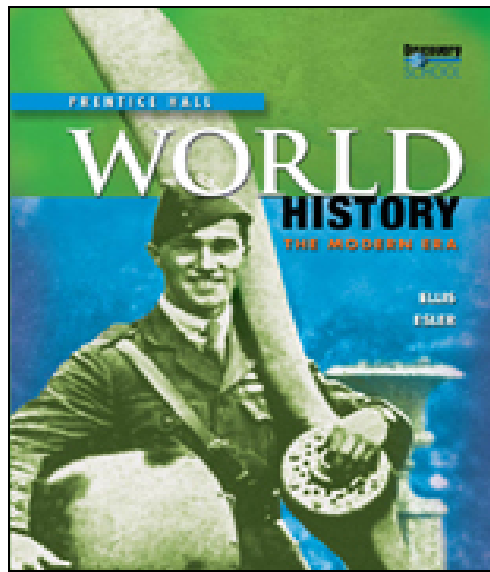


A Correlation of

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The Modern Era**

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To the

**Oklahoma C³ High School
World History Standards**

**Cultural Connections, Turning Points,
and Transformation of the World
into the Modern Era**

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Table of Contents

| | |
|--|-----------|
| PROCESS AND LITERACY SKILLS Grades 9-10..... | 3 |
| PROCESS AND LITERACY SKILLS Grades 11-12..... | 17 |
| CONTENT SKILLS..... | 28 |

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| Oklahoma World History – Cultural Connections, Turning Points, and Transformation of the World into the Modern Era | |
| PROCESS AND LITERACY SKILLS Grades 9-10 Literacy Skills Standard 1: The student will develop and demonstrate Common Core Social Studies reading literacy skills. | |
| A. Key Ideas and Details | |
| A.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. | SE/TE: Primary Sources, 55, 94, 162, 187, 222, 259, 289, 506, 645, 669, 691, 727, 752; Document Based Assessment, 81, 107, 139, 177, 207, 243, 269, 293, 327, 357, 385, 419, 449, 487, 519, 559, 599, 649, 679, 701, 731, 767; Traveler’s Tales, 112, 378, 424, 759; Comparing Viewpoints, 132, 224, 390, 427, 509; Critical Thinking: analyze primary sources, SH31, analyze cartoons, 242, 356, 384, 418, 598, analyze literature, 147, 289, 399, 719 |
| A.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. | SE/TE: Primary Sources, 55, 94, 162, 187, 222, 259, 289, 506, 645, 669, 691, 727, 752; Document Based Assessment, 81, 107, 139, 177, 207, 243, 269, 293, 327, 357, 385, 419, 449, 487, 519, 559, 599, 649, 679, 701, 731, 767; Humanities, 60, 147, 194, 229, 323, 399, 466, 495, 528, 719; Comparing Viewpoints, 132, 224, 390, 427, 509; also see: Critical Thinking: analyze information, 80, 176, 206, 268, 292, 356, 418, 598, 613, 678, 766, identify central issues, 124, 152, 161, 173, 187, 222, 475, 506, 518, summarize, 146, 161, 222, 323, 326, 378, 418, summarize information, identify main ideas, 124, 351, 532, 752; Reading Skills: identify main ideas, 48, 56, 61, 66, 72, 142, 168, 230, 260, 272, 276, 283, 298, 360, 529, 536, 542, 550, 710, 714, 720; summarize, analyze information, 182, 454, 467, 472, 477, 604, 623; TE only: Summarize, 180d; Identify main ideas, 328d |

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| <p>A.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> | <p>SE/TE: Feature: Cause and Effect, 78, 240, 280, 308, 484, 556; Events That Changed the World, 134–135, 202–203, 310–311, 584–585, 636–637; Reformation Ideas Spread, 66–71; Effects of Global Contact, 129–133; Britain Leads the Way, 250–253; New Ways of Thinking, 260–264; An Age of Ideologies, 272–275; Changing Attitudes and Values, 312–318; The Cold War Unfolds, 604–612; The Challenges of Development, 704–708; Globalization, 738–742; also see: Critical Thinking: analyze cause and effect, SH34, recognize cause and effect, 80, 106, 157, 167, 242, 280, 292, 308, 384, 448, 518, 558, 598, 648, 678, 700, 727, 730, 766, understand cause and effect, 144, 176; Reading Skills: recognize sequence, 110, 115, 120, 125, 129, 195, 223, 330, 334, 338, 343, 348, 371, 562, 568, 577, 586, 590, 682, 686, 692, identify causes and effects, 84, 95, 280, 392, 405, 422, 429, 434, 490, 496, 503, 652, 662, 670, recognize multiple causes, 210, 246, 388, 411, 439, 507, understand effects, 99, 254, 400, 512, 658</p> |

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| 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. | <p>SE/TE: Skills Handbook: Use Context Clues, SH5; Analyze Word Parts, SH5; Recognize Word Origins, SH5; Section Assessment: Terms, People and Places, 54, 59, 65, 71, 75, 89, 93, 98, 103, 114, 119, 124, 128, 133, 146, 152, 161, 167, 173, 186, 193, 201, 215, 221, 228, 238, 259, 253, 258, 264, 275, 281, 288, 304, 309, 318, 322, 333, 337, 342, 346, 353, 363, 369, 376, 381, 391, 398, 404, 409, 415, 428, 433, 438, 445, 459, 465, 471, 476, 483, 494, 502, 505, 511, 515, 527, 535, 540, 549, 555, 567, 576, 583, 589, 594, 612, 622, 629, 635, 644, 657, 661, 668, 675, 685, 690, 697, 708, 713, 718, 726, 737, 742, 751, 757, 763; Chapter Assessment: Terms, People and Places, 80, 106, 138, 176, 206, 242, 268, 292, 326, 356, 384, 418, 448, 486, 518, 558, 598, 648, 678, 700, 730;</p> <p>TE only: Vocabulary Builder (examples), 48, 72, 84, 90, 216, 305, 312, 319, 330, 334, 364, 371, 377, 460, 467, 529, 536, 542, 550, 562, 568, 577, 586, 590, 623, 630, 638, 652, 658, 662, 734, 738, 744, 753, 758;</p> <p>Reading Skills: analyze word parts, 408d, 720d; interpret nonliteral meanings, 964d; recognize word origins, 502d, 748d; signal words, 444d, 470d; use context clues, 302d, 782d</p> |

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| B.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. | SE/TE: Concept Connector (In This Chapter & Transfer Activities), 77, 153, 239, 265, 282, 347, 370, 410, 541, 595, 613, 709, 743; also see: Note Taking (Reading Skill & Graphic Organizers), 48, 56, 61, 66, 72, 84, 90, 95, 99, 110, 115, 120, 125, 129, 142, 148, 154, 163, 168, 182, 188, 195, 210, 216, 223, 230, 246, 280, 254, 260, 272, 276, 283, 298, 305, 312, 319, 330, 334, 338, 343, 348, 360, 364, 371, 377, 388, 392, 400, 405, 411, 422, 429, 434, 439, 454, 460, 467, 472, 477, 490, 496, 503, 507, 512, 522, 529, 536, 542, 550, 562, 568, 577, 586, 590, 604, 614, 623, 630, 638, 652, 658, 662, 670, 682, 686, 692, 704, 710, 714, 720, 734, 738, 744, 753 |
| B.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. | SE/TE: Comparing Viewpoints, 132, 224, 390, 427, 509; Critical Thinking: compare points of view, 138, 173, 558; also see: Document Based Assessment, 81, 107, 139, 177, 207, 243, 269, 293, 327, 357, 385, 419, 449, 487, 519, 559, 599, 649, 679, 701, 731, 767; Skills Handbook: Distinguish Between Facts and Opinion and Recognize Bias, SH6; Comparing Viewpoints, SH32; also see: Critical Thinking: identify points of view, 212, 227, 229, 326, 425, 438, 460, 558, 645, 669, recognize ideologies, 152, 157, 229, 268, 287, 539 |

