AN EDUCATOR'S GUIDE TO

IRELAND'S GREAT HUNGER

MUSEUM

MÚSAEM AN GHORTA MHÓIR

Quinnipiac
UNIVERSITY

IRELAND'S GREAT HUNGER MUSEUM

Overview

We look forward to having you and your students visit Ireland's Great Hunger Museum at Quinnipiac University. We hope that the enclosed information will help you to integrate your experience at the museum with your classroom lessons.

Before, During and After Your Visit

This guide contains a number of resources that will help you introduce the topic of The Great Hunger into your classroom prior to your visit:

- Introduction to the exhibition/background and objectives of your visit (page 3)
- Pre-visit discussion questions and suggested activities (page 4)
- Activities to complete during your visit (copies will be provided upon your arrival) (page 15)
- Post-visit discussion questions and suggested activities (page 21)
- Making connections/standards (page 22)

The Tour

You and your students will tour Ireland's Great Hunger Museum, where you will view artwork and visual media depicting the suffering, hardships and discrimination that many Irish faced, and which resulted in the mass emigration of people from Ireland, during the mid-19th century.

If you have any questions or any suggestions on how to improve your experience with the materials or the museum itself, please contact us.

Telephone: 203-582-6500
Website: www.ighm.org
Email: ighm@quinnipiac.edu
Address: 3011 Whitney Avenue, Hamden, CT 06518-1908

IRELAND'S GREAT HUNGER MUSEUM

Introduction to the Exhibition

The Great Hunger (1845–52) was the worst demographic catastrophe in 19th-century European history. One million people died—terrifyingly, painfully and avoidably—and one million more emigrated. Emigration continued unabated until the end of the century, when the population of Ireland was approximately half what it had been before the Famine.

The Famine generated a political, economic, moral and cultural crisis that extends to the realm of representation that lingers to this day.

Not surprisingly, the visual language to paint the lived nightmare did not exist in the late 1800s. It was not until recent times that artists began to look the Famine in the eye. Contemporaneous with The Great Hunger, however, was the advent of pictorial journalism, and the museum has an unparalleled collection of 19th-century illustrations. Ireland's Great Hunger Museum was realized through the work of award-winning architects and designers. It comprises exceptional artwork from the time of the Famine to the present, in both Ireland and America.

Background and Objectives of Student Visit to the Museum

In these lessons, students explore how the failure of the potato crop in mid-19th-century Ireland resulted in mass death, disease and emigration. Through examining the art at Ireland's Great Hunger Museum, students will achieve the following:

- Understand the history of The Great Hunger through primary and secondary source analysis and interpretation (visual, text and audio)

- Determine the causes of The Great Hunger and the effects it had on the people of Ireland as well as the rest of the world during the 19th century and today

- Draw connections to current cases of famine throughout the world and the impact it had on those communities

- Understand how major world affairs and public policies can affect the world in which they live

Teacher Resources for Your Visit

Suggested Pre-Visit Activities

Each of the activities on the following pages are meant to be suggestions and are intended to enhance your visit. The activities are not mandatory in any way and do not need to be completed prior to your visit to the museum. Some prior knowledge of the Famine is helpful to make the most out of your visit. Feel free to adjust the amount of information or how it is presented to meet the various needs of learners in your classroom.

- Pre-Assessment (page 5)
- In-class discussion (page 7)
- Pre-Visit Reading, Overview of The Great Hunger and Writing Activity (page 8)
- Emigration Reading (page 13)

Ireland's Great Hunger Pre-Assessment
Answer the following questions with as much detail as possible relating to your knowledge of The Great Hunger.

What was The Great Hunger and why was this event significant to Irish and World History? If you do not know, can you guess what it was based on the title?

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Did The Great Hunger have a significant impact on the *United States* in the 19th century? Was the type of impact positive, negative or a combination of both? Why?

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Painting/Visual Analysis

Look at the picture below: What do you think is happening in this picture? How does this make you feel, etc.? Why do feel this way?

Lilian Lucy Davidson's 'Gorta,' 1946, Ireland's Great Hunger Museum

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IRELAND'S GREAT HUNGER MUSEUM

In-Class Discussion

1. Begin this lesson by writing the word "catastrophe" on the board or on chart paper. Ask students to define the term and identify what factors they believe make an event a catastrophe. Have students give examples of both natural and human catastrophes. Chart student responses.

