

# STIAchievement Services

## Formative Assessments Pacing Guide for St. Clair County Schools AHSGE Social Studies Objectives

### Social Studies Grade 11 American History: 1877 - Present

AHSGE includes 13 objectives tested by various numbers of items. Refer to each line objective below for the number of items in parentheses.

<p><b>AHSGE Objectives and Eligible Content</b>  <b>NOTE: NOTE: Social Studies Gr. 11 Begins with V-2.</b>  <b>OVERLAP: V-1 for Gr. 10 and Gr. 11</b>  <b>I-1. – IV-1. Included in Social Studies Grade 10</b></p>	<p>Months to be Taught (Semester I/ Semester II) Accelerated Guide Weeks 1-7</p>	<p>Content Vocabulary (Word Walls)</p>	<p>Test Vocabulary/ Bloom's Level (Word Walls)</p>	<p>Rigor Level I-introduces content/basic theory Rigor Level II-connects to prior knowledge Rigor Level III-focuses on highly developed skills, integrates complex skills Rigor Level IV-demonstrates skills in independent groups (project based); includes use of technology</p>
<p><b>I – 1 Identify and evaluate America’s exploration, development, and divergence: Economic, Political, Social, Cultural, Geographic (10 items)</b></p> <p><b>a.</b> Identify the effects of the Crusades, the Renaissance, and the Reformation: - Motivation – Subsequent Action</p> <p><b>b.</b> Trace the development and impact of the Columbian Exchange: - Destabilization of Native American societies</p> <p><b>c.</b> Trace, compare, and explain the significance of early European conquests, colonization, and business ventures: - Conquistadors- St. Augustine -Jamestown -Virginia House of Burgesses</p> <p><b>d.</b> Identify the critical economic and political events leading to the Colonial separation from England:</p> <ul style="list-style-type: none"> <li>- taxation</li> <li>- French and Indian War</li> <li>- lack of free trade</li> <li>- Boston Massacre</li> <li>- Boston Tea Party</li> <li>- Lexington and Concord</li> </ul>				

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<p><b>II – 1 Recognize and comprehend the impact of the influences of intellectual and religious thought on the political systems of the United States. (6 items)</b></p> <p><b>a.</b> Identify and describe the impact and the influences of the intellectual and religious thought on the political systems of the United States.</p> <ul style="list-style-type: none"> <li>- Magna Carta</li> <li>- Political concepts of Locke, Rousseau, and Montesquieu</li> <li>- Great Awakening</li> <li>- Bill of Rights</li> </ul> <p><b>b.</b> Identify and describe models and concepts for central government.</p> <ul style="list-style-type: none"> <li>- First and Second Continental Congresses</li> <li>- Political parties</li> <li>- Declaration of Independence</li> <li>- Articles of Confederation: strengths and weaknesses</li> <li>- Constitutional Convention: state vs. national power, major crises and compromises, debate over ratification, Federalist Papers</li> <li>- First American Political Systems: economic differences, Jefferson vs. Hamilton (Examples: national debt, state debt, banking system)</li> <li>- Washington's Farewell Address</li> <li>- Impact of John Marshall on the Supreme Court: Judicial Review – <i>Marbury v. Madison</i></li> </ul>				

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<p><b>II – 2 Identify and comprehend the provisions of essential documents of the United States government: - Declaration of Independence – Constitution – Bill of Rights – 13<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup> and 19<sup>th</sup> Amendments. (14 items)</b></p> <p>a. Identify, explain, describe, and/or compare the provisions of essential documents of the United States Government:</p> <ul style="list-style-type: none"> <li>- Declaration of Independence: philosophical background, concept of equality, Social Contract Theory</li> <li>- Basics of the Constitution: Preamble, Separation of Powers, Federal System, Elastic Clause, Bill of Rights, 13<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup>, and 19<sup>th</sup> Amendments, Violations (Examples: Black Codes, Jim Crow Laws)</li> </ul> <p>b. Relate Separation of Powers, Federal System, and the Bill or Rights to colonial experiences.</p>				
<p><b>III – 1 Identify and evaluate the impact of the American Revolution. (6 items)</b></p> <p>a. Trace and describe the causes, course, and consequences of the Revolutionary War:</p> <ul style="list-style-type: none"> <li>- Causes: Lack of free trade, Boston Tea Party, Issues of Second Continental Congress, Boston Massacre, Patrick Henry's speech</li> <li>- Course: Leaders (Examples: George Washington, Samuel Adams, Paul Revere), Military Campaigns (Examples: Saratoga, Yorktown, Valley Forge)</li> <li>- Consequences: Treaty of Paris – recognition of independence, territorial acquisition, Unfinished business – War of 1812: impressment and embargo</li> </ul>				