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| C. Integration of Knowledge and Ideas | |
| C.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. | SE/TE: Skills Handbook: Geography Skills Handbook, SH24–SH27; Critical Thinking About Texts, Visuals, and Media Sources, SH28–SH37; Timelines, SH30, 2–3, 12–13, 24–25, 68–69, 78–79, 104–105, 136–137, 174–175, 204–205, 240–241, 266–267, 290–291, 324–325, 354–355, 382–383, 416–417, 446–447, 480–481, 484–485, 516–517, 556–557, 581, 596–597, 646–647, 676–677, 698–699, 728–729, 764–765; Charts and Graphs exist throughout the text, for representative examples, see the following: 64, 74, 78, 104, 118, 131, 134, 135, 136, 160, 172, 174, 201, 204, 585, 591, 596, 597, 599, 606, 610, 646, 655, 660, 673, 676, 679, 683, 688, 695, 698; Cause and Effect Charts, 78, 240, 280, 308, 484, 556; Concept Connector, 77, 153, 239, 265, 282, 347, 370, 410, 541, 595, 613, 709, 743; Infographics, 52, 58, 68, 86, 100, 126, 144, 151, 156, 172, 190, 200, 212, 226, 262, 278, 287, 302, 313, 316, 341, 350, 362, 368, 372, 403, 406, 412, 432, 444, 462, 473, 480, 491, 498, 524, 532, 538, 570, 572, 579, 609, 632, 660, 672, 694, 712, 722, 740, 745, 749, 760 |
| C.8 Assess the extent to which the reasoning and evidence in a text support the author’s claims. | SE/TE: Skills Handbook: Fact and Opinion and Recognize Bias, SH6; also see: Comparing Viewpoints, 132, 224, 390, 427, 509; Document Based Assessment, 81, 107, 139, 177, 207, 243, 269, 293, 327, 357, 385, 419, 449, 487, 519, 559, 599, 649, 679, 701, 731, 767; Critical Thinking: evaluate credibility, SH7 |
| C.9 Compare and contrast treatments of the same topic in several primary and secondary sources. | SE/TE: Document Based Assessment, 81, 107, 139, 177, 207, 243, 269, 293, 327, 357, 385, 419, 449, 487, 519, 559, 599, 649, 679, 701, 731, 767; Comparing Viewpoints, 132, 224, 390, 427, 509; Critical Thinking: identify points of view, 212, 227, 229, 326, 425, 438, 460, 558, 645, 669 |

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| D. Range of Reading and Level of Text Complexity | |
| <p>D.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.</p> | <p>SE/TE: This objective is met throughout <i>World History</i>, including Skills Handbook: Research Writing, SH13–SH15; Section Assessment: Writing About History: Research Report, 567, 576, 583, 589, 594, 685, 690, 697, 708, 713, 718, 726; Chapter Assessment: Writing About History: Research Report, 598, 700, 730; Concept Connector, 77, 153, 239, 265, 282, 347, 370, 410, 541, 595, 613, 709, 743; Document Based Assessment, 81, 107, 139, 177, 207, 243, 269, 293, 327, 357, 385, 419, 449, 487, 519, 559, 599, 649, 679, 701, 731; TE only: Bibliography, 46, 82, 108, 140, 180, 208, 244, 270, 296, 328, 358, 386, 420, 452, 488, 520, 560, 602, 650, 680, 702, 732; Differentiated Instruction: research, 317, 442, 572, 683</p> |

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| Process and Literacy Skills Standard 2: The student will develop and demonstrate Common Core writing literacy skills. | |
| A. Text Types and Purposes | |
| A.1 Write arguments focused on discipline-specific content. | SE/TE: Skills Handbook: Persuasive Essay, SH16–SH17; Section Assessment: Persuasive Essay, 54, 59, 65, 71, 76, 146, 152, 161, 167, 173, 275, 281, 288, 333, 337, 342, 346, 353, 391, 398, 404, 409, 415, 494, 502, 505, 511, 515, 737, 742, 751, 757, 763; Chapter Assessment: Persuasive Essay, 80, 176, 292, 356, 418, 518, 766; Document Based Assessment, 107, 207, 243, 269, 327, 599, 731; TE only: Independent Practice (examples): Letter to the Editor, 198, 219, 748; Opinion Posters, 226; Write an editorial, 341, 390; Persuasive speech, 367; Propaganda Pieces, 547; Extend: Opinion, 555; Speech, 718 |
| A.1.a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. | SE/TE: Skills Handbook: Persuasive Essay: prewriting, SH16, sequence your arguments, SH17; Section Assessment: Persuasive Essay, 54, 59, 65, 71, 146, 167, 275, 333, 342, 346, 391, 398, 409, 494, 502, 515, 737, 742, 751, 757; Chapter Assessment: Persuasive Essay, 80, 176, 292, 356, 418, 518, 766 |
| A.1.b Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns. | SE/TE: Skills Handbook: Persuasive Essay: gather evidence, SH16, use facts and details, SH17; Section Assessment: Persuasive Essay, 54, 59, 65, 71, 152, 161, 173, 281, 288, 333, 337, 346, 353, 398, 404, 409, 494, 502, 505, 511, 742, 757; Chapter Assessment: Persuasive Essay, 80, 176, 292, 356, 418, 518, 766 |
| A.1.c Use words, phrases, and clauses 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. | SE/TE: Skills Handbook: Persuasive Essay: use transition words, SH17; SE/TE: Section Assessment: Writing About History; 54, 59, 65, 71, 76; Writing About History; 80; DBA Writing Task, 357b, 357c, 385b, 385c |

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| A.1.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. | SE/TE: Skills Handbook: Persuasive Essay: publishing and presenting, SH17; Writing About History: 146, 152, 161, 173 |
| A.1.e Provide a concluding statement or section that follows from or supports the argument presented. | SE/TE: Skills Handbook: Persuasive Essay: write a conclusion, SH17; Section Assessment: Persuasive Essay, 71, 76, 415, 763; Chapter Assessment: Persuasive Essay, 80, 292, 418, 518, 766 |
| A.2 Write informative/explanatory texts, including the narration of historic events, scientific procedures/ experiments, or technical processes. | SE/TE: Writing Handbook: Expository Writing, SH10–SH12; Biographical Writing, SH18–SH19; Writing for Assessment, SH20–SH22; Section Assessment: Biographical Essay, 89, 93, 98, 103; Cause and Effect Essay, 215, 221, 228, 238, 459, 465, 471, 476, 483; Compare and Contrast Essay, 114, 119, 124, 128, 133, 363, 369, 376, 381, 527, 535, 540, 549, 555, 657, 661, 668, 675; Explanatory Essay, 249, 253, 258, 264; Problem-Solution Essay, 304, 309, 318, 322, 612, 622, 629, 635, 644; Writing for Assessment, 186, 193, 201, 428, 433, 438, 445; Chapter Assessment: Biographical Essay, 106; Cause and Effect Essay, 242, 486; Compare-and-Contrast Essay, 138, 384, 558, 678; Explanatory Essay, 268; Problem-Solution Essay, 326, 648; Research Report, 598, 700, 730; Writing for Assessment, 206, 448; DBA Writing Task, 107b, 107c, 419b, 419c TE only: Independent Practice (examples): Explanation, 132, 144, 150, 247, 352, 365, 373, 457, 531; Compare and Contrast, 621; Essay, 528, 953, Write a letter of explanation, 331, 403, 406; Extend (examples): Write a Report, 93, 249, 363; Essay, 391, 589, 594; Explanation, 71; Write a news article, 465, 567 |