2. Discuss the difference between natural and human catastrophes. Emphasize that natural catastrophes are most often out of people's control, whereas human catastrophes are the direct result of actions that people take.

3. In a group, have the students discuss what kinds of questions people studying human catastrophes would want to answer. How might the questions be different from questions asked about natural catastrophes?

4. Have each group select a reporter to share its ideas with the larger group. [**Optional**: Chart responses on the board or on chart paper.]

5. Next, explain to students that they will be studying a time in history in which a great human and natural catastrophe occurred. During the famine years of 1845 to 1852, more than one million men, women and children died of starvation and related diseases. In addition, The Great Hunger caused more than two million to emigrate out of Ireland, cutting Ireland's population in half from approximately eight million before The Great Hunger to a little more than four million afterward. Ireland's population continued to decline for the next several decades as emigration increasingly became the only option for a desperate population. Ireland's total population today, including all of its 32 counties, has still not reached the pre-Great Hunger levels, marking The Great Hunger as the worst disaster in Ireland's history as well as one of the worst disasters in 19th-century Europe.

IRELAND'S GREAT HUNGER MUSEUM

Pre-Visit Reading and Writing Activity

The Great Famine, or The Great Hunger as it is more commonly referred to today, was one of the worst tragedies in human history, and yet very little is known about it. In the United States, most people—if they know anything about The Great Hunger—believe it was an isolated, relatively insignificant failure of the Irish potato crop, resulting in some deaths and a wave of Irish immigration to this country. In truth, it was a far more complex series of events that held enormous historical significance for both Ireland and the United States.

The potato blight was first reported in Ireland in the *Dublin Evening Post* on September 9, 1845. Almost overnight, healthy green fields of potatoes turned black. Prior to the blight, many Irish families relied on potatoes as their primary food source. The average man ate 14 pounds of potatoes a day. Mixed with buttermilk, potatoes provided a nutritious diet for hard working laborers.

Ireland was unprepared for the recurring failure of the potato crop in the years 1845–1849. As it turned out, the crop failure was due to a fungus that was unknown at the time, which is now believed to have been *phytophthora infestans*. Approximately 40 percent of the crop was lost in 1845, however, it did not lead to famine, as surplus from the previous year sustained the population along with some government relief. The next year's harvest was expected to be healthy and plentiful. However, in 1846, the blight returned to the potato crop in Ireland, and relief from the government in England was slow and inadequate. Soon disease and death spread across the country.

Disease continued to spread throughout Ireland, and the potato crop continued to fail until 1852. The Great Hunger had altered Ireland forever. From 1845 to 1852, more than one million Irish men, women and children either starved to death or died from complications caused by The Great Hunger. Approximately two million more left Ireland from 1845 to 1855 to avoid death, disease and destitution. As a result, the population of Ireland was cut in half, first from eight million to six million (1841–1851), and by the end of the 19th century, the population was reduced to approximately 4.5 million. This dramatic drop in Ireland's population makes The Great Hunger not only the worst chapter in that country's history, but also the single worst catastrophe in 19th-century Europe. It also accounts for why The Great Hunger caused the Irish to become such a large and influential segment of American society.

IRELAND'S GREAT HUNGER MUSEUM

Sources:
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Lahey, John L. "This Is Who We Are: The Irish: The Great Hunger and Irish Immigration to America." 2000. Curriculum Packet for Connecticut State Department of Education.

Murphy, Maureen, Maureen McCann Miletta, Alan Singer. "The Great Irish Famine (1845–52): A Historical Introduction." 2003. The Great Irish Famine Curriculum, The University of the State of New York, The State Education Department.

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Chronology of The Great Hunger, 1845 to 1852

1845

August	A new disease, increasingly referred to as blight, was damaging potato crops in parts of mainland Europe and appeared to be spreading westward.
September	The blight was sighted in many parts of Ireland, although its appearance was patchy. The affected potatoes were inedible.
October	The British Prime Minister, Sir Robert Peel, appointed a scientific commission to inquire into the cause of the disease and find a remedy. It was unsuccessful.
November	Potato shortages were causing food prices to rise. Workhouses were allowed to provide alternatives to potatoes to the inmates.
December	The Irish Board of Works was asked to assist in providing relief by organizing employment for the destitute on public works schemes.

