

Name of Course: WHI

Massachusetts History and Social Science Curriculum Framework ([link](#))

Syllabus

Unit # & Title: Hinduism and Buddhism

Essential Questions	• How does religion affect people’s lives? • What is the historical function of religion?	
Standards	Topic 2. Development and diffusion of religions and systems of belief c. 500 BCE–1200 CE [WHI.T2] Supporting question: How did the development of religions and belief systems influence the political and cultural structures of the regions where they were produced? 1. Map how the Buddhist, Christian, and Islamic religions spread from their places of origin to other parts of Eurasia and Africa to c. 1400 CE, and explain some of the means by which religions spread (e.g., by official government decree, missionary work, pilgrimages, translations of texts, the diffusion of religious imagery and the construction of buildings such as temples, churches, cathedrals, monasteries, and mosques for religious purposes). 2. Describe the central tenets of Hinduism, Judaism, Buddhism, Confucianism, Christianity, and Islam; create a timeline that shows when and where each religion or belief system began. Clarification Statement: Students should understand that religions are not monolithic entities and that each religion mentioned in the standards has historically had a diversity of traditions, practices, and ideas, and continues to do so today. 5. Locate on a map and analyze relationships between political power, religion, and cultural achievement in one empire that flourished between c.100 and 1000 CE. a. the Kushan Empire (c. 1st–5th centuries) with its fusion of Greco-Roman and Buddhist culture and imagery in Gandharan sculpture; the Gupta Empire (c. 320–600 CE), uniting multiple kingdoms of North, Central, and Southeast India, religious tolerance for Hinduism, Buddhism and Jainism; highly developed Hindu and Buddhist sculpture and literature These standards are found on page 141 of the Massachusetts History and Social Science Framework.	
Concepts and skills	Skills - Content: ☐ Note taking ☐ Preparing for tests/quizzes ☐ Primary Source Analysis ☐ Formal Paragraph writing	• When and how did Hinduism begin? • What are the basic tenets (beliefs) of Hinduism? • How did Hinduism develop and spread?

	Skills - Behavior: ☐ Organization: class materials ☐ Timeliness: Turning in assignments on time ☐ Reflection on assessments, feedback, and individual progress	● What is the impact of the Hindu caste system on Indian society? ● How does religion impact the daily lives of Hindus? ● When and how did Buddhism begin? ● What are the basic tenets (beliefs) of Buddhism? ● How did Buddhism develop and spread? ● How does religion impact the daily lives of Buddhists? ● How does Hinduism and Buddhism compare with each other?
Content Objectives "I can Statements"	● I can explain when and how Hinduism began. ● I can explain the basic tenets (beliefs) of Hinduism. ● I can explain how Hinduism developed and spread. ● I can describe and explain the impact of the Hindu caste system on Indian society. ● I can explain how religion impacts the daily lives of Hindus. ● I can explain when and how Buddhism began. ● I explain the basic tenets (beliefs) of Buddhism? ● I can explain how Buddhism developed and spread. ● I can describe how religion impacts the daily lives of Buddhists? ● I can explain and analyze how Hinduism and Buddhism compare with each other.	
Assessments, products, vocabulary, practice	Vocabulary: ● Aryans ● The Vedas ● The Caste system (including tiers) ● Dalits ● Brahman ● Dharma ● Karma ● Reincarnation ● Samsara ● The Buddha	

	● Siddhartha Gautama ● The Four Noble Truths ● The Five Precepts ● The Eightfold Path Formative assessments: ● Practice document annotation [skill based rubric] ● Reading or sources assigned followed by quizzes to check for understanding, or group review to improve annotations based on skills-based rubric. ● Exit tickets requiring students to provide and explain one piece of evidence from a given lesson or document set (primary and/or secondary) which answers a historical question (see unit questions) [skill based rubric] Summative assessments: ● Summative Assessment: Formal typed paragraph concerning unit question: How does the caste system affect India? [Skill based rubric] - revisable ● Summative Assessment: Unit Test - matching, multiple choice, short answer, document analysis and annotation, DBQ paragraph based on doc analysis and annotation [cumulative assessment assessing all unit content and skill areas] - not revisable ● Mandala Project: Students create a mandala and they write about their mandala
Text, Materials, and Resources	Primary Sources: ● <i>The Bhagavad Gita</i> ● Verses found in the <i>Aṅguttaranikāya</i> Contemporary Sources: ● Contemporary articles on the effects of the caste system and connections to relevant domestic issues: ○ ‘How Caste Still Rules in India’ ○ Selection regarding MLK’s visit to India from ‘America’s Enduring Caste System’ General Background: ● Selections from Encyclopaedia Britannica ● Selections from Khan Academy