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| <p>A.2.a Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> | <p>SE/TE: Writing Handbook: Expository Writing: prewriting, SH10; Biographical Writing: prewriting, SH18; Writing for Assessment: prewriting, SH20; Section Assessment: Biographical Essay, 89, 93, 98, 103; Cause and Effect Essay, 215, 221, 228, 238, 459, 465, 471, 476, 483; Compare and Contrast Essay, 114, 119, 124, 128, 133, 363, 369, 376, 381, 527, 535, 540, 549, 555, 657, 661, 668, 675; Explanatory Essay, 249, 253, 258, 264; Problem-Solution Essay, 304, 309, 318, 322, 612, 622, 629, 635, 644; Writing for Assessment, 186, 193, 201, 428, 433, 438, 445; Chapter Assessment: Biographical Essay, 106; Cause and Effect Essay, 242, 486; Compare-and-Contrast Essay, 138, 384, 558, 678; Explanatory Essay, 268; Problem-Solution Essay, 326, 648; Research Report, 598, 700, 730; Writing for Assessment, 206, 448; DBA Writing Task, 487b, 487c</p> |
| <p>A.2.b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> | <p>SE/TE: Writing Handbook: Expository Writing: drafting, SH11; Biographical Writing: drafting, SH19; Writing for Assessment: drafting, SH21; Section Assessment: Biographical Essay, 89, 93, 98, 103; Cause and Effect Essay, 215, 221, 228, 238, 459, 465, 471, 476, 483; Compare and Contrast Essay, 114, 119, 124, 128, 133, 363, 369, 376, 381, 527, 535, 540, 549, 555, 657, 661, 668, 675; Explanatory Essay, 249, 253, 258, 264; Problem-Solution Essay, 304, 309, 318, 322, 612, 622, 629, 635, 644; Chapter Assessment: Biographical Essay, 106; Cause and Effect Essay, 242, 486; Compare-and-Contrast Essay, 138, 384, 558, 678; Explanatory Essay, 268; Problem-Solution Essay, 326, 648; Writing for Assessment, 206, 448</p> |

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| A.2.c Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. | SE/TE: Writing Handbook: Expository Writing: add transition words, SH12; Section Assessment: Explanatory Essay, 253; Cause and Effect Essay, 483, 555; Chapter Assessment: Cause and Effect Essay, 242 |
| A.2.d Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. | SE/TE: Writing Handbook: Expository Writing: revise words, SH12; Biographical Writing: examine word choice, SH19; Writing for Assessment: key words, SH20, examine word choice, SH22; Section Assessment: Compare and Contrast Essay, 668; Chapter Assessment: Cause and Effect Essay, 242 |
| A.2.e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. | SE/TE: Writing Handbook: Expository Writing: publishing and presenting, SH12; Biographical Writing: publishing and presenting, SH19; Writing for Assessment, SH20–SH21; Section Assessment: Cause and Effect Essay, 221, 476; Compare and Contrast Essay, 549, 657 Chapter Assessment: Biographical Essay, 106; Cause and Effect Essay, 242, 486; Compare-and-Contrast Essay, 558 |
| A.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). | SE/TE: Writing Handbook: Biographical Writing: model conclusion, SH19; Writing for Assessment: open and close strongly, SH21; Section Assessment: Compare and Contrast Essay, 133, 376; Chapter Assessment: Biographical Essay, 106; Cause and Effect Essay, 486; Compare-and-Contrast Essay, 138, 558; Writing for Assessment, 206, 448; Cause and Effect Essay, 486; Compare-and-Contrast Essay, 138, 558 |
| A.3 (See note; not applicable as a separate requirement) | Not applicable according to the Common Core State Standards |

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|--|--|
| 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. | SE/TE: Section Assessment: Writing About History, 54, 59, 65, 71, 89, 93, 98, 103, 114, 119, 124, 128, 133, 146, 152, 161, 167, 173, 186, 193, 201, 215, 221, 228, 238, 249, 253, 258, 264, 275, 281, 288, 304, 309, 318, 322, 333, 337, 342, 346, 353, 363, 369, 376, 381, 391, 398, 404, 409, 415, 428, 433, 438, 445, 459, 465, 471, 476, 483, 494, 502, 505, 511, 515, 527, 535, 540, 549, 555, 567, 576, 583, 589, 594, 612, 622, 629, 635, 644, 657, 661, 668, 675, 685, 690, 697, 708, 713, 718, 726, 737, 742, 751, 757, 763; Chapter Assessment: Writing About History, 80, 106, 138, 176, 206, 242, 268, 292, 326, 356, 384, 418, 448, 486, 518, 558, 598, 648, 678, 700, 730, 766; Document-Based Assessment, 81, 107, 139, 177, 207, 243, 269, 293, 327, 357, 385, 419, 449, 487, 519, 559, 599, 649, 679, 701, 731, 767; Writing Handbook, SH8–SH23; TE only: Extend: Writing (examples), 71, 93, 249, 363, 391, 465, 555, 567, 589, 594, 718; Independent Practice: Writing (examples), 132, 144, 150, 166, 198, 219, 247, 306, 331, 341, 352, 365, 367, 373, 390, 403, 406, 457, 531, 547, 591, 621, 659, 748; Differentiated Instruction: Advanced Readers & Gifted and Talented: Writing (examples), 112, 192, 286, 401 |
| B.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. | Detailed writing process instruction is provided with the following activities: SE/TE: Writing Handbook: Narrative Essay, SH8–SH9; Expository Writing, SH10–SH12; Research Writing, SH13–SH15; Persuasive Writing, SH16–SH17; Chapter Assessment: Writing About History, 80, 106, 138, 176, 206, 242, 268, 292, 326, 356, 384, 418, 448, 486, 518, 558, 598, 648, 678, 700, 730, 766; also see: Concept Connector Transfer Activity, 11, 23, 41, 43, 77, 153, 239, 265, 282, 347, 410, 541, 595, 613, 709, 743; also see: Student Concept Connector Journal |

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| B.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. | SE/TE: Chapter Assessment: Writing About History, 80, 106, 138, 177, 206, 242, 268, 292, 326, 356, 384, 418, 448, 486, 518, 558, 598, 648, 678, 700, 730, 766; Concept Connector Transfer Activity: 21 st Century Skills, 11, 23, 41, 43, 77, 153, 239, 265, 282, 347, 410, 541, 595, 613, 709, 743; DBA Writing Task, 139b, 139c TE only: Extend: Design a Web Site, 161; also see: Extend Online, 46c, 82c, 108c, 140c, 180c, 208c, 244c, 270c, 296c, 328c, 358c, 386c, 420c, 452c, 488c, 520c, 560c, 602c, 650c, 680c, 702c, 732c |
| C. Research to Build and Present Knowledge | |
| C.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. | SE/TE: Writing Handbook: Research Writing, SH13–SH15; Section Assessment: Writing About History: Research Report, 567, 576, 583, 589, 594, 685, 690, 697, 708, 713, 718, 726; Chapter Assessment: Writing About History: Research Report, 598, 700, 730; Concept Connector Transfer Activity, 11, 23, 41, 43, 77, 153, 239, 265, 282, 347, 410, 541, 595, 613, 709, 743; TE only: Independent Practice: Research (examples), 145, 200, 248; Extend: Research (examples), 71, 93, 119, 128, 167, 215, 249, 258, 342, 346, 363, 376, 381, 404, 409, 415; Advanced Readers & Gifted and Talented: Research, 244d, 317, 442, 572, 683, 694 |