1846

January	Disease was spreading in Ireland, especially dysentery, fever and diarrhea, caused by eating rotten potatoes or uncooked grain.
July	Reports of the reappearance of the potato blight were increasing.
August	A new, harsher system of public works was introduced, with wages more tightly regulated.
September	The potato disease returned and spread rapidly, destroying more of the crop than in the previous year.

	November	Deaths from famine were being recorded, although no official list of mortality was ever kept.
	December	The small town of Skibbereen in County Cork achieved international notoriety for the scale of disease and death occurring there daily. By the end of the year, more than half of the workhouses in Ireland were full.
1847		
	January	Despite delays and problems in opening the public works, more than 600,000 people were employed on them for a minimal wage. Changes in government relief were announced: the public works were to be phased out and government soup kitchens were to be opened.
	March	The public works started to close down with workers being discharged.
	May	Government soup kitchens opened throughout the country, but with some delays and reports of poor quality soup.
	July	More than three million people were being fed daily in the government soup kitchens. Although the new potato harvest was relatively blight-free, the crop was small.
	August	Soup kitchens closed down. The Poor Law Amendment Act is passed, transfering the responsibility for all relief to the workhouse system, and providing funds for more workhouses to be built.
	December	The change to Poor Law relief not only had failed to save lives, but also contributed to an increase in evictions and emigration. An estimated 220,000 left Ireland in 1847.
1848		
	February	Almost 200,000 people were receiving relief in the workhouses; almost 500,000 were receiving outdoor relief.
	April	More than 600,000 people were receiving outdoor relief. Evictions and emigration were also increasing, but no central records were kept.
	June	More than 200 female orphans, who had been inmates of the workhouses, sailed for Australia. Hundreds more would follow them.
	August	The first Encumbered Estates Act was passed to facilitate the sale of land that was heavily mortgaged.
	November	Many of the poorest Poor Law workhouses were in debt, but as many as 3,000 people were applying for relief daily.
	December	Cholera appeared in some parts of Ireland, adding to the already high death toll from disease. An estimated 180,000 emigrated in 1848.

1849

	February	To assist the struggling Poor Law, the British government made a grant of £50,000 available.
	April	The recent government grant was already exhausted and the Poor Law Commissioners were without funds.
	May	A new Irish tax was introduced, the Rate-in-Aid, which was intended to support the poorest workhouses.
	July	Almost 800,000 people were in receipt of outdoor relief. A second Encumbered Estates Act was passed.
	August	Queen Victoria and her family visited Ireland. Overall, they were warmly received. Some blight was evident, but mostly in the west.
	December	During this year, the number of evicted families totaled almost 17,000, while an estimated 220,000 emigrated.
1850		
	February	Following complaints about the orphan girls being sent to Australia, an enquiry was held.
	May	More than one million people were receiving both workhouse and outdoor relief.
	August	There were only limited instances of blight on the potato crop, mostly in the southwest of the country. Approximately 210,000 people emigrated in 1850.
1851		
	March	The census was taken. It recorded that the Irish population had fallen from 8,175,124 people in 1841, to 6,552,385.
	August	The potato crop was largely blight-free. An estimated 250,000 had emigrated during the year.
1852		Although The Great Hunger was widely considered to be "over," levels of eviction and emigration remained high.
1861		The population had fallen to 5,798,967.
1901		The population was 4,458,775.

Kinealy, Christine. "Apparitions of Death and Disease: The Great Hunger in Ireland." *Famine Folios*. Eds. Grace Brady and Niamh O'Sullivan. Hamden, CT: Ireland's Great Hunger Museum/Quinnipiac University Press, 2014.

Writing

This writing activity is to be done individually.

Picture yourself as an average Irish man, woman or child during The Great Hunger. What is life like for you? What hardships have you faced? What is your plan? Would you stay in Ireland or leave for America? Why or why not?

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Emigration Reading

Between 1845 and 1852, nearly two million people emigrated from Ireland to America. According to Stephen Campbell in *The Great Irish Famine,* "This was almost one-fifth of the country's pre-famine population and represented the largest single population movement of the 19th century. In 1847 alone, 230,000 sailed to North America and Australia."

