



<b>Battle of Adwa Lesson</b>	
<b>Central Historical Question:</b> How did Ethiopia defeat Italy at the Battle of Adwa?	
<b>California State Standard(s)</b>	<b>10.4.2 Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.</b>
<b>Common Core State Standard(s):</b>	
<b>Reading</b>	<b>Writing</b>
<ol style="list-style-type: none"> <li>1. <i>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</i></li> <li>2. <b>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.</b></li> <li>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 studies.</li> <li>6. <b>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.</b></li> <li>7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</li> <li>8. Assess the extent to which the reasoning and evidence in a text support the author's claims.</li> <li>10. <i>By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.</i></li> </ol>	<ol style="list-style-type: none"> <li>2. <i>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</i> <ol style="list-style-type: none"> <li>a) <i>Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; including formatting, graphics, and multimedia when useful to aiding comprehension.</i></li> <li>b) <i>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.</i></li> <li>c) <i>Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</i></li> <li>d) <i>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.</i></li> <li>e) <i>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</i></li> <li>f) <i>Provide a concluding statement or section that follows from and supports the information or explanation presented.</i></li> </ol> </li> <li>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>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.</li> <li>9. Draw evidence from informational texts to support analysis, reflection, and</li> </ol>



research.

*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.*