**A Correlation of Prentice Hall World History, The Modern Era ©2014
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| <p>C.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.</p> | <p>SE/TE: Writing Handbook: Research Writing, SH13–SH15; Section Assessment: Writing About History: Research Report, 567, 576, 583, 589, 594, 685, 690, 697, 708, 713, 718, 726; Chapter Assessment: Writing About History: Research Report, 598, 700, 730; Concept Connector, 11, 23, 41, 43, 77, 153, 239, 265, 282, 347, 410, 541, 595, 613, 709, 743; TE only: Independent Practice: Research (examples), 145, 200, 248; Extend: Research (examples), 71, 93, 119, 128, 167, 215, 249, 258, 342, 346, 363, 376, 381, 404, 409, 415; Advanced Readers & Gifted and Talented: Research, 244d, 317, 442, 572, 683, 694</p> |
| <p>C.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> | <p>SE/TE: Document-Based Assessment: Writing Task, 81, 107, 139, 177, 207, 243, 269, 293, 327, 357, 385, 419, 449, 487, 519, 559, 599, 649, 679, 701, 731, 767; Primary Sources, 55, 94, 162, 187, 222, 259, 289, 506, 645, 669, 691, 727, 752; Humanities, 60, 147, 194, 229, 323, 399, 466, 495, 528, 719; Comparing Viewpoints, 132, 224, 390, 427, 509; also see: Chapter Assessment: Writing About History, 80, 106, 138, 176, 206, 242, 268, 292, 326, 356, 384, 418, 448, 486, 518, 558, 598, 648, 678, 700, 730, 766; DBA Writing Task, 177b, 177c TE only: Independent Practice: Research (examples), 145, 200, 248; Extend: Research (examples), 71, 93, 119, 128, 167, 215, 249, 258, 342, 346, 363, 376, 381, 404, 409, 415; Advanced Readers & Gifted and Talented: Research, 244d, 317, 442, 572, 683, 694</p> |

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|---|---|
| D. Range of Writing | |
| D.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. | <p>SE/TE: Section Assessment: Writing About History, 54, 59, 65, 71, 89, 93, 98, 103, 114, 119, 124, 128, 133, 146, 152, 161, 167, 173, 186, 193, 201, 215, 221, 228, 238, 249, 253, 258, 264, 275, 281, 288, 304, 309, 318, 322, 333, 337, 342, 346, 353, 363, 369, 376, 381, 391, 398, 404, 409, 415, 428, 433, 438, 445, 459, 465, 471, 476, 483, 494, 502, 505, 511, 515, 527, 535, 540, 549, 555, 567, 576, 583, 589, 594, 612, 622, 629, 635, 644, 657, 661, 668, 675, 685, 690, 697, 708, 713, 718, 726, 737, 742, 751, 757, 763; Chapter Assessment: Writing About History, 80, 106, 138, 176, 206, 242, 268, 292, 326, 356, 384, 418, 448, 486, 518, 558, 598, 648, 678, 700, 730, 766; Document-Based Assessment: Writing Task, 81, 107, 139, 177, 207, 243, 269, 293, 327, 357, 385, 419, 449, 487, 519, 559, 599, 649, 679, 701, 731, 767; Writing Handbook, SH8-SH23; TE only: Extend: Writing (examples), 71, 93, 249, 363, 391, 465, 555, 567, 589, 594, 718; Independent Practice: Writing (examples), 132, 144, 150, 166, 198, 219, 247, 306, 331, 341, 352, 365, 367, 373, 390, 403, 406, 457, 531, 547, 591, 621, 659, 748; Differentiated Instruction: Advanced Readers & Gifted and Talented: Writing (examples), 112, 192, 286, 401</p> |

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|---|---|
| PROCESS AND LITERACY SKILLS Grades 11-12 Literacy Skills Standard 1: The student will develop and demonstrate Common Core Social Studies reading literacy skills. | |
| A. Key Ideas and Details | |
| A.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. | SE/TE: Primary Sources, 55, 94, 162, 187, 222, 259, 289, 506, 645, 669, 691, 727, 752; Document Based Assessment, 81, 107, 139, 177, 207, 243, 269, 293, 327, 357, 385, 419, 449, 487, 519, 559, 599, 649, 679, 701, 731, 767; Traveler’s Tales, 112, 378, 424, 759; Comparing Viewpoints, 132, 224, 390, 427, 509; Critical Thinking: analyze primary sources, SH31, analyze cartoons, 242, 356, 384, 418, 598, analyze literature, 147, 289, 399, 719, compare points of view, 138, 173, 558, SH32 |
| A.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. | SE/TE: Primary Sources, 55, 94, 162, 187, 222, 259, 289, 506, 645, 669, 691, 727, 752; Document Based Assessment, 81, 107, 139, 177, 207, 243, 269, 293, 327, 357, 385, 419, 449, 487, 519, 559, 599, 649, 679, 701, 731, 767; Humanities, 60, 147, 194, 229, 323, 399, 466, 495, 528, 719; Comparing Viewpoints, 132, 224, 390, 427, 509 TE only: Summarize, 180d; Identify main ideas, 328d |
| A.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. | SE/TE: Document Based Assessment, 81, 107, 139, 177, 207, 243, 269, 293, 327, 357, 385, 419, 449, 487, 519, 559, 599, 649, 679, 701, 731, 767; Comparing Viewpoints, 132, 224, 390, 427, 509; Events That Changed the World, 134–135, 202–203, 310–311, 584–585, 636–637; also see: Reformation Ideas Spread, 66–71; Effects of Global Contact, 129–133; Britain Leads the Way, 250–253; New Ways of Thinking, 260–264; An Age of Ideologies, 272–275; Changing Attitudes and Values, 312–318; The Cold War Unfolds, 604–612; The Challenges of Development, 704–708; Globalization, 738–742 |

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| 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). | SE/TE: Skills Handbook: Use Context Clues, SH5; Analyze Word Parts, SH5; Recognize Word Origins, SH5; Section Assessment: Terms, People and Places, 54, 59, 65, 71, 75, 89, 93, 98, 103, 114, 119, 124, 128, 133, 146, 152, 161, 167, 173, 186, 193, 201, 215, 221, 228, 238, 259, 253, 258, 264, 275, 281, 288, 304, 309, 318, 322, 333, 337, 342, 346, 353, 363, 369, 376, 381, 391, 398, 404, 409, 415, 428, 433, 438, 445, 459, 465, 471, 476, 483, 494, 502, 505, 511, 515, 527, 535, 540, 549, 555, 567, 576, 583, 589, 594, 612, 622, 629, 635, 644, 657, 661, 668, 675, 685, 690, 697, 708, 713, 718, 726, 737, 742, 751, 757, 763; Chapter Assessment: Terms, People and Places, 80, 106, 138, 176, 206, 242, 268, 292, 326, 356, 384, 418, 448, 486, 518, 558, 598, 648, 678, 700, 730 TE only: Vocabulary Builder (examples), 48, 72, 84, 90, 216, 305, 312, 319, 330, 334, 364, 371, 377, 460, 467, 529, 536, 542, 550, 562, 568, 577, 586, 590, 623, 630, 638, 652, 658, 662, 734, 738, 744, 753, 758; Reading Skills: analyze word parts, 408d, 720d; interpret nonliteral meanings, 964d; recognize word origins, 502d, 748d; signal words, 444d, 470d; use context clues, 302d, 782d |
| B.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. | SE/TE: Critical Thinking: analyze the text's structure, SH5; analyze primary sources, SH31; Primary Sources, 55, 94, 162, 187, 222, 259, 289, 506, 645, 669, 691, 727, 752; Document Based Assessment, 81, 107, 139, 177, 207, 243, 269, 293, 327, 357, 385, 419, 449, 487, 519, 559, 599, 649, 679, 701, 731, 767 |