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<p><b>III – 2 Identify and evaluate the Era of Expansion Note: Use map on territorial expansion (6 items)</b></p> <p><b>a.</b> Trace and compare the expansion of the U.S. from 1783-1853:</p> <ul style="list-style-type: none"> <li>- Territorial expansion: Treaty of Paris – 1783 (Land Ordinance – 1785, Northwest Ordinance – 1787)</li> <li>- Louisiana Purchase: background, Lewis and Clark expedition</li> <li>- Economic nationalism during the “Era of Good Feeling”: Economic Issues (Examples: internal improvements, Henry Clay’s American System), Alabama Statehood, Missouri Compromise, Monroe Doctrine</li> <li>- Westward expansion: Indian Removal Act (Examples: Trail of Tears {Note: Alabama may be included}, Pre-Civil War expansion west of the Mississippi (Examples: Santa Fe, Oregon, Mormon, and California trails; Gold Rush)</li> <li>- Growing sectional divisions: Texas Independence, Mexican War (Example: Manifest Destiny)</li> </ul>				

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<p><b>III – 3 Identify and evaluate the impact of American social and political reform and the emergence of a distinct American culture. (6 items)</b></p> <p>a. Identify, describe, and/or compare the impact of social, political, and economic reforms before the Civil War:</p> <ul style="list-style-type: none"> <li>- Social reforms before the Civil War: <i>Women and women's rights</i> (Examples: Elizabeth Cady Stanton, Sojourner Truth, Susan B. Anthony, Seneca Falls Convention), <i>Abolitionists</i> (Examples: William Floyd Garrison, Harriet Beecher Stowe, Frederick Douglass, Harriet Tubman and the Underground Railroad), <i>Other Reform Movements</i> (Examples: Dorothea Dix, temperance, Utopian Communities)</li> <li>- Political and economic reform: <i>War of 1812</i> – Course of the War (Examples: Horseshoe Bend, Ft. McHenry, New Orleans) Consequences of the War – [a. Growth of Nationalism (Example: tariff protection), b. Marshall's Supreme Court (Examples: <i>Madison v. Marbury</i> and <i>Gibbons v. Ogden</i>), c. Jacksonian Democracy: Common Man Ideal, d. Extension of voting rights, e. Creation of the Spoils System], Nullification Crisis <i>Emergence of a distinct American culture</i> – Authors and poets (Examples: Webster, Emerson, Thoreau, Whitman, Poe, Hawthorne, Irving, Cooper, and Dickinson)</li> </ul>				

