 152-153, 186-187, 192-193, 214-215, 244-245, 280-281, 310-311, 336-337, 368-369, 396-397, 404-405, 430-431, 460-461, 482, 488-489, 520-521, 528-529, 537, 560-561, 567, 587, 596-597, 611, 634-635, 666-667 Analyzing Causes and Recognizing Effects, R6; Evaluating Decisions and Courses of Action, R19
<b>Craft and Structure</b>		
4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.	This standard is addressed throughout the text. See, for example:  Key Terms: 5, 6, 18, 46, 48, 132, 133, 238, 313, 424, 514, 516  Section Assessment: Terms and Names: 11, 23, 51, 136, 241, 316, 427, 517  Chapter Assessment: Terms and Names: 30, 68, 142, 242, 334, 428, 518

<b>Standards</b>		<b>Page References</b>
5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	Analyzing Key Concepts: 57, 140, 160, 209, 254, 293, 303, 346, 438, 441, 477, 644 Different Perspectives: 67, 126, 201, 228, 307, 351, 423, 647 Comparing and Contrasting: Methods of Government: 144-149 Political Revolutions: 272-277 Scientific and Technological Changes: 396-401 The Changing Nature of Warfare: 520-525 Nation Building: 666-671 Taking Notes: 5, 24, 95, 180, 253 Using Your Notes: 11, 29, 101, 183, 257
6.	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	Different Perspectives (Document-Based Questions): 67, 126, 201, 228, 307, 351, 423, 647
<b>Integration of Knowledge and Ideas</b>		
7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital texts.	Interact with History: Writing About History & Integrated Technology: 69, 91, 115, 143, 185, 213, 243, 271, 309, 335, 367, 395, 429, 459, 487, 519, 559, 595, 633, 665 Writing for Social Studies, R30; Creating and Using a Database, R33; Creating a Model, R34; Creating Written Presentations, R37

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<b>Standards</b>		<b>Page References</b>
8.	Assess the extent to which the reasoning and evidence in a text support the author’s claims.	Different Perspectives (Document-Based Questions) 67, 126, 201, 228, 307, 351, 423, 647 Distinguishing Fact from Opinion, R8 ; Analyzing Bias, R18
9.	Compare and contrast treatments of the same topic in several primary and secondary sources.	Different Perspectives (Document-Based Questions) 67, 126, 201, 228, 307, 351, 423, 647 (and see related chapter text and activities for how secondary sources treat the same topic).
<b>Range of Reading and Level of Text Complexity</b>		
10.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.	Taking Notes (Section Opener): 95, 283, 407, 612  Section Assessment: Critical Thinking and Writing & Using Your Notes: 101, 288, 410, 617  Chapter Assessment: Critical Thinking, Visual Summary & Main Ideas: 114, 308, 428, 632  Also see the Reading and Critical Thinking Skills section on the following pages: R2–R21

**Writing Standards for Literacy in History/Social Studies,  
Grades 9-10**

Standards		Page References
<b>Text Types and Purposes</b>		
1.	Write arguments focused on <i>discipline-specific</i> content.	Persuasive writing: 183, 241, 271, 306, 335, 365, 459, 485, 559 Forming and Supporting Opinions, R20
2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	Writing About History & Integrated Technology: 69, 91, 115, 143, 185, 213, 243, 271, 309, 335, 367, 395, 429, 459, 487, 519, 559, 595, 633, 665 Writing for Social Studies, R30; Creating Written Presentations, R37  <b>Online Resources:</b> Constructed and Extended Responses, S26–S29; Document-Based Questions, S30–S33
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: 69, 91, 115, 143, 185, 213, 243, 271, 309, 335, 367, 395, 429, 459, 487, 519, 559, 595, 633, 665 Writing for Social Studies, R30; Creating Written Presentations, R37
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.	
6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.	Writing About History & Integrated Technology: 69, 91, 115, 143, 185, 213, 243, 271, 309, 335, 367, 395, 429, 459, 487, 519, 559, 595, 633, 665 Visual, Audio, and Multimedia Sources, R23; Evaluating Internet Sources, R24