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| <p>B.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> | <p>SE/TE: Comparing Viewpoints, 132, 224, 390, 427, 509; Critical Thinking: compare points of view, 138, 173, 558; also see: Document Based Assessment, 81, 107, 139, 177, 207, 243, 269, 293, 327, 357, 385, 419, 449, 487, 519, 559, 599, 649, 679, 701, 731, 767; Skills Handbook: Distinguish Between Facts and Opinion and Recognize Bias, SH6; Comparing Viewpoints, SH32; also see: Critical Thinking: identify points of view, 212, 227, 229, 326, 425, 438, 460, 558, 645, 669 TE only: Advanced Readers & Gifted and Talented: identifying viewpoints, 602d</p> |

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| C. Integration of Knowledge and Ideas | |
| C.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. | SE/TE: Skills Handbook: Critical Thinking About Texts, Visuals, and Media Sources, SH28–SH37; Cause and Effect Charts, 78, 240, 280, 308, 484, 556; Concept Connector, 77, 153, 239, 265, 282, 347, 370, 410, 541, 595, 613, 709, 743; Infographics, 52, 58, 68, 86, 100, 126, 144, 151, 156, 172, 190, 200, 212, 226, 262, 278, 287, 302, 313, 316, 341, 350, 362, 368, 372, 403, 406, 412, 432, 444, 462, 473, 480, 491, 498, 524, 532, 538, 570, 572, 579, 609, 632, 660, 672, 694, 712, 722, 740, 745, 749, 760; also see: Charts and Graphs exist throughout the text, for representative examples, see the following: 64, 74, 78, 104, 118, 131, 134, 135, 136, 160, 172, 174, 201, 204, 585, 591, 596, 597, 599, 606, 610, 646, 655, 660, 673, 676, 679, 683, 688, 695, 698; Maps exist throughout the text, for representative examples, see the following: 285, 287, 294, 299, 316, 331, 341, 345, 354, 373, 380, 395, 403, 407, 412, 416, 431, 435, 437, 442, 450, 455, 461, 464, 475, 484, 485, 498, 501, 510, 514, 517, 530, 545, 566, 573, 578, 581, 584 |
| C.8 Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information. | SE/TE: Skills Handbook: Fact and Opinion and Recognize Bias, SH6; also see: Comparing Viewpoints, 132, 224, 390, 427, 509; Document Based Assessment, 81, 107, 139, 177, 207, 243, 269, 293, 327, 357, 385, 419, 449, 487, 519, 559, 599, 649, 679, 701, 731, 767; Critical Thinking: evaluate credibility, SH7, analyze cartoons, 242, 356, 384, 418, 598 |
| C.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. | SE/TE: Document Based Assessment, 81, 107, 139, 177, 207, 243, 269, 293, 327, 357, 385, 419, 449, 487, 519, 559, 599, 649, 679, 701, 731, 767; Comparing Viewpoints, 132, 224, 390, 427, 509; Critical Thinking: identify points of view, 212, 227, 229, 326, 425, 438, 460, 558, 645, 669, recognize ideologies, 152, 157, 229, 268, 287, 539 |

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| D. Range of Reading and Level of Text Complexity | |
| <p>D.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.</p> | <p>SE/TE: This objective is met throughout <i>World History</i>, including: Skills Handbook: Research Writing, SH13–SH15; Section Assessment: Writing About History: Research Report, 567, 576, 583, 589, 594, 685, 690, 697, 708, 713, 718, 726; Chapter Assessment: Writing About History: Research Report, 598, 700, 730; Concept Connector, 77, 153, 239, 265, 282, 347, 370, 410, 541, 595, 613, 709, 743; Document Based Assessment, 81, 107, 139, 177, 207, 243, 269, 293, 327, 357, 385, 419, 449, 487, 519, 559, 599, 649, 679, 701, 731</p> <p>TE only: Bibliography, 46, 82, 108, 140, 180, 208, 244, 270, 296, 328, 358, 386, 420, 452, 488, 520, 560, 602, 650, 680, 702, 732; Differentiated Instruction: research, 317, 442, 572, 683</p> |

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| Process and Literacy Skills Standard 2: The student will develop and demonstrate Common Core writing literacy skills. | |
| A. Text Types and Purposes | |
| <p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p> | <p>SE/TE: Skills Handbook: Persuasive Essay, SH16–SH17; Section Assessment: Persuasive Essay, 54, 59, 65, 71, 76, 146, 152, 161, 167, 173, 275, 281, 288, 333, 337, 342, 346, 353, 391, 398, 404, 409, 415, 494, 502, 505, 511, 515, 737, 742, 751, 757, 763; Chapter Assessment: Persuasive Essay, 80, 176, 292, 356, 418, 518, 766; Document Based Assessment, 107, 207, 243, 269, 327, 599, 731</p> <p>TE only: Independent Practice (examples): Letter to the Editor, 198, 219, 748; Opinion Posters, 226; Write an editorial, 341, 390; Persuasive speech, 367; Propaganda Pieces, 547; Extend: Opinion, 555; Speech, 718</p> |

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| <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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).</p> | <p>SE/TE: Writing Handbook: Expository Writing, SH10–SH12; Research Writing, SH13–SH15; Biographical Writing, SH18–SH19; Writing for Assessment, SH20–SH21; Section Assessment: Biographical Essay, 89, 93, 98, 103; Cause and Effect Essay, 215, 221, 228, 239, 459, 465, 471, 476, 483; Compare and Contrast Essay, 114, 119, 124, 128, 133, 363, 369, 376, 381, 527, 535, 540, 549, 555, 657, 661, 668, 675; Explanatory Essay, 249, 253, 258, 264; Problem-Solution Essay, 304, 309, 318, 322, 612, 622, 629, 635, 644; Research Report, 567, 576, 583, 589, 594, 685, 690, 697, 708, 713, 718, 726; Writing for Assessment, 186, 193, 201, 428, 433, 438, 445; Chapter Assessment: Biographical Essay, 106; Cause and Effect Essay, 242, 486; Compare-and-Contrast Essay, 138, 384, 558, 678; Explanatory Essay, 268; Problem-Solution Essay, 326, 648; Research Report, 598, 700, 730; Writing for Assessment, 206, 448; Document-Based Assessment: Writing Task, 81, 107, 139, 177, 207, 243, 269, 293, 327, 357, 385, 419, 449, 487, 519, 559, 599, 649, 679, 701, 731, 767; Concept Connectors (Transfer Activities), 11, 23, 41, 42, 43, 77, 153, 239, 265, 282, 347, 370, 410, 541, 595, 613, 709, 743 TE only: Independent Practice (examples): Explanation, 132, 144, 150, 247, 352, 365, 373, 457, 531; Compare and Contrast, 621; Essay, 528, 953, Write a letter of explanation, 331, 403, 406; Extend (examples): Write a Report, 93, 249, 363; Essay, 391, 589, 594; Explanation, 71; Write a news article, 465, 567</p> |
| A.3 (See note; not applicable as a separate requirement) | Not applicable according to the Common Core State Standards |