World History II (Grade 9, Second Semester)

Massachusetts History and Social Science Curriculum Framework ([link](#))

[Syllabus](#)

WHII Unit 2 - The Industrial Revolution

Essential Questions	• What motivates oppression, and how have oppressed groups resisted this throughout history? • What is ‘the working class?’ How was it created and maintained? • What factors caused the Industrial Revolution (IR)? • Who benefitted from the IR? Who was negatively affected? How? • What problems emerged from the development of industrial capitalism? In the long term? In the short term?
Standards	• Analyze the economic, political, social, and technological factors that led to the Agricultural and Industrial Revolutions. Clarification Statement: Students may use the following as examples to address this standard. ○ a. technological advancements in agricultural practices during the 18th century and their impact on productivity of farms ○ b. the presence of coal that could be relatively easily mined in Britain for use in coal fired furnaces and engines ○ c. the technological advancements of the textile, energy, and transportation industries in the 18th and 19th centuries d. the transatlantic slave trade and its role in supplying Europe with cheap raw materials such as cotton from North American Southern states and products such as sugar from South American and the Caribbean Islands ○ d. the impact of Adam Smith’s economic theories and the investment of capital by entrepreneurs on the development of new industries • Evaluate the economic and social impact of the Agricultural and Industrial Revolutions in England, including population growth and the migration of workers from rural areas to new industrial cities, the emergence of a large middle class, the growing inequality in wealth distribution, the environmental impact of industrialization, and the harsh working and living conditions for the urban poor. • Analyze how the Industrial Revolution gave rise to new social, political, and economic philosophies such as feminism, socialism and communism, including ideas and influence of Robert Owen and Karl Marx. • Explain the impact of British economic and political reform movements such as labor unions on creating political reforms during the 19th century.

	- the development of labor laws and social reform laws such as the Factory Act of 1833 and the Mines Act of 1842 - Explain how industrialization spread from Great Britain to continental Europe and the United States and how industrial development affected the political balance of power among nations. Questions from standards: “What are the connections between industrialization and imperialism?” “In what ways did the Agricultural and Industrial Revolutions bring improvements as well as new challenges in Europe and the United States?” Guiding principles from standards: Guiding Principle 2 An effective history and social science education incorporates diverse perspectives and acknowledges that perceptions of events are affected by race, ethnicity, culture, religion, education, gender, gender identity, sexual orientation, disability, and personal experience. Guiding Principle 4 An effective history and social science education teaches students to think historically. Guiding Principle 5 An effective history and social science education integrates knowledge from many fields of study. Guiding Principle 6 An effective history and social science education builds students’ capacities for research, reasoning, making logical arguments, and thinking for themselves. Guiding Principle 7 An effective history and social science education improves reading comprehension by increasing students’ content knowledge. Guiding Principle 8 An effective history and social science education incorporates the study of current events and news/media literacy. Guiding Principle 10 An effective history and social science education develops social and emotional skills.
Skills	Skills: Content: - Primary and Secondary Source Analysis - Annotation - Synthesis - Formal Paragraph writing - Discussion