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<p><b>IV – 1 Identify and evaluate events, causes, and effects of the Civil War Era. (8 items)</b></p> <p><b>a.</b> Recognize and analyze the factors leading to sectional division.</p> <ul style="list-style-type: none"> <li>- Compromise of 1850</li> <li>- Fugitive Slave Act</li> <li>- Kansas-Nebraska Act</li> <li>- Formation of Republican Party</li> <li>- Dred Scott Decision</li> <li>- John Brown Raid</li> </ul> <p><b>b.</b> Identify &amp; relate the election of Lincoln to the division of the nation.</p> <ul style="list-style-type: none"> <li>- Background: Issues debated, Democratic Party split</li> <li>- Secession and the federal response: (Examples: formation of Confederacy [Note: include Montgomery, Alabama], Ft. Sumter, Northern goals, Southern goals)</li> <li>- Northern Alabama's perspective on secession (Note: include Winston County, Alabama, and western counties of Virginia), Pockets of resistance to secession</li> </ul> <p><b>c.</b> Identify and analyze the non-military events of the Civil War.</p> <ul style="list-style-type: none"> <li>- Political: (Example: creation of black military units)</li> <li>- Economic: (Examples: Homestead Act, Morrill-Land Grant Act)</li> <li>- Cultural: (Examples: draft opposition, Emancipation Proclamation)</li> <li>- Legal: (Examples: suspension of the Writ of Habeas Corpus)</li> </ul> <p><b>d.</b> Examine the military defeat of the Confederacy.</p> <ul style="list-style-type: none"> <li>- Geographic: (Examples: Battles of Vicksburg and Gettysburg, Sherman's March)</li> <li>- Political: Gettysburg Address</li> <li>- Economic: Lee's surrender, Cost of war</li> </ul> <p><b>e.</b> Identify and compare the successes and failure of the Reconstruction Era and the emergence of the New South.</p> <ul style="list-style-type: none"> <li>- Plans for Reconstruction: Lincoln's Plan, Congressional Plan</li> <li>- Radical Reconstruction: (Ex: Southern Military Districts, Black Codes, carpetbaggers, scalawags, organized resistance groups)</li> <li>- Presidency of U.S. Grant</li> <li>- End of Reconstruction: (Ex: election of 1876, Compromise of 1877)</li> <li>- The New South: Politics, Industrialization, Race relations (Examples: Jim Crow Laws), Black cultural structures (Ex:schools, churches, and family)</li> </ul>				

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<p><b>V – 1 Identify and evaluate events that led to the settlement of the West. (6 items)</b> <b><u>NOTE: END of 10<sup>th</sup> and REVIEW at start of 11<sup>th</sup></u></b></p> <p><b>a.</b> Identify and explain the closing of the frontier and the transition from an agrarian society to an industrial nation during the 1800's.</p> <ul style="list-style-type: none"> <li>- Indian tribes: (Examples: new states, U.S. Army and Indian conflicts, buffalo annihilation, and geographic impact)</li> <li>- Settlement of the Midwest/immigrant movement: (Examples: steel plow, windmill, revolver, barbed wire, and railroad)</li> <li>- Changing roles of the American farmers: (Examples: early mechanization of agriculture, farmers' grievances, American agrarian rebellion, Populist Movement, and Alabama farmers)</li> </ul>	<p>Dec./May Aug./Jan.</p>	<p>Mechanization, agrarian, settlement of the West, agrarian society, industrial nation (1800's), Indian tribes, new states, U.S. Army and Indian conflicts, buffalo annihilation, geographic impact, Midwest settlement, immigrant movement, steel plow, windmill, revolver, barbed wire, railroad, farmers' grievances, American agrarian rebellion, Populist Movement</p>	<p>Graph, passage below, chart, Study the diagram below, which BEST completes the diagram, study the list below, contributed to</p> <p>Levels 1 – 5</p>	<p>Rigor Level I Rigor Level II</p>