A number of newspapers reported on the mass exodus of the Irish. This account was taken from *The Cork Examiner:*

> The quays are crowded every day with the peasantry from all quarters of the country, who are emigrating to America, both direct from this port, and 'cross channel' to Liverpool, as the agents here cannot produce enough ships to convey the people from this unhappy country. Two vessels – the Fagabelac and Colock – were dispatched this week, the former with 208, the latter with 110 passengers. There are two other ships on the berth – the Wansworth for Quebec, and the Victory for New York; both are intended to sail on Tuesday next. There are nearly 1,200 passengers booked in these vessels. – April 1847

Passenger Acts were passed to improve health and sanitary conditions on emigrant ships, but despite these measures, 40,000 died at sea or in quarantine stations. From the *New York Sun:*

> The paupers who have recently arrived from Europe give a most melancholy account of their sufferings. Upwards of 80 individuals, almost dead with ship fever, were landed from one ship alone, while 27 of the cargo died on the passage, and were thrown into the sea. They were 100 days tossing to and fro upon the ocean, and for the last 20 days their only food consisted of the few ounces of meal per day, and their only water was obtained from the clouds. – May 1847

Emigration was seen as a solution to Ireland's chief social problem—too many poor. Some members of Parliament proposed transplanting the populations of certain areas to Canada and recolonizing the land with Protestant tenants. It was believed that Protestants would be more industrious and cooperative with their landlord.

To be answered individually, as a group or class
What is the difference between emigration and immigration? How would you describe each in relation to The Great Hunger?

IRELAND'S GREAT HUNGER MUSEUM

Student Activities While Visiting the Museum

Touring the Exhibition
On the day of your tour, students will take part in the following activities:
- **K**now/**W**ant/**L**earn/Background knowledge activity (page 14)
- Video on The Great Hunger (upper middle and high school only)
- Exhibit analysis and discussion while touring exhibition (page 15)
- Creative writing activity (page 19)

KWL/Background Knowledge Activity
- Upon your arrival to the museum, tour guides will provide students with several sticky notes. They will be given 10 minutes to write down their answers about the following:

  - What do you KNOW about the Famine?
  - What do you WANT to know about the Famine
  - What have you LEARNED*?
  (*to be completed after the students complete their tour)

- Students will place their sticky notes on the corresponding charts and then engage in a short discussion about their background knowledge of The Great Hunger.

IRELAND'S GREAT HUNGER MUSEUM

Exhibit Analysis and Discussion

Name_____ Date_____

Answer the following questions related to the exhibit that you are currently viewing.

"**The Finishing Touch" by James Brenan**

1) Describe what you see in this picture? What do you think is going on? How do you think it relates to The Great Hunger?
2) Why do you think the artist chose to show this side of The Great Hunger?

"A Young Man's Troubles" by Jack B. Yeats

1) Describe what you see in this picture? What do you think is going on? How do you think it relates to The Great Hunger?

2) Why do you think the artist chose to show this side of The Great Hunger?

"Outward Bound/Homeward Bound" by Erskine Nicol

1) Describe what you see in these pictures? What do you think is going on? How do you think it relates to The Great Hunger?

2) Why do you think the artist chose to show this side of The Great Hunger?

"Famine Ship" by John Behan

1) Describe what you see in this sculpture? What do you think is going on? How do you think it relates to The Great Hunger?
2) Why do you think the artist chose to show this side of The Great Hunger?

"An Gorta Mór" by Robert Ballagh

1) Describe what you see in this picture? What do you think is going on? How do you think it relates to The Great Hunger?
2) Why do you think the artist chose to show this side of The Great Hunger?

"The Leave-Taking" by Margaret Lyster Chamberlain

1) Describe what you see in this sculpture? What do you think is going on? How do you think it relates to The Great Hunger?

2) Why do you think the artist chose to show this side of The Great Hunger?

"Statistic I" and "Statistic II" by Rowan Gillespie

1) Describe what you see in these sculptures? What do you think is going on? How do you think it relates to The Great Hunger?

2) Why do you think the artist chose to show this side of The Great Hunger?