Standards		Page References
<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: 69, 91, 115, 143, 185, 213, 243, 271, 309, 335, 367, 395, 429, 459, 487, 519, 559, 595, 633, 665 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 authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	Writing About History & Integrated Technology: 69, 91, 115, 143, 185, 213, 243, 271, 309, 335, 367, 395, 429, 459, 487, 519, 559, 595, 633, 665 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.	Writing About History & Integrated Technology: 69, 91, 115, 143, 185, 213, 243, 271, 309, 335, 367, 395, 429, 459, 487, 519, 559, 595, 633, 665 Writing for Social Studies, R30; Creating and Using a Database, R33; Creating Written Presentations, R37  <b>Online Resources:</b> Constructed and Extended Responses, S26–S29; Document-Based Questions, S30–S33; Interact with History,
<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 and Writing About History: 69, 91, 115, 143, 185, 213, 243, 271, 309, 335, 367, 395, 429, 459, 487, 519, 559, 595, 633, 665 Writing for Social Studies, R30; Creating Written Presentations, R37  <b>Online Resources:</b> 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.	Taking Notes: 95, 283, 407, 612 Using Your Notes: 101, 288, 410, 617 Main Ideas, Critical Thinking, Visual Summary: 68, 90, 114, 142, 184, 212, 242, 270, 308, 334, 366, 394, 428, 458, 486, 518, 558, 594, 632, 664 Determining Main Ideas, R2; Clarifying; Summarizing, R4; Making Inferences, R10; Drawing Conclusions, R11
2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Analyzing Key Concepts: 57, 140, 160, 209, 254, 293, 303, 346, 438, 441, 477, 644 Main Ideas, Visual Summary: 68, 90, 114, 142, 184, 212, 242, 270, 308, 334, 366, 394, 428, 458, 486, 518, 558, 594, 632, 664 Different Perspectives: 67, 126, 201, 228, 307, 351, 423, 647 Determining Main Ideas, R2; Clarifying; Summarizing, R4
3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Causes and effects: 37, 54-55, 95-96, 122, 138, 139-141, 206, 207-211, 218-220, 221-227, 253, 254, 274, 283-284, 286, 293, 294, 299, 300-301, 303, 340-342, 350, 358, 399, 407-410, 433-434, 443-444, 472, 473-474, 486, 491-492, 512, 540, 641-642, 656-657 Different Perspectives: 67, 126, 201, 228, 307, 351, 423, 647 Methods of Government 144-149 Political Revolutions: 272-277 Scientific and Technological Changes 396-401 The Changing Nature of Warfare 520-525 Nation Building 666-671 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



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: 5, 6, 18, 46, 48, 132, 133, 238, 313, 424, 514, 516 Section Assessment: Terms and Names: 11, 23, 51, 136, 241, 316, 427, 517 Chapter Assessment: Terms and Names: 30, 68, 142, 242, 334, 428, 518
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: 39, 75, 135, 197, 320, 421, 454, 464, 586, 608, 627 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: 39, 75, 135, 197, 320, 421, 454, 464, 586, 608, 627 Analyzing Bias, R18; Analyzing Primary and Secondary Sources, R22; Analyzing Political Cartoons, R29  <b>Online Resources:</b> 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: 69, 91, 115, 143, 185, 213, 243, 271, 309, 335, 367, 395, 429, 459, 487, 519, 559, 595, 633, 665 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: 39, 75, 135, 197, 320, 421, 454, 464, 586, 608, 627 Analyzing Bias, R18; Analyzing Primary and Secondary Sources, R22; Analyzing Political Cartoons, R29  <b>Online Resources:</b> 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): 67, 126, 201, 228, 307, 351, 423, 647
<b>Range of Reading and Level of Text Complexity</b>		
10.	Read and comprehend complex literary and informational texts independently and proficiently.	Taking Notes: 5, 24, 95, 180, 253  Using Your Notes: 11, 29, 101, 183, 257  Main Ideas, Critical Thinking, Visual Summary: 68, 90, 114, 142, 184, 212, 242, 270, 308, 334, 366, 394, 428, 458, 486, 518, 558, 594, 632, 664 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: 183, 241, 271, 306, 335, 365, 459, 485, 559 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: 69, 91, 115, 143, 185, 213, 243, 271, 309, 335, 367, 395, 429, 459, 487, 519, 559, 595, 633, 665 Writing for Social Studies, R30; Creating Written Presentations, R37  <b>Online Resources:</b> 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: 91, 243
<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: 69, 91, 115, 143, 185, 213, 243, 271, 309, 335, 367, 395, 429, 459, 487, 519, 559, 595, 633, 665 Writing for Social Studies, R30; Creating Written Presentations, R37  <b>Online Resources:</b> 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.	Writing for Social Studies, R30; Creating Written Presentations, R37
6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	Writing About History & Integrated Technology: 69, 91, 115, 143, 185, 213, 243, 271, 309, 335, 367, 395, 429, 459, 487, 519, 559, 595, 633, 665 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: 69, 91, 115, 143, 185, 213, 243, 271, 309, 335, 367, 395, 429, 459, 487, 519, 559, 595, 633, 665 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 print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	Writing About History & Integrated Technology: 69, 91, 115, 143, 185, 213, 243, 271, 309, 335, 367, 395, 429, 459, 487, 519, 559, 595, 633, 665 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.	Writing About History & Integrated Technology: 69, 91, 115, 143, 185, 213, 243, 271, 309, 335, 367, 395, 429, 459, 487, 519, 559, 595, 633, 665 Writing for Social Studies, R30; Creating and Using a Database, R33; Creating Written Presentations, R37  <b>Online Resources:</b> Constructed and Extended Responses, S26–S29; Document-Based Questions, S30–S33; Interact with History,
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: 69, 91, 115, 143, 185, 213, 243, 271, 309, 335, 367, 395, 429, 459, 487, 519, 559, 595, 633, 665 Writing for Social Studies, R30; Creating Written Presentations, R37  <b>Online Resources:</b> 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.