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<p><b>V – 2 Evaluate the concepts, developments, and consequences of industrialization and urbanization. (8 items)</b></p> <p><b>a.</b> Describe the concepts, developments, and consequences of industrialization and urbanization.</p> <ul style="list-style-type: none"> <li>- Geographic factors that influenced industrialization: (Examples: natural resources, mountains, rivers)</li> <li>- Sources of power for new industries: (Examples: oil, electricity)</li> <li>- Communication Revolution: (Ex: transatlantic cable, telephone, radio)</li> <li>- Early industry/role of labor in Alabama [Note: AL maps may be used] (Examples: iron, steel, coal, railroad, lumber, shipping, textiles, convict leasing)</li> <li>- Monopolies/mergers: (Ex: Robber barons, Rockefeller, Carnegie)</li> <li>- Ideologies of business: (Examples: Social Darwinism, Gospel of Wealth, Horatio Alger)</li> <li>- Urbanization in late 1800's [Note:photos, political cartoons, graphs may be used] - Geographic: [Note: pop. maps may be used] (Ex: from farm to factory) - Economic: (Examples: immigrant/child/female labor, labor unions, labor strikes, immigration restrictions)</li> </ul> <p><b>b.</b> Identify, explain, and relate the accomplishments and limitations of the Progressive Movement.</p> <ul style="list-style-type: none"> <li>- Characteristics</li> <li>- Social: Role of women, Muckrakers (Examples: <i>The Jungle</i> by Upton Sinclair, <i>History of the Standard Oil Company</i> by Ida Tarbell), Public education (Example: Horace Mann)</li> <li>- The Niagara Movement: W.E.B. DuBois, National Association for the Advancement of Colored People (NAACP)</li> <li>- Atlanta Exposition/Compromise</li> <li>- Tuskegee Insti.: Bkr. T. Washington, George Washington Carver</li> <li>- Political: <i>Plessy v. Ferguson</i></li> <li>- Alabama's 1901 Constitution</li> <li>- Progressive Constitutional Amendments and impact: 16<sup>th</sup>-18<sup>th</sup>, 19<sup>th</sup></li> </ul>	<p>Aug/Jan</p> <p>Sept/ Feb</p>	<p>Transatlantic, industrialization, urbanization, natural resources, sources of power, Communication Revolution, Transatlantic cable, iron, steel, coal, railroad, lumber, shipping, textiles, convict leasing, monopolies/ mergers, robber barons, Rockefeller, Carnegie, business ideologies, Soc. Darwinism, Gospel of Wealth, Horatio Alger, political cartoons, immigrant/child/ female labor, labor unions, labor strikes, immigration restrictions, Progressive Movement, role of women, Muckrakers, <i>The Jungle</i> by Upton Sinclair, <i>History of the Standard Oil Co.</i> by Ida Tarbell, public education, Horace</p>	<p>study the list below, the MAIN reason. . was to. . . Use the graph below and your own knowledge. . . , which was the most likely cause of. . . , Study the diagram below, Which name BEST completes this diagram, Use the map below and your own knowledge to. . . , Study the passage below, (statement/quote) Who am I/, Which amendment requires. . . , Use the chart below and your own knowledge . . .</p> <p>Levels 1 – 4</p>	<p>Rigor Level III</p> <p>Rigor Level IV</p>

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<ul style="list-style-type: none"> <li>- Progressive leadership of Theodore Roosevelt and Woodrow Wilson: (Examples: antitrust laws such as the Clayton Act and Federal Trade Commission, labor reforms, conservation movements, Federal Reserve System)</li> <li>- Election of 1912</li> </ul>		Mann, The Niagara Movement, W.E.B. DuBois, NAACP, Atlanta Exposition/ Compromise, Tuskegee Institute (Booker T. Washington, George Washington Carver, Plessy v. Ferguson, Alabama's 1901 Constitution, Progressive Constitutional Amendments, Amendments 16-19, Theodore Roosevelt and Woodrow Wilson (progressive leadership), antitrust laws (Clayton Act, Federal Trade Commission), labor reforms, conservation movements, Federal Reserve System, Election of 1912, compromise, Morgan, Vanderbilt, Rockefeller		

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<p><b>VI – 1 Evaluate the causes of World War I: Socioeconomic climate of the United States, European economy, Nationalism, Imperialism, Militarism. (9 items)</b></p> <p><b>a.</b> Identify and explain American imperialism and territorial expansion prior to World War I.</p> <ul style="list-style-type: none"> <li>- Search for raw materials</li> <li>- Global balance of power</li> <li>- Hawaiian Islands</li> <li>- Spanish American War: (Examples: Yellow press, Rough Riders, Cuba and the Philippines)</li> <li>- Open Door Policy</li> <li>- Panama Canal: (Example: William C. Gorgas)</li> <li>- Roosevelt's Corollary</li> <li>-</li> </ul> <p><b>b.</b> Identify and analyze America's involvement in World War I.</p> <ul style="list-style-type: none"> <li>- Causes of the war: long term and immediate</li> <li>- Causes of the United States' entry into the war</li> <li>- Mobilization</li> <li>- American military role (Note: no specific battles)</li> <li>- Homefront</li> <li>- Technological innovations</li> <li>- Treaty of Versailles</li> <li>-</li> </ul> <p><b>c.</b> Trace and explain global transformation: European nationalism and Western imperialism.</p> <ul style="list-style-type: none"> <li>- Economic roots of ideology: Nationalism and militarism (Italian, Germany, Austria-Hungary), Social</li> </ul>	Oct/ March	Raw materials, World War I (causes), U.S. socioeconomic climate, European economy, Nationalism, Imperialism, Militarism, territorial expansion, raw materials, global balance of power, Hawaiian Islands, Spanish American War, yellow press, Rough Riders, Cuba and the Philippines, Open Door Policy, Panama Canal (William C. Gorgas), Roosevelt Corollary, World War I (America's involvement including causes of entry, mobilization, military role--with no specific battles considered, homefront, technological innovations, Treaty of Versailles), global transformation, European nationalism, Western imperialism,	Use the time line below and your own knowledge, . . .listed on the time line are associated with. . ., Use the cartoon below and your own knowledge. . ., The situation shown in the cartoon refers to. . ., Study the passage below, In his speech (excerpt provided), the President is referring to. . ., Study the list below, These were FIRST widely used in. . ., Study the diagram below. . . Which BEST completes this diagram?, Use the map below and your own knowledge. . ., Which statement is supported by the information shown on the map?  Levels 3 – 4	Rigor Level III Rigor Level IV

