

HMH Social Studies

World History

Document-Based Investigations Teach Students to **Think Critically**



Promote **Inquiry** and **Active Learning** with **HMH Social Studies**

Inquiry is at the center of learning, challenging and preparing students for college and career. That is why you will find Document-Based Investigations in **EVERY** lesson.

Document-Based Investigations:

- Support active inquiry and ask students to think critically as they read
- Encourage students to analyze primary sources like a historian
- Culminate with evidence-based writing tasks at the end of each module



Students focus on inquiry, critical thinking, close reading, and writing as they work with a variety of historical, visual, and video sources including:

- Art
- Articles
- Artifacts
- Chronicles
- Documents
- Letters
- Manuscripts
- Maps
- Newspapers/
Pamphlets
- Passages
from Novels
- Photographs
- Poems
- Political
Cartoons
- Portraits
- Quotes
- Speeches
- Supreme
Court Cases

DOCUMENT-BASED INVESTIGATION HISTORICAL SOURCE

"A Stoppage to a Stride over the Globe"
Napoleon is shown straddling the globe here, with his left foot pointing towards England with Switzerland, France, and Italy under Napoleon's stride.

Analyze Sources

Describe a barrier slowing Napoleon from controlling most of Europe.

DOCUMENT-BASED INVESTIGATION HISTORICAL SOURCE

The Ottoman Empire, 1699–1914
The borders of the Ottoman Empire changed drastically over more than two centuries. Lack of modernization and industrialization weakened the empire.

The Ottoman Empire, 1699–1914

The Ottoman Empire reached its greatest extent in 1699, but spent the next two centuries in decline. Examine to which countries the Ottomans lost territory.

Click or tap items in the key below to explore the map.

KEY	
 	Ottoman Empire at its greatest extent in 1699
 	Ottoman Empire in 1914
→	Territory becomes part of

Analyze Sources

Approximately how much of the Ottoman Empire was lost by 1914?

DOCUMENT-BASED INVESTIGATION HISTORICAL SOURCE

Combat Before the Hotel de Ville, July 28th, 1830
Painter Victor Schnetz portrays the riots in Paris that occurred after Charles X tried to stage a return to absolute monarchy. These riots forced Charles X to flee to Great Britain.

Analyze Sources

Why do you think scenes like this turned French citizens away from the radicals?

Investigation continued

Document-Based Investigations build to end-of-module DBI performance tasks.



A German bombing raid on London during the Battle of Britain

Essential Question

Why did the Allies win World War II?

In this module you will learn that, during World War II, the Allied forces

Module 22

Essential Question—Writing

In this module, you've learned about how, during World War II, the Allied forces defeated the Axis powers, the Jewish people suffered through the Holocaust, and Europe and Japan were left devastated. Now it's your turn to demonstrate your understanding of the module content by writing an essay.

Why did the Allies win World War II?

Write an argument answering this question. Your essay should include key people, events, and turning points in World War II. Be sure to cite evidence to support your position and organize your essay into an introduction, body, and conclusion.

Essential Questions spark curiosity, guide instruction, and ask students to apply knowledge through writing tasks.

Lesson 1, Module 22

DOCUMENT-BASED INVESTIGATION HISTORICAL SOURCE

The London Blitz

During the aerial bombing of London beginning in September, 1940, the German goal was to terrorize the British people so that they would lose the will to fight. The London Blitz destroyed huge areas of the city and killed tens of thousands of people, but the British people refused to surrender. In this photo, a London bus is submerged in a bomb crater after a German air raid.



Need help with visuals? ✓

Analyze Sources

Analyze Sources

What aspects of total war were evidenced in the Battle of Britain?

✓ Save to myNotebook

Drop-down arrows

offer additional support for students who struggle with analysis of primary sources.

Need help with visuals? ✓

Analyze Visuals

Visuals are information sources that deliver content mainly through images rather than words. They can be primary sources or secondary sources. Photographs, fine art, advertisements, posters, illustrations, and cartoons are all examples of visuals. Historians use visuals to learn about the past.

Use these strategies to analyze visuals.



Crossing the Delaware
George Washington and his troops crossed the partially frozen Delaware River on the night of December 19, 1776. This daring act led to a key Patriot victory at the Battle of Trenton. German American artist Emanuel Leutze created this famous painting in 1851. A version of Leutze's *Washington Crossing the Delaware* hangs in the Metropolitan Museum of Art in New York City.

1 Identify the subject.

Who or what does the visual show?

2 Examine the details.

Identify the type of visual. Photographs usually record actual historical events, while fine art is created after the events have occurred or may even be fictional. Look closely at the details in the visual and think about what they show. Why were they included? What was left out?

Investigation continued

Lesson 2, Module 22

DOCUMENT-BASED INVESTIGATION HISTORICAL SOURCE

Roosevelt Declaration of War Address

A day after the Japanese attack at Pearl Harbor, President Franklin Roosevelt addressed Congress requesting a declaration of war against Japan and its allies.

"Yesterday, December 7th, 1941—a date which will live in infamy—the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan. . . . As Commander in Chief of the Army and Navy, I have directed that all measures be taken for our defense. But always will we remember the character of the onslaught against us. . . . I believe that I interpret the will of the Congress and of the people when I assert that we will not only defend ourselves to the uttermost, but will make very it certain that this form of treachery shall never again endanger us."