IRELAND'S GREAT HUNGER MUSEUM

Creative Writing Activity

Name_____

School_____

Date_____

Choose one piece of artwork from the exhibition and write about it from your perspective. What do you see? How would you describe the people or place depicted in the painting or sculpture? What words would you use to describe the artwork? How would you describe it to someone who could not see it? How would you describe the scene depicted in the painting or sculpture?

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Using the same piece of art, write about the same scene, or what is being depicted from the first person perspective. Imagine you are living in this scene or are the person being depicted. What is going on? How are you feeling? What is life like?

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*Once you have completed your creative writing activity, please turn this in to your tour guide prior to your departure. Thank you!

Suggested Post-Visit Activities (to be done at school)

- Putting themselves in the perspective of an immigrant, students can write a letter home about their experiences on the voyage to their new home and what life is like for them in their new country.
- Students can make connections by conducting research on various famines around the world today and the impact that they have on the people of that region as well as the rest of the world. Students should be able to make connections to The Great Hunger of the 19th century and to current events from around the world.
- Students can suggest ways to address issues of poverty, hunger and immigration in their local communities.

Making Connections and Standards

Visual Arts Standards

- Media: Students will understand, select and apply media, techniques and processes.
- Elements and Principles: Students will understand and apply elements and organizational principles of art.
- Content: Students will consider, select and apply a range of subject matter, symbols and ideas.
- History and Cultures: Students will understand the visual arts in relation to history and cultures.
- Analysis, Interpretation and Evaluation: Students will reflect upon, describe, analyze, interpret and evaluate their own and others' work.
- Connections: Students will make connections between the visual arts, other disciplines and daily life.

History/Social Studies

Grades 6-8

- INQ 6–8.6 Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- INQ 6–8.7 Evaluate the credibility of a source by determining its relevance and intended use.
- INQ 6–8.8 Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
- INQ 6–8.9 Develop claims and counterclaims while pointing out the strengths and limitations of both.
- INQ 6–8.10 Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
- INQ 6–8.11 Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
- INQ 6–8.15 Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.
- INQ 6–8.16 Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levels of power, strategies, and potential outcomes.
- GEO 6–7.3 Explain how cultural patterns and economic decisions influence environments and the daily lives of people.

- GEO 6–7.4 Analyze the cultural and environmental characteristics that make places both similar to and different from one another.
- GEO 6–7.5 Explain the connections between the physical and human characteristics of a region and the identity of individuals and cultures living there.
- GEO 6–7.6 Explain how changes in transportation and communication technology influence human settlements and affect the diffusion of ideas and cultural practices.
- GEO 6–7.7 Analyze how relationships between humans and environments extend or contract settlement and movement.
- GEO 6–7.8 Evaluate the influences of long-term, human-induced environmental change on conflict and cooperation.
- GEO 6–7.9 Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.
- GEO 6–7.10 Explain how the relationship between the environmental characteristics of places and the production of goods influences the world trade.
- GEO 6–7.11 Explain how global changes in population distribution affect changes in land use in particular regions.
- CIV 6–7.2 Assess specific rules and laws (both actual and proposed) as means of addressing public problems.
- CIV 6–7.3 Compare historical and contemporary means of changing societies and promoting the common good.
- ECO 6–7.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.
- HIST 6–8.1 Use questions about historically significant people or events to explain the impact on a region.

Grades 9-12

- INQ 9–12.1 Explain how a question reflects an enduring issue in the field.
- INQ 9–12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
- INQ 9–12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
- INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- INQ 9–12.7 Evaluate the credibility of a source by examining how experts value the sources.
- INQ 9–12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

- INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
- INQ 9–12.12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- INQ 9–12.15 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
- INQ 9–12.16 Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
- HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- HIST 9–12.2 Analyze change and continuity in historical eras.
- HIST 9–12.3 Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
- HIST 9–12.4 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
- HIST 9–12.5 Analyze how historical contexts shaped and continue to shape people's perspectives.
- HIST 9–12.6 Analyze the ways in which the perspectives of those writing history shaped the history that they produced.
- HIST 9–12.7 Explain how the perspectives of people in the present shape interpretations of the past.
- HIST 9–12.8 Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.
- HIST 9–12.9 Analyze the relationship between historical sources and the secondary interpretations made from them.
- HIST 9–12.11 Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
- HIST 9-12.13 Critique the appropriateness of the historical sources used in a secondary interpretation.
- HIST 9–12.14 Analyze multiple and complex causes and effects of events in the past.