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<p>Darwinism, Racism</p> <ul style="list-style-type: none"> <li>- European colonialism and rivalries in Africa, Asia, and the Middle East</li> <li>- U. S. imperialism:(Examples: Philippines, Cuba, Central America)</li> </ul>		<p>imperialist ideology (nationalism and militarism), Social Darwinism, racism, European colonialism/ rivalries, U.S. imperialism (Philippines, Cuba, Central America)</p>		
<p><b>VI – 2 Analyze the effects of World War I: America’s rejection of world leadership, American culture, Racial conflicts. (9 items)</b></p> <p><b>a.</b> Identify and analyze the course and consequences of World War I.</p> <ul style="list-style-type: none"> <li>- Course: Plans, Attrition on the Western front, Technology</li> <li>- Consequences: Political, Social, Economic</li> <li>- Post-World War I Era: League of Nations, Wilson’s support and congressional rejection</li> <li>- Unfinished business: World War II</li> </ul> <p><b>b.</b> Identify and explain the development of post-war American culture.</p> <ul style="list-style-type: none"> <li>- Roaring Twenties: <i>Arts and Humanities</i> – American writers, Harlem Renaissance, Jazz Age (Example: W.C. Handy), Mass entertainment, Technological innovations (Examples: aviation, automobiles, home appliances) <i>Underside of the 1920’s</i> (Examples: poverty, unorganized labor force, decline in farm incomes, conditions in Alabama, invalidation of anti-</li> </ul>	<p>Oct/ March</p>	<p>Labor prohibition, boot leggers, speak-easies, World War I (effects), American culture, racial conflicts, Attrition on the Western front, Post-World War I Era, League of Nations, post-war American culture, Roaring Twenties, Arts and humanities, American writers, Harlem Renaissance, Jazz age, W.C. Handy, mass entertainment, aviation, automobiles, home appliances, poverty, unorganized labor force, anti-child labor laws, prohibition, racism, Women’s issues (Margaret</p>	<p>Analyze, President ____ viewed the ____ MAINLY as a means to . . . , Study the diagram below. . . Which BEST completes this diagram?, Study the list below. . . , These terms are most related to . . . , Study the passage below. . . ,</p> <p>Levels 1-2</p>	<p>Rigor Level I Rigor Level II</p>

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child labor laws, prohibition, racism), Women's issues (Examples: Margaret Sanger, Zelda Fitzgerald) Racial and ethnic conflict (1920's and 1930's) Red Scare, Sacco and Vanzetti case, Ku Klux Klan activities, Black migration to northern cities, Racial violence (Examples: riots and lynchings), Immigration laws of the 1920's		Sanger, Zelda Fitzgerald), racial conflict, ethnic conflict, Red scare, Sacco and Vanzetti case, Ku Klux Klan, Black migration, racial violence, Immigration laws of the 1920s		