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| 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. | <p>SE/TE: Section Assessment: Writing About History, 54, 59, 65, 71, 89, 93, 98, 103, 114, 119, 124, 128, 133, 146, 152, 161, 167, 173, 186, 193, 201, 215, 221, 228, 238, 249, 253, 258, 264, 275, 281, 288, 304, 309, 318, 322, 333, 337, 342, 346, 353, 363, 369, 376, 381, 391, 398, 404, 409, 415, 428, 433, 438, 445, 459, 465, 471, 476, 483, 494, 502, 505, 511, 515, 527, 535, 540, 549, 555, 567, 576, 583, 589, 594, 612, 622, 629, 635, 644, 657, 661, 668, 675, 685, 690, 697, 708, 713, 718, 726, 737, 742, 751, 757, 763; Chapter Assessment: Writing About History, 80, 106, 138, 176, 206, 242, 268, 292, 326, 356, 384, 418, 448, 486, 518, 558, 598, 648, 678, 700, 730, 766; Document-Based Assessment, 81, 107, 139, 177, 207, 243, 269, 293, 327, 357, 385, 419, 449, 487, 519, 559, 599, 649, 679, 701, 731, 767; Writing Handbook, SH8–SH23 TE only: Extend: Writing (examples), 71, 93, 249, 363, 391, 465, 555, 567, 589, 594, 718; Independent Practice: Writing (examples), 132, 144, 150, 166, 198, 219, 247, 306, 331, 341, 352, 365, 367, 373, 390, 403, 406, 457, 531, 547, 591, 621, 659, 748; Differentiated Instruction: Advanced Readers & Gifted and Talented: Writing (examples), 112, 192, 286, 401</p> |
| B.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. | <p>Detailed writing process instruction is provided with the following activities: SE/TE: Writing Handbook: Narrative Essay, SH8–SH9; Expository Writing, SH10–SH12; Research Writing, SH13–SH15; Persuasive Writing, SH16–SH17; Chapter Assessment: Writing About History, 80, 106, 138, 176, 206, 242, 268, 292, 326, 356, 384, 418, 448, 486, 518, 558, 598, 648, 678, 700, 730, 766; also see: Concept Connector Transfer Activity, 11, 23, 41, 43, 77, 153, 239, 265, 282, 347, 410, 541, 595, 613, 709, 743; also see: Student Concept Connector Journal</p> |

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| <p>B.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.</p> | <p>SE/TE: Chapter Assessment: Writing About History, 80, 106, 138, 177, 206, 242, 268, 292, 326, 356, 384, 418, 448, 486, 518, 558, 598, 648, 678, 700, 730, 766; Concept Connector Transfer Activity: 21st Century Skills, 11, 23, 41, 43, 77, 153, 239, 265, 282, 347, 410, 541, 595, 613, 709, 743 TE only: Extend: Design a Web Site, 161; also see: Extend Online, 46c, 82c, 108c, 140c, 180c, 208c, 244c, 270c, 296c, 328c, 358c, 386c, 420c, 452c, 488c, 520c, 560c, 602c, 650c, 680c, 702c, 732c</p> |
| <p>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.</p> | <p>SE/TE: Writing Handbook: Research Writing, SH13–SH15; Section Assessment: Writing About History: Research Report, 567, 576, 583, 589, 594, 685, 690, 697, 708, 713, 718, 726; Chapter Assessment: Writing About History: Research Report, 598, 700, 730; Concept Connector Transfer Activity, 11, 23, 41, 43, 77, 153, 239, 265, 282, 347, 410, 541, 595, 613, 709, 743 TE only: Independent Practice: Research (examples), 145, 200, 248; Extend: Research (examples), 71, 93, 119, 128, 167, 215, 249, 258, 342, 346, 363, 376, 381, 404, 409, 415; Advanced Readers & Gifted and Talented: Research, 244d, 317, 442, 572, 683, 694</p> |
| <p>B.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.</p> | <p>SE/TE: Writing Handbook: Research Writing, SH13–SH15; Section Assessment: Writing About History: Research Report, 567, 576, 583, 589, 594, 685, 690, 697, 708, 713, 718, 726; Chapter Assessment: Writing About History: Research Report, 598, 700, 730; Concept Connector, 11, 23, 41, 43, 77, 153, 239, 265, 282, 347, 410, 541, 595, 613, 709, 743 TE only: Independent Practice: Research (examples), 145, 200, 248; Extend: Research (examples), 71, 93, 119, 128, 167, 215, 249, 258, 342, 346, 363, 376, 381, 404, 409, 415; Advanced Readers & Gifted and Talented: Research, 244d, 317, 442, 572, 683, 694</p> |

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| <p>B.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> | <p>SE/TE: Document-Based Assessment: Writing Task, 81, 107, 139, 177, 207, 243, 269, 293, 327, 357, 385, 419, 449, 487, 519, 559, 599, 649, 679, 701, 731, 767; Primary Sources, 55, 94, 162, 187, 222, 259, 289, 506, 645, 669, 691, 727, 752; Humanities, 60, 147, 194, 229, 323, 399, 466, 495, 528, 719; Comparing Viewpoints, 132, 224, 390, 427, 509; also see: Chapter Assessment: Writing About History, 80, 106, 138, 176, 206, 242, 268, 292, 326, 356, 384, 418, 448, 486, 518, 558, 598, 648, 678, 700, 730, 766</p> <p>TE only: Independent Practice: Research (examples), 145, 200, 248; Extend: Research (examples), 71, 93, 119, 128, 167, 215, 249, 258, 342, 346, 363, 376, 381, 404, 409, 415; Advanced Readers & Gifted and Talented: Research, 244d, 317, 442, 572, 683, 694</p> |

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| C. Range of Writing | |
| C.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. | <p>SE/TE: Section Assessment: Writing About History, 54, 59, 65, 71, 89, 93, 98, 103, 114, 119, 124, 128, 133, 146, 152, 161, 167, 173, 186, 193, 201, 215, 221, 228, 238, 249, 253, 258, 264, 275, 281, 288, 304, 309, 318, 322, 333, 337, 342, 346, 353, 363, 369, 376, 381, 391, 398, 404, 409, 415, 428, 433, 438, 445, 459, 465, 471, 476, 483, 494, 502, 505, 511, 515, 527, 535, 540, 549, 555, 567, 576, 583, 589, 594, 612, 622, 629, 635, 644, 657, 661, 668, 675, 685, 690, 697, 708, 713, 718, 726, 737, 742, 751, 757, 763; Chapter Assessment: Writing About History, 80, 106, 138, 176, 206, 242, 268, 292, 326, 356, 384, 418, 448, 486, 518, 558, 598, 648, 678, 700, 730, 766; Document-Based Assessment: Writing Task, 81, 107, 139, 177, 207, 243, 269, 293, 327, 357, 385, 419, 449, 487, 519, 559, 599, 649, 679, 701, 731, 767; Writing Handbook, SH8-SH23 TE only: Extend: Writing (examples), 71, 93, 249, 363, 391, 465, 555, 567, 589, 594, 718; Independent Practice: Writing (examples), 132, 144, 150, 166, 198, 219, 247, 306, 331, 341, 352, 365, 367, 373, 390, 403, 406, 457, 531, 547, 591, 621, 659, 748; Differentiated Instruction: Advanced Readers & Gifted and Talented: Writing (examples), 112, 192, 286, 401</p> |