—President Franklin Delano Roosevelt

Address to Congress, Dec. 8, 1941

Need help with primary sources?



Analyze Sources

What aspect of total war does Roosevelt suggest when he says "defend ourselves to the uttermost"?

☐ Save to myNotebook

Lesson 3 Module 22


DOCUMENT-BASED INVESTIGATION HISTORICAL SOURCE

Experiencing the Holocaust

Elie Wiesel, a Jew, nearly 15 years old when he entered Auschwitz, wrote of the nightmare he experienced at the Auschwitz and Buchenwald concentration camps in 1944–1945.

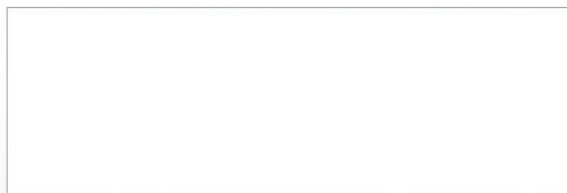
“Never shall I forget the small faces of the children whose bodies I saw transformed into smoke under a silent sky. Never shall I forget those flames that consumed my faith forever. . . . Never shall I forget those moments that murdered my God and my soul and turned my dreams to ashes. . . . Never.”

—Elie Wiesel
quoted in *Night*

Need help with primary sources? 

Analyze Sources

What aspect of Hitler's total war did Wiesel experience?



☐ Save to myNotebook

Investigation continued


Lesson 4, Module 22

DOCUMENT-BASED INVESTIGATION HISTORICAL SOURCE

The Germans Stopped at Stalingrad

At Stalingrad, the Russians used the city's environment to their advantage, fighting a deadly urban war. Stalingrad's great distance from Germany also aided Russia, making it hard for the Germans to supply and reinforce troops. And the Soviet winter killed many German soldiers and ruined equipment. In this photo, Soviet troops launch an attack during the battle for Stalingrad.



Need help with visuals? 

Analyze Sources

In what way was the strategy the same for Hitler and Stalin at Stalingrad?

Lesson 5, Module 22

DOCUMENT-BASED INVESTIGATION HISTORICAL SOURCE

Displaced Survivors

The war uprooted millions of people in Europe and Asia, including former prisoners of war, survivors of Nazi concentration camps, and people who had fled the fighting or been forced from their homes. In this quote, Simon Weisenthal describes the postwar experience of Holocaust survivors.

"Across Europe a wild tide of frantic survivors was flowing. . . . Many of them didn't really know where to go. . . . And yet the survivors continued their pilgrimage of despair. . . . 'Perhaps someone is still alive. . . . 'Someone might tell where to find a wife, a mother, children, a brother—or whether they were dead. . . . The desire to find one's people was stronger than hunger, thirst, fatigue."

—Simon Weisenthal

quoted in *Never to Forget: The Jews of the Holocaust*

Need help with primary sources? ✓

Analyze Sources

Why did World War II result in so many displaced people?

☐ Save to myNotebook

Analyze Sources



Check

Because the Allied and Axis countries devoted so many resources to war, in the aftermath there were unprecedented numbers of affected soldiers and civilians.

Each lesson DBI provides students **immediate feedback** when answering an analytical question.

Promote **Inquiry** and **Active Learning** with Cumulative End-of-Module DBI

Document-Based Investigation: Part 1, Module 22

Students are provided the opportunity to review each Document-Based Investigation and strengthen their answers to prepare for the Performance Task in Part 2.

Document-Based Investigation

Part 1: Short Answer

In this module, you have analyzed several sources. Review your answers to the questions you have already seen, and answer any questions that you haven't already completed.

Module 22

Essential Question—Writing

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Why did the Allies win World War II?

Write an argument answering this question. Your essay should include key people, events, and turning points in World War II. Be sure to cite evidence to support your position and organize your essay into an introduction, body, and conclusion.

Revisit Essential Question— End-of-Module Writing

Students are asked to demonstrate their understanding of the module content by answering the Essential Question.

Document-Based Investigation

Part 2: Write a Compare and Contrast Essay

Historical Context

World War II continued and expanded the concept of total war initiated in World War I. In total war, entire national economies were directed toward the war effort. In World War II, governments' mobilization of labor, materials, and propaganda resulted in unprecedented buildups of military armament. Soldiers amassed by the millions across three continents in large-scale battles to defeat one another. Along with the military personnel who were killed, civilians were casualties of war at a rate never before seen.

Task

Each principal Allied and Axis nation experienced total war in ways that greatly impacted both personnel on the battlefield and their civilian populations. Write an essay in which you compare and contrast the ways that the total war approach defined each Allied and Axis nation during World War II.

Complete the following steps as you plan and compose your essay.

1. Review your notes and sources before you start writing.
2. Use at least four of the sources in Part 1, and develop the topic with relevant, well-chosen evidence from the sources.
3. Cite specific evidence from each of the three sources in your response.
4. Plan your essay so that it includes an introduction, several body paragraphs, and a concluding paragraph.
5. Organize your essay in a clear and logical way that highlights comparisons and contrasts.

Document-Based Investigation: Part 2, Module 22

Performance Tasks ask students to analyze and draw evidence from several relevant sources.

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HMH Social Studies



Uncover the Connections

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