	Behavior: ● Organization: class materials, google drive ● Timeliness: Turning in assignments on time ● Reflection on class work, feedback, and individual progress ● Cooperation with peers in group work and during discussion
Content Objectives "I can Statements"	● I can answer the following unit historical questions, correctly use unit vocab in my response AND use historical examples and evidence AND analyze evidence in depth to connect it to my claim <u>and</u> make connections to greater significance: ○ What motivates oppression, and how have oppressed groups resisted this throughout history? ○ What is ‘the working class?’ How was it created and maintained? ○ What factors caused the Industrial Revolution (IR)? ○ Who benefitted from the IR? Who was negatively affected? How? ○ What problems emerged from the development of industrial capitalism? In the long term? In the short term? ● I can analyze the economic, political, social, and technological factors that led to the Agricultural and Industrial Revolutions. ○ I can explain technological advancements in agricultural practices during the 18th century and their impact on productivity of farms ○ I can explain the significance of the presence of coal that could be relatively easily mined in Britain for use in coal fired furnaces and engines ○ I can explain the technological advancements of the textile, energy, and transportation industries in the 18th and 19th centuries d. the transatlantic slave trade and its role in supplying Europe with cheap raw materials such as cotton from North American Southern states and products such as sugar from South American and the Caribbean Islands ○ I can explain the impact of Adam Smith’s economic theories and the investment of capital by entrepreneurs on the development of new industries ● I can explain evaluate the economic and social impact of the Agricultural and Industrial Revolutions in England, including population growth and the migration of workers from rural areas to new industrial cities, the emergence of a large middle class, the growing inequity in wealth distribution, the environmental impact of industrialization, and the harsh working and living conditions for the urban poor. ● I can analyze how the Industrial Revolution gave rise to new social, political, and economic philosophies such as feminism, socialism and communism, including ideas and influence of Robert Owen and Karl Marx.

	● I can explain the impact of British economic and political reform movements such as labor unions on creating political reforms during the 19th century. ● I can explain the development of labor laws and social reform laws, as well as the emergence of labor unions and strike tactics as a response to abuses from employers ● I can explain how industrialization spread from Great Britain to continental Europe and the United States and how industrial development affected the political balance of power among nations.
Assessments, products, vocabulary, practice	Vocabulary: ● Enclosure Movement ● Kett Rebellion ● Tenant farmer ● Statute of Artificers 1563 ● Colonization ● Industrial Revolution ● Mechanization ● Interchangeable parts ● Factors, means, methods, relations and modes of production ● Capitalism ● Adam Smith ● Socialism ● Communism ● Karl Marx ● Wage vs slave labor ● Pollution ● Labor union ● Labor strike Formative assessments: ● Practice document annotation [skill based rubric] ● Reading or sources assigned followed by quizzes to check for understanding, or group review to improve annotations based on skills-based rubric. ● Exit tickets requiring students to provide and explain one piece of evidence from a given lesson or document set (primary and/or secondary) which answers a historical question (see unit questions) [skill based rubric] Summative assessments: ● Summative Assessment: Formal typed paragraph concerning unit question: Who benefitted from the IR? Who was negatively impacted? Explain. [Skill based rubric] - revisable ● Summative Assessment: Unit Test - matching, multiple choice, short answer, document analysis and annotation, DBQ paragraph based on doc analysis and

	annotation [cumulative assessment assessing all unit content and skill areas] - not revisable
Text, Materials, and Resources	Authors/Sources for primary source material: ● From Standards: ○ Adam Smith, Wealth of Nations ○ Karl Marx and Freidrich Engels, The Communist Manifesto ● On enclosure: ○ 1536, John Wilson, a farm laborer, letter to Earl of Northumberland ○ Letter sent by Robert Kett to Edward VI in 1549 ○ Thomas More - British lawyer, judge, social philosopher, and Saint in the Catholic canon, from his work Utopia (1516) ○ Sir Thomas Smith - Parliamentarian and Diplomat, from his work Discourse on this Realm of England (1549) ● On the nature/standards of/for labor as it concerns the poor: ○ Sir William Temple, 1770 ○ Arthur Young, 1771 ○ David Hume, 1777 ○ Reverend Joseph Townsend, from 'A Dissertation on the Poor Laws' 1786 ○ John Billingsley, 1798 ○ Patrick Colquhoun, 1806 ● On Labor Conditions: ○ A Description of Factory Life by an Associationist in 1846 ○ Various Factory Rules from 'the Handbook to Lowell,' 1848 ○ Children as coal miners in Pennsylvania, as reported in the Labor Standard of May 17, 1879 (from The Labor Movement in the United States): ○ Evidence Given by Joshua Drake before the Sadler Committee (a parliamentary investigation of textile workers in 1833) ○ Lewis Hine, 1908 ○ Voice of Industry, Lowell, MA. 1844 (from Managing the Mills): ○ John D Rockefeller, interview ○ 'Hired: Six Months in Low Wage Britain' (2018) ○ Testimony given by employees of Gap, H&M, and Walmart supplier 'Texport' (Bengaluru India), 2012 ○ Amazon worker deaths in tornadoes raise questions about tornado training and cell phone policy, NBC News, 2021 ○ The True Cost documentary film, 2015 General background: ● Britannica, Oxford Encyclopedias