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| CONTENT SKILLS | |
| Content Standard 1: The student will analyze and summarize the impact on the modern world of the major world religions and the philosophical political principles of ancient and classical societies. | |
| 1. Cite specific textual and visual evidence to evaluate the impact of geography and various trade networks connecting Asia, Europe, and Africa on the spread of religions, philosophies, and political beliefs. | SE/TE: Silk Road, 15, 43; Empires of India and China, 14–15; Ancient Rome and the Rise of Christianity, 18–19; The Holy Roman Empire and the Church, 28; The Byzantine Empire, 30; Muslim Civilizations, 32–33; Kingdoms and Trading States of Africa, 34–35; The Spread of Civilizations in East Asia, 36–37; Cultural Diffusion, 42; Trade, 43; Renaissance Art Flowers, 50–51; Northern Humanists and Writers, 57–59; The Protestant Reformation, 61–65; Reformation Ideas Spread, 66–71; The Beginnings of Our Global Age: Europe, Africa, and Asia, 82–107; The Beginnings of Our Global Age: Europe and the Americas, 108–137, Impact of the Individual, 239 |
| 2. Examine the origins, traditions, beliefs, and impact of Judaism on ancient and modern societies including the religious concept of monotheism and its influence into the modern eras. | SE/TE: Judaism, 7, 11, 19, 318, 677; Zionist Movement, 501–502; Holocaust, 573–575, 590–591; Persecution of Jews, 71, 351, 552–555; Founding of Israel, 671–672 |
| 3. Compare using specific textual evidence the contributions of Greek and Roman philosophers to political ideas using selections from Plato’s <i>Republic</i> , Aristotle’s <i>Politics</i> , Cicero’s <i>On the Republic</i> and <i>On the Laws</i> , and their impact on later political thought in Western societies. | SE/TE: The Glory That Was Greece, 17; A New Scientific Method, 73, see also, 48, 49, 188, 201 |
| 4. Examine the origins, traditions, and beliefs of Hinduism and Buddhism, and explain their influence on the civilization of India, China, and Southeast Asia, and their influence into the modern eras. | SE/TE: Hinduism, 11, 12, 14, 33, 406, 408, 409, 504, 652–653, 660, 677, 805; Buddhism, 11, 14, 42, 409, 624, 660, 677, 716, 805 |

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| <p>5. Examine the origins, traditions, beliefs, and impact of Christianity including its spread under the Roman Empire; its preservation by the Roman Catholic Church; the Byzantines and the Orthodox churches; and its influence into the modern eras.</p> | <p>SE/TE: Christianity, 11, 13, 19, 24, 27, 29, 30, 61–65, 85, 85, 91–92, 96, 98, 100, 103, 318, 394, 406, 523, 660, 677, 805</p> |
| <p>6. Examine the origins, traditions, beliefs, and impact of Confucianism and Daoism including how those ideas and beliefs influenced Asian civilizations into the modern eras.</p> | <p>SE/TE: Confucianism, 11, 25, 102, 413, 414, 624, 805; Daoism, 11, 15, 715, 805</p> |
| <p>7. Examine the origins, traditions, beliefs, and impact of Islam including the religious, political, and economic causes and effects of the Crusades on the spread of Islam, and the influence of Islam into the modern eras.</p> | <p>SE/TE: Islam, 11, 24, 25, 29, 32–33, 35, 70, 392–393, 400–404, 464, 499, 502, 652–653, 660, 672, 673, 677, 789, 805</p> |

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| Content Standard 2: The student will analyze patterns of social, economic, political, and cultural changes of the Renaissance and Reformation. | |
| 1. Cite specific textual and visual evidence to assess the significance of the Renaissance on politics and artistic creativity as exemplified by Machiavelli, Michelangelo, and daVinci. | SE/TE: Michelangelo (image of his work and bust of the artist), 46–47, (image of Michelangelo’s David) 49; The Renaissance in Italy, 48–54; (image of da Vinci’s Last Supper) 53; Primary Source: <i>The Prince</i> by Niccolò Machiavelli, 55 |
| 2. Summarize how the theological movements during the Reformation transformed society by comparing the impact of the ideas of Martin Luther and John Calvin. | SE/TE: A Monk Rebels, 61; Martin Luther: Catalyst of Change, 62–64; John Calvin, 65, 158 |
| 3. Analyze migration, settlement patterns, and cultural diffusion caused by the competition for resources among European nations during the Age of Exploration including the impact of the Columbian Exchange and the Atlantic slave trade. | SE/TE: The Search for Spices, 84–89; Turbulent Centuries in Africa, 90–94; European Footholds in South and Southeast Asia, 95–98; Encounters in East Asia, 99–103; Conquest in the Americas, 110–114; Spanish and Portuguese Colonies in the Americas, 115–119; Struggle for North America, 120–124; The Atlantic Slave Trade, 125–128; Effects of Global Contact, 129–133; Events That Changed the World: Transforming the World: The Columbian Exchange, 134–135 |

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| Content Standard 3: The student will evaluate modern revolutionary movements influenced by the European Age of Absolutism and the Enlightenment including political, economic, and social transformations. | |
| 1. Summarize the establishment and authority exercised by absolute monarchies including Louis XIV, Frederick the Great, and Peter the Great. | SE/TE: Spanish Power Grows, 142–147; France Under Louis XIV, 148–152; Concept Connector: Political Systems, 153; Rise of Austria and Prussia, 163–167; Absolute Monarchy in Russia, 168–173 |
| 2. Compare how scientific theories and technological discoveries including those made by Newton, Copernicus, and Galileo brought about social and cultural changes. | SE/TE: The Scientific Revolution, 72–76; Concept Connector: Science and Technology, 77 |
| 3. Cite specific textual and visual evidence to analyze the impact of the Enlightenment including the theories of John Locke and Adam Smith on modern government and economic institutions. | SE/TE: Philosophy in the Age of Reason, 182–187; Enlightenment Ideas Spread, 188–194 |
| 4. Compare and contrast the causes and lasting impact of England’s Glorious Revolution, the American Revolution, and the French Revolution on the decline of monarchy and on the rise of representative government including the impact of the Napoleonic Wars and the resulting Congress of Vienna. | SE/TE: From Restoration to Glorious Revolution, 158–160; Birth of the American Republic, 195–201; Events That Changed the World: Spreading the Word of Revolution, 202–203; On the Eve of Revolution, 210–215; The French Revolution Unfolds, 216–222; Radical Days of the Revolution, 223–229; The Age of Napoleon, 230–238; French Rebels Win in 1830, 276 |
| 5. Summarize the influence and global impact of emerging democratic ideals on the Latin American and Caribbean revolutions including Haiti, Mexico, and Bolivia. | SE/TE: Freedom From Tyranny, 271; Revolts in Latin America, 283–289; Primary Source: Simón Bolívar: Address to the Congress of Venezuela, 289 |