- HIST 9–12.15 Distinguish between long-term causes and triggering events in developing a historical argument.
- HIST 9–12.16 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
- HIST 9–12.17 Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy
- GEO 9–12.4 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
- GEO 9–12.5 Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
- GEO 9–12.6 Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.
- GEO 9–12.7 Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.
- GEO 9–12.8 Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.
- ECO 9–12.2 Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.
- CIV 9–12.3 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
- CIV 9–12.7 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

English and Language Arts

Grades 6-8

- CCSS.ELA-LITERACY.RH.6-8.1
  Cite specific textual evidence to support analysis of primary and secondary sources.
- CCSS.ELA-LITERACY.RH.6-8.2
  Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- CCSS.ELA-LITERACY.RH.6-8.4
  Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- CCSS.ELA-LITERACY.RH.6-8.5
  Describe how a text presents information (e.g., sequentially, comparatively, causally).
- CCSS.ELA-LITERACY.RH.6-8.6
  Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

- CCSS.ELA-LITERACY.RH.6-8.7
  Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- CCSS.ELA-LITERACY.RH.6-8.8
  Distinguish among fact, opinion, and reasoned judgment in a text.
- CCSS.ELA-LITERACY.RH.6-8.9
  Analyze the relationship between a primary and secondary source on the same topic.
- CCSS.ELA-LITERACY.WHST.6-8.1
  Write arguments focused on *discipline-specific content*.
- CCSS.ELA-LITERACY.WHST.6-8.2
  Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- CCSS.ELA-LITERACY.WHST.6-8.4
  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.WHST.6-8.5
  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- CCSS.ELA-LITERACY.WHST.6-8.7
  Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- CCSS.ELA-LITERACY.WHST.6-8.8
  Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- CCSS.ELA-LITERACY.WHST.6-8.9
  Draw evidence from informational texts to support analysis, reflection, and research.

Grades 9-12

- CCSS.ELA-LITERACY.RH.9-10.1
  Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- CCSS.ELA-LITERACY.RH.9-10.2
  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.

- CCSS.ELA-LITERACY.RH.9-10.3
  Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- CCSS.ELA-LITERACY.RH.9-10.4
  Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- CCSS.ELA-LITERACY.RH.9-10.5
  Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- CCSS.ELA-LITERACY.RH.9-10.6
  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.
- CCSS.ELA-LITERACY.RH.9-10.8
  Assess the extent to which the reasoning and evidence in a text support the author's claims.
- CCSS.ELA-LITERACY.RH.9-10.9
  Compare and contrast treatments of the same topic in several primary and secondary sources.
- CCSS.ELA-LITERACY.WHST.9-10.1
  Write arguments focused on *discipline-specific content*.
- CCSS.ELA-LITERACY.WHST.9-10.2
  Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- CCSS.ELA-LITERACY.WHST.9-10.7
  Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- CCSS.ELA-LITERACY.WHST.9-10.8
  Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- CCSS.ELA-LITERACY.WHST.9-10.9
  Draw evidence from informational texts to support analysis, reflection, and research.
- CCSS.ELA-LITERACY.WHST.9-10.10
  Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- CCSS.ELA-LITERACY.RH.11-12.1
  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.

- CCSS.ELA-LITERACY.RH.11-12.2
  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.
- CCSS.ELA-LITERACY.RH.11-12.3
  Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- CCSS.ELA-LITERACY.RH.11-12.4
  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 *faction* in *Federalist* No. 10).
- CCSS.ELA-LITERACY.RH.11-12.5
  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.
- CCSS.ELA-LITERACY.RH.11-12.6
  Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- CCSS.ELA-LITERACY.RH.11-12.8
  Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- CCSS.ELA-LITERACY.RH.11-12.9
  Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- CCSS.ELA-LITERACY.WHST.11-12.1
  Write arguments focused on *discipline-specific content*.
- CCSS.ELA-LITERACY.WHST.11-12.2
  Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- CCSS.ELA-LITERACY.WHST.11-12.7
  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.
- CCSS.ELA-LITERACY.WHST.11-12.8
  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.

- CCSS.ELA-LITERACY.WHST.11-12.9
  Draw evidence from informational texts to support analysis, reflection, and research.
- CCSS.ELA-LITERACY.WHST.11-12.10
  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.