	Various contemporary news sources/those sources' archives: New York Times, Museum of the City of New York, Fordham University archives
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Name of Course: WHII (9th) Massachusetts History and Social Science Curriculum Framework (link) Syllabus	
Unit # & Title: Imperialism	
Essential Questions	What motivates oppression, and how have oppressed groups resisted this throughout history?
Standards	Topic 3 1. Locate on a map key locations outside of Europe controlled by the European countries in the 19th century (e.g., India, Canada, Australia, and much of Africa by Britain; the Philippines, western and southwestern parts of North and South America, and the Caribbean Islands by Spain; Cape Verde, Brazil, and parts of India by Portugal; North and West Africa by France; parts of central Africa by Belgium and Germany). 2. Describe the causes of 19th century European global imperialism. a. competition among England, Spain, Portugal, France, the Netherlands, and Belgium beginning in the 15th century for economic gain, resources, and strategic advantage b. the importance of slavery and slave-generated capital to the Industrial Revolution; the role of European traders, merchants, and buyers in making the slave trade profitable in North and South America and the Caribbean Islands d. the writings of 18th and 19th century European race theorists that posited differences among races and the superiority of the “Caucasian race” as scientific fact, including the concept of Social Darwinism, thus justifying European attitudes toward colonialism and slavery. 3. Analyze the impact of Western imperialism in Asia, Africa, and Latin America: India, China, The Congo, Algeria a) the economic and political relationship between India and Britain b. the role of the British East India Company in India, e) the rise of Indian nationalism and the influence and ideas of Mahatma Gandhi in the 20th century for an independent India

	b) China: the spheres of influence and extraterritorial rights for European nations b. the role of the British East India Company in controlling the opium trade between India and China and the impact of the opium trade on Chinese society and politics c. the rise of anti-Western and nationalist movements during the 19th century c) Africa: Algeria and the Congo - the impact of European direct and indirect control of the existing political structure of African countries b. the exploitation of African people for European economic gain in a variety of industries c. agricultural changes and new patterns of employment e. the effects of assimilation on the people of Africa	
Concepts and skills	Skills - Content: ☐ Note taking ☐ Preparing for tests/quizzes ☐ Primary Source Analysis ☐ Formal Paragraph writing Skills - Behavior: ☐ Organization: class materials ☐ Timeliness: Turning in assignments on time ☐ Reflection on assessments, feedback, and individual progress	● What motivated Imperialism in the 19th and early 20th century? ● How did Imperialist powers justify their actions around the world? ● What were the effects of Imperialism on African and Asian nations? The world? ● Explain the relationship between the Industrial Revolution, capitalism, and Imperialism.
Content Objectives "I can Statements"	● I can explain three factors that motivated Imperialism in the 19th and early 20th century. ● I can explain how Imperialist powers justified their actions around the world. ● I can explain the effects of Imperialism on African and Asian nations. ● I can explain the relationship between the Industrial Revolution, capitalism, and Imperialism.	
Assessments, products, vocabulary, practice	Vocabulary: ● Imperialism ● Nationalism ● Capitalism ● Natural resources ● Social Darwinism ● White Man's Burden ● British Raj ● The Sepoy Rebellion ● Spheres of Influence ● The Opium Wars	