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| Content Standard 4: The student will evaluate the global transformation brought about by the Industrial Revolution and the World Wars. | |
| 1. Summarize the impact of massive social and economic changes as a result of industrialization including Marxist criticisms of capitalism. | SE/TE: Dawn of the Industrial Age, 246–249; Britain Leads the Way, 250–253; Social Impact of the Industrial Revolution, 254–259; New Ways of Thinking, 260–264; The Industrial Revolution Spreads, 298–304; The Rise of Cities, 305–309; Changing Attitudes and Values, 312–318; Arts in the Industrial Age, 319–323 |
| 2. Cite specific textual and visual evidence to explain the rationales and consequences of imperialism on Asia, Africa, and the Americas including colonization and the exploitation of natural resources and peoples. | SE/TE: Building Overseas Empires, 388–391; The Partition of Africa, 392–399; European Claims in Muslim Regions, 400–404; The British Take Over India, 405–409; Concept Connector: Empire, 410; China and the New Imperialism, 411–415; Imperialism in Southeast Asia and the Pacific, 429–433; Economic Imperialism in Latin America, 439–445 |
| 3. Analyze socialism, communism, and the Bolshevik Revolution as responses to market economies. | SE/TE: Socialist Thought Emerges, 263; Karl Marx Calls for Worker Control, 263–264; Concept Connector: Economic Systems, 265, 267; Document-Based Assessment: New Economic and Social Theories, 269; Revolution and Civil War in Russia, 477–483 |
| 4. Evaluate the forces of nationalism and militarism, as well as the systems of alliances as causes of World War I. | SE/TE: Nationalism Threatens Old Empires, 343–346; Concept Connector: Nationalism, 347; The Great War Begins, 454–459 |
| 5. Examine the causes of World War II including the failure of the <i>Treaty of Versailles</i> , the impact of the Great Depression, and the rise of totalitarian regimes in the Soviet Union, Germany, Italy, and Japan. | SE/TE: Conflicting Forces in Japan, 512–515; The Western Democracies Stumble, 529–535; Fascism in Italy, 536–540; The Soviet Union Under Stalin, 542–549; Hitler and the Rise of Nazi Germany, 550–555; From Appeasement to War, 562–567; Japan Attacks the United States, 575–576 |

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| <p>6. Cite specific textual and visual evidence to analyze World War II including the leadership of Winston Churchill, Franklin Roosevelt, Josef Stalin, Adolf Hitler, Benito Mussolini, and Hideki Tōjō, the key strategic decisions, and the war's significant turning points.</p> | <p>SE/TE: The Axis Advances, 568–576; The Allies Turn the Tide, 577–583; D-Day, 584–585; Victory in Europe and the Pacific, 586–589</p> |
| <p>7. Evaluate the effects of World War II including military and economic power shifts, purposes of the United Nations and NATO, and the origins and escalation of the Cold War.</p> | <p>SE/TE: The End of World War II, 590–594; The Cold War Unfolds, 604–612</p> |
| <p>8. Cite specific textual and visual evidence to examine the causes, course, and effects of the Holocaust; and compare and contrast eyewitness accounts of camp inmates, survivors, liberators, and perpetrators; and, summarize world responses resulting in the Nuremberg Trials and the move to establish a Jewish homeland in Palestine.</p> | <p>SE/TE: Infographic: The Holocaust, 572–573; The Nazis Commit Genocide, 574–575; Concept Connector: Genocide, 595; War Crimes Trial, 591; Israel Is Founded, 671–672</p> |

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| Content Standard 5: The student will evaluate post World War II regional events leading to the transformations of the modern world. | |
| 1. Cite specific textual and visual evidence to describe the creation of the modern state of Israel, the ongoing regional disputes with its Arab neighbors, the continuing hostilities between Iran and Iraq, and the impact of significant regional leaders including Golda Meir, Anwar Sadat, Yasser Arafat, Saddam Hussein, and the Ayatollah Khomeini. | SE/TE: The Modern Middle East, 670–675; Conflicts in the Middle East, 692–697 |
| 2. Compare the Chinese Communist Revolution under the leadership of Mao Zedong, the effects of the Great Leap Forward and the Cultural Revolution to recent attempts toward economic and democratic reforms including the Tiananmen Square demonstrations, limited privatization, and foreign investments. | SE/TE: Communism Spreads in East Asia, 623–629; China Builds on Deng’s Reforms, 643; China Mixes Reform and Repression, 714–715; China Faces Ongoing Challenges, 715–716 |
| 3. Cite specific textual and visual evidence to examine the origins of India as a modern world power by tracing the struggle for independence achieved through Mohandas K. Gandhi’s non-violent civil disobedience movement, the development of India’s industrial and service-oriented economy, and the ongoing threat of nuclear warfare between India and Pakistan. | SE/TE: Independent Nations of South Asia, 652–657; India Builds a Modern Economy, 717–718; Reforming Indian Society, 718 |
| 4. Evaluate the effects of Poland’s Solidarity Movement, Soviet President Mikhail Gorbachev’s policies of the <i>perestroika</i> and <i>glasnost</i> , the fall of the Berlin Wall, the reunification of Germany, the collapse of Communism and the breakup of the Soviet Union that resulted in new independent countries. | SE/TE: History Interactive: The Fall of the Soviet Union, 636–637; The End of the Cold War, 638–644; Primary Source, 645 |

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| <p>5. Assess the impact of continuing African independence movements on human rights and the global expansion of democracy including the effects of Pan-Africanism on changing political boundaries, Kwame Nkrumah’s struggle for self-government in Ghana, and South Africa dismantling its apartheid system under the leadership of Nelson Mandela and Desmond Tutu.</p> | <p>SE/TE: African Nations Gain Independence, 662–668; Primary Source: Kwame Nkrumah: <i>Autobiography</i>, 669; Struggles in Africa, 686–690; Primary Source: Nelson Mandela: <i>Glory and Hope</i>, 691; Africa Seeks a Better Future, 710–713</p> |
| <p>6. Compare and contrast multiple perspectives to examine the religious, ethnic and political origins, as well as the lasting impact of modern genocide and conflicts including Northern Ireland’s Troubles, acts of genocide by the Khmer Rouge in Cambodia, ethnic-cleansing in the Balkans, Rwanda’s mass murders, and the ethnic and religious crisis in Darfur.</p> | <p>SE/TE: Conflicts Divide Nations, 682–685; Struggles in Africa, 686–690; Regional Terrorist Groups, 754; Khmer Rouge, 635</p> |

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| Content Standard 6: The student will evaluate contemporary global issues and challenges. | |
| 1. Describe the ongoing impact of interdependence on the world's economies resulting in the creation and growth of multinational organizations including the challenges faced by the European Economic Community, the cooperative efforts of OPEC, the emergence of the Pacific Rim economy, and the roles of the World Bank and World Trade Organization. | SE/TE: Globalization, 738–742; also see: OPEC, 672–673, 675; European Economic Community, 735; European Union, 734, 735, 764 |
| 2. Cite specific textual and visual evidence to examine the changing patterns of population growth, the cycle of disease and poverty, the impact of the Green Revolution on future food supplies, and the status of women in developing regions. | SE/TE: Social and Environmental Challenges, 744–751; Green Revolution, 706, 717 |
| 3. Cite specific textual and visual evidence to describe the impact of ongoing cultural diffusion as a result of the development of mass communication, social media, transportation systems, and global trade. | SE/TE: Concept Connector: Cultural Diffusion: Spread of Popular Culture, 765; also see: The Impact of Artificial Satellites, 760; The Computer Revolution, 760–761 |
| 4. Describe the rise of international terrorism including the causes and effects of the attacks on the World Trade Center Towers in 1993, the attacks on 9/11 in 2001, and other acts of international terrorism including London, Madrid, and Mumbai, and analyze the policies and actions of world powers to counter and combat terrorism including the wars in Afghanistan and Iraq. | SE/TE: Security in a Dangerous World, 753–757 |