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<p><b>VII – 1 Analyze the advent and impact of the Great Depression and the New Deal on American life: Political, Economic, and Social (8 items)</b></p> <p><b>a. Identify and analyze the causes of the Great Depression:</b></p> <ul style="list-style-type: none"> <li>- Disparity of income</li> <li>- Stock market speculation</li> <li>- Collapse of farm economy</li> </ul> <p><b>b. Identify and analyze the course of the Great Depression and its impact on American life.</b></p> <ul style="list-style-type: none"> <li>- Geographic [Note: maps included] (Examples: Dust bowl, Southern Appalachian region, Tennessee Valley, impact on Alabama economy).</li> <li>- Hoover's administration</li> <li>- Political and economic: FDR's New Deal program (Examples: Federal Deposit Insurance Corporation (FDIC), Social Security, National Labor Relations Board (NLRB), Works Progress Administration (WPA), Civilian Conservation Corps (CCC), Fair Labor Standards Act)</li> <li>- Cultural: (Examples: movies, radio, fireside chats, homelessness, malnutrition)</li> </ul>	Nov/April	Disparity, speculation, minimum wage, Great Depression, New Deal, disparity of income, stock market speculation, farm economy collapse, Dust Bowl, Southern Appalachian region, Tennessee Valley, impact on Alabama economy, Hoover's administration, FDRs New Deal program, Federal Deposit Insurance Corporation (FDIC), Social Security, National Labor Relations Board (NLRB), Works Progress Administration (WPA), Civilian Conservation Corps (CCC), Fair Labor Standards Act, fireside chats, homelessness, malnutrition	This cartoon is similar to some created. . .Use the cartoon and you own knowledge to . . . , Study the headline below . . .The situation referred to in the headline was mainly caused by . . . , Study the passage below, Study the list below, Use the graph below and your own knowledge. . .  Levels 2 – 3	Rigor Level I Rigor Level II

# STIAchievement Services

## Formative Assessments Pacing Guide for St. Clair County Schools AHSGE Social Studies Objectives

### Social Studies Grade 11 American History: 1877 - Present

AHSGE includes 13 objectives tested by various numbers of items. Refer to each line objective below for the number of items in parentheses.

AHSGE Objectives and Eligible Content	Months to be Taught (Semester I/ Semester II) Accelerated Guide Weeks 1-7	Content Vocabulary (Word Walls)	Test Vocabulary/ Bloom's Level (Word Walls)	Rigor Level I-introduces content/basic theory Rigor Level II-connects to prior knowledge Rigor Level III-focuses on highly developed skills, integrates complex skills Rigor Level IV-demonstrates skills in independent groups (project based); includes use of technology
<p><b>VII – 2 Analyze America’s involvement in World War II. (4 items)</b></p> <p><b>a. Identify and analyze America’s involvement in World War II.</b></p> <ul style="list-style-type: none"> <li>- Causes: Europe (Munich conference, Invasion of Poland), Asia (Japanese expansion, Attack on Pearl Harbor)</li> <li>- Homefront: Women’s participation: industry and volunteerism, Rationing, War bonds, Japanese internment</li> <li>- Political leaders: (Examples: FDR, Stalin, Churchill, Hitler, Mussolini)</li> <li>- Military participation: Turning Points (Examples: Stalingrad, Midway, North Africa, Normandy), Military leaders – Eisenhower, MacArthur</li> <li>- Holocaust: Liberation of concentration camps</li> <li>- Scientific and technological developments: Atomic bomb – Hiroshima and Nagasaki</li> </ul> <p><b>b. Compare America’s involvement in World War II to World War I.</b></p>	<p>Nov/April</p> <p>Dec/May</p>	<p>World War II, Munich Conference, Invasion of Poland, Japanese expansion, Pearl Harbor, ;women's participation, volunteerism, rationing, war bonds, Japanese internment, FDR, Stalin, Churchill, Hitler, Mussolini, Stalingrad, Midway, Normandy, Eisenhower, MacArthur, Holocaust, concentration camps, atomic bomb, Hiroshima and Nagasaki</p>	<p>Analyze, Use the time line below and your own knowledge. . .,The poster below is similar to some created. . . , The main purpose of the poster was to . . . , (speech excerpt) Which directly led the President to make this appeal?, Study the diagram below. . .Which completes this diagram?, Study the list below. . .The people named were. .</p> <p>Levels 1 – 2</p>	<p>Rigor Level I</p> <p>Rigor Level II</p> <p>Rigor Level III</p>