	• The Berlin Conference • King Leopold II Formative assessments: • Practice document annotation [skill based rubric] • Reading or sources assigned followed by quizzes to check for understanding, or group review to improve annotations based on skills-based rubric. • Exit tickets requiring students to provide and explain one piece of evidence from a given lesson or document set (primary and/or secondary) which answers a historical question (see unit questions) [skill based rubric] Summative assessments: • Summative Assessment: Formal typed paragraph concerning unit question: How does the caste system affect India? [Skill based rubric] - revisable • Summative Assessment: Unit Test - matching, multiple choice, short answer, document analysis and annotation, DBQ paragraph based on doc analysis and annotation [cumulative assessment assessing all unit content and skill areas] - not revisable
Text, Materials, and Resources	Primary Sources: • The White Man's Burden By: Rudyard Kipling, 1899 • The Black Man's Burden By: H.T. Johnson, 1899 • The Rhodes Colossus: Striding from Cape Town to Cairo" December 10, 1892. Artist: Linley Sambourne (British) • Andre Ure, 19th century Scottish chemist's remarks on factory labor • Remarks on race from Cecil Rhodes, British mining magnate and politician, made in 1877 • O.P. Austin, "Does Colonization Pay?" The Forum, 1900. • Pears' Soap advertisements from the early 1900s • 1857 Textbook Illustration. *Nott, Josiah Clark, et al. *Indigenous Races of the Earth. *Philadelphia: J.B. Lippincott, 1857 • Chinese anti-imperialist propaganda, including Chinese woodblock print. Qing dynasty, 19th century CE. From the Church Missionary Society Archives. • King Wilhelm II Speech - Schroeder, W. ed. (1912). Das persönliche regiment: reden und sonstige öffentliche Äusserungen Wilhelms II. (R. Levy, Trans.) • Le Cri de Paris, July 10, 1899 Artist: René Georges Hermann-Paul (French) • Film: The Battle of Algiers • African laborers working on a British-owned logging operation in Ghana. The National Archives UK, CO 1069-34-18. • Henry Stanley, Through the Dark Continent, Vol. II. (New York: Harper & Row, 1885). • Heinrich Schiffrers, The Quest for Africa—Two Thousand Years of Exploration (New York: G.P. Putnam's Sons, 1957). • Congolese fight song (recorded 1900) • The Casement Report, 1904

	Contemporary Sources: • Mukerjee, M. (2010). Churchill's secret war: The British empire and the ravaging of India during World War II. New York: Basic Books. • Choices Algeria • This Changes Everything: Capitalism vs the Climate by Naomi Klein General Background: • Selections from Encyclopaedia Britannica • Selections from Khan Academy
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Name of Course: WHII (9th) Massachusetts History and Social Science Curriculum Framework (link) Syllabus	
Unit # & Title: World War I	
Essential Questions	• What motivates oppression, and how have oppressed groups resisted this throughout history?
Standards	Topic 4 1. Analyze the factors that led to the outbreak of World War I (e.g., the emergence of Germany as a great power, the rise of nationalism and weakening of multinational empires, industrial and colonial competition, militarism, and Europe's complex alliance systems. 2. Evaluate the ways in which World War I was a total war and its impact on the warring countries and beyond. a) the use of industrial weapons and prolonged trench warfare and how they led to massive casualties and loss of life b) the expansion of World War I beyond Europe into a global conflict (including the mobilization of Asian and African colonial subjects as troops to support military efforts and the reasoning for and impact of United States involvement; the impact on various nationalities, religious and ethnic groups) c) the impact of war on the home front in Europe, including the conscription, war propaganda, rationing, and government control of wartime industries

	3. Analyze the political, social, economic, and cultural developments following World War I. a) the vast economic destruction resulting from the war b) the emergence of a “Lost Generation” in European countries c) the collapse of the Russian, Ottoman, and Austrian Empires d) the establishment of European mandates in the Middle East and the creation of modern state boundaries in the region e) the Armenian genocide f) the proceedings of the Paris Peace Conference and the Treaty of Versailles g) the development of modernism in the arts, in the works by composers, visual artists such as Pablo Picasso, Max Ernst	
Concepts and skills	Skills - Content: ☐ Note taking ☐ Preparing for tests/quizzes ☐ Primary Source Analysis ☐ Formal Paragraph writing Skills - Behavior: ☐ Organization: class materials ☐ Timeliness: Turning in assignments on time ☐ Reflection on assessments, feedback, and individual progress	● What were the main long term causes of WWI? ● What made WWI different from previous wars? ● How did WWI affect West Asia? ● Why wasn't WWI the last world war?
Content Objectives "I can Statements"	● What were the main long term causes of WWI? ● What made WWI different from previous wars? ● How did WWI affect West Asia? ● Why wasn't WWI the last world war?	
Assessments, products, vocabulary, practice	Vocabulary: ● Nationalism ● Militarism ● Imperialism ● Alliances: Triple Alliance, Triple Entente ● Total War ● Propaganda ● Trench Warfare ● Armenian Genocide ● Sykes-Picot Agreement ● Mandate System	

	Formative assessments: ● Practice document annotation [skill based rubric] ● Reading or sources assigned followed by quizzes to check for understanding, or group review to improve annotations based on skills-based rubric. ● Exit tickets requiring students to provide and explain one piece of evidence from a given lesson or document set (primary and/or secondary) which answers a historical question (see unit questions) [skill based rubric] Summative assessments: ● Summative Assessment: Formal typed paragraph concerning unit question: How does the caste system affect India? [Skill based rubric] - revisable ● Summative Assessment: Unit Test - matching, multiple choice, short answer, document analysis and annotation, DBQ paragraph based on doc analysis and annotation [cumulative assessment assessing all unit content and skill areas] - not revisable
Text, Materials, and Resources	Primary Sources: ● “Stormtroopers advancing under a gas attack” Otto Dix, 1924 ● Various propaganda posters from multiple countries during WWI ● Various images from the period, including (plus many more) ○ German munitions (weapons) factory, 1916. Image is courtesy of wikimedia commons and is public domain ○ Women munition workers stacking cartridge cases in the New Case shop at the Royal Arsenal, Woolwich, 1918. Image is courtesy of wikimedia commons and is public domain ○ https://commons.wikimedia.org/wiki/File:Vickers_IWW.jpg; https://commons.wikimedia.org/wiki/File:Australian_infantry_small_box_respirators_Ypres_1917.jpg; https://en.wikipedia.org/wiki/File:British_Mark_I_male_tank_Somme_25_September_1916.jpg; https://en.wikipedia.org/wiki/File:The_Battle_of_the_Somme,_July-november_1916_Q1308.jpg ● Talaat Pasha's Official Orders Regarding the Armenian Massacres, March 1915-January 1916 ● Henry Morgenthau's (U.S. Ambassador to Turkey) Report of his conversation with Talaat Pasha 8 August 1915 - United States Diplomacy on the Bosphorus: The Diaries of Ambassador Morgenthau 1913-1916, p. 298 ● Lord Robert Cecil (Under-Secretary of State for Foreign Affairs) Speech in the House of Commons - House Of Commons, Hansard (5th Series), Vol. LXXV, 16 November 1915, Cols. 1770-1776. ● Report of the Department on the Massacres of the Armenians - (A.M.A.E., Guerre 1914-1918, Turquie, tome 887, ff. 250-254 v). A. Beylerian, les grandes puissances, l'empire ottoman et les armeniens dans les archives francaises (1914-1918), p. 151 ● Report of Hohenlohe Landenburg (German Deputy Ambassador in the Ottoman Empire) to the Reichskanzler Bethmann-Hollweg, September 25, 1915 - Politisches

Archiv des Auswärtigen Amts des Kaiserlichen Deutschlands (Politarchiv). A-28578, ia Türkei 183. nr. 7129, R 14088.

- Senator Paris Peace Conference, Treaty of Peace with Germany (Treaty of Versailles), June 28, 1919.
<https://www.loc.gov/law/help/us-treaties/bevans/m-ust000002-0043.pdf>
- Leonard Raven Hill, The Finishing Touch, Punch Magazine, 1919. [Image](#) is courtesy of Punch Magazine.
- United States Senator Henry Cabot Lodge, On the League of Nations, August 12 1919.
<https://books.google.com/books?id=re9mAAAAMAAJ&printsec=frontcover#v=onepage&q&f=false>
- New York Times, Status of German Reparations, February 13, 1922.
<https://timesmachine.nytimes.com/timesmachine/1922/02/13/98984540.pdf>
- Selection from Adolf Hitler, Mein Kampf, 1925.
- New York Times, German Food Crisis Becoming Worse, February 17, 1924.
<https://timesmachine.nytimes.com/timesmachine/1924/02/17/101581323.pdf>
- Mjölnir [Hans Schweitzer], Our Last Hope - Hitler, 1932
- The Reich President von Hindenburg; The Reich Chancellor A Hitler; The Minister of Interior Frick; The Minister of Justice Dr. Gürtner, The Decree of the Reich President for the Protection of the People and the State is also known as the Reichstag Fire Decree, February 28, 1933
- James Henderson, Shh-hh! He'll Be Quiet Now-Maybe!, Providence Journal, 1938
- Theodor Seuss Geisel, Remember...One More Lollypop, and Then You All Go Home!, PM Newspaper, 1941. [Image](#) is courtesy of Special Collections & Archives, UC San Diego, La Jolla, 92093-0175 (<https://lib.ucsd.edu/sca>)

Contemporary Sources:

- WWI Through Arab Eyes documentary

General Background:

- Selections from Encyclopaedia Britannica
- Selections from Khan Academy