

C3 at a Glance

College, Career, & Civic Life C3 Framework for Social Studies State Standards

<http://www.socialstudies.org/system/files/c3/C3-Framework-for-Social-Studies.pdf>

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The Inquiry Arc of the C3 Framework

Dimension 1: Developing Questions and Planning Inquiries	Dimension 2: Applying Disciplinary Tools and Concepts	Dimension 3: Evaluating Sources and Using Evidence	Dimension 4: Communicating Conclusions and Taking Informed Action
Developing Questions and Planning Inquiries	Civics	Gathering and Evaluating Sources	Communicating and Critiquing Conclusions
	Economics		
	Geography	Developing Claims and Using Evidence	Taking Informed Action
	History		

Dimension 1: Developing Questions and Planning Inquiries

	By the end of grade 8	By the end of grade 12
Constructing Compelling Questions	D1.1.6-8. Explain how a question represents key ideas in the field.	D1.1.9-12. Explain how a question reflects an enduring issue in the field.
	D1.2.6-8. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.	D1.2.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
Constructing Supporting Questions	D1.3.6-8. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.	D1.3.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
	D1.4.6-8. Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.	D1.4.9-12. Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.
Determining Helpful Sources	D1.5.6-8. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.	D1.5.9-12. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

Dimension 2: Applying Disciplinary Tools & Concepts**

CIVICS	ECONOMICS	GEOGRAPHY	HISTORY
Civic and Political Institutions	Economic Decision Making	Geographic Representations: Spatial Views of the World	Change, Continuity, and Context
Participation and Deliberation: Applying Civic Virtues and Democratic Principles	Exchange and Markets	Human-Environment Interaction: Place, Regions, and Culture	Perspectives
Processes, Rules, and Laws	The National Economy	Human Population: Spatial Patterns and Movements	Historical Sources and Evidence
	The Global	Global Interconnections:	Causation and Argumentation

	Economy	Changing Spatial Patterns	
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** See breakdown of each discipline into standards later in this document.

Dimension 3. Evaluating Sources & Using Evidence

	By the end of grade 8	By the end of grade 12
Gathering and Evaluating Sources	D3.1.6-8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.	D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
	D3.2.6-8. Evaluate the credibility of a source by determining its relevance and intended use.	D3.2.9-12. Evaluate the credibility of a source by examining how experts value the source.
Developing Claims and Using Evidence (begins in grades 3-5)	D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.	D3.3.9-12. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
	D3.4.6-8. Develop claims and counterclaims while pointing out the strengths and limitations of both.	D3.4.9-12. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

Dimension 4. Communicating Conclusions & Taking Informed Action

	By the end of grade 8	By the end of grade 12
Communicating Conclusions	D4.1.6-8. Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.	D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
	D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.	D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
	D4.3.6-8. Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).	D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
Critiquing Conclusions	D4.4.6-8. Critique arguments for credibility.	D4.4.9-12. Critique the use of claims and evidence in arguments for credibility.
	D4.5.6-8. Critique the structure of explanations.	D4.5.9-12. Critique the use of the reasoning, sequencing, and supporting details of explanations.
Taking Informed Action	D4.6.6-8. Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.	D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
	D4.7.6-8. Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into	D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection,

	account a range of possible levers of power, strategies, and potential outcomes.	strategy identification, and complex causal reasoning.
	D4.8.6-8. Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.	D4.8.9-12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

C3 Framework Disciplinary Inquiry Matrix

WAYS OF KNOWING	CIVICS/ GOVT POLITICAL SCIENTISTS SAY...	ECONOMICS ECONOMISTS SAY...	GEOGRAPHY GEOGRAPHERS SAY...	HISTORY HISTORIANS SAY...
DIMENSION 1				
POSSIBLE DISCIPLINARY COMPELLING AND SUPPORTING QUESTIONS	What have major political parties proposed to respond to the Great Recession? What disagreements have political parties had and why? How can government institutions and the private sector respond?	What were some of the economic causes of the Great Recession? What are the indicators of its severity and what do they show? What are the possible economic policy solutions? How can those solutions be evaluated?	How did the Great Recession affect areas of the United States differently? Did it cause population migrations? If so, from where to where and why? Are land and resource uses affected. If so, how?	How bad (and for whom) compared to what earlier event? What related economic, political, and social events preceded the Great Recession? What precedents in the past help us understand the Great Recession?
DIMENSION 2				
DATA SOURCES NEEDED TO ADDRESS QUESTIONS	Government policies, policy pronouncements, political poll results, statistics, leadership efforts, political behavior; observations of local conditions, interviews; news reports	Statistics and lots of them in as real time as possible (labor, capital, credit, monetary flow, supply, demand)	Spatial and environmental data; statistics, map representations, GIS data to measure observable changes to the planet; indicators of territorial impact	Accounts from the recent recession and from hard economic times in the past, both firsthand and synthetic, as many as can be found (oral history, diaries, journals, newspapers, photos, economic data, artifacts, etc.)
CONCEPTS AND CONCEPTUAL UNDERSTANDING NECESSARY TO ADDRESS QUESTIONS (non-exclusive examples)	Theories of political behavior, rationality, self-interest, political parties, power flow, government, fiscal policy; relationships between the state and markets; constitutional limits on government, debates about those limits; evidence (to make claims)	Application of different types of economic theories to gauge inflation/deflation, labor shrinkage, capital contraction, asset/liability analyses from banking sector, changes in supply and demand; evidence (to make claims)	Theories of human land/resource use; spatial representation, scale, degree of distortion, map symbols, specialized GIS symbolic systems and representations; evidence (to make claims)	Theories of human behavior, thought, perspective, agency, context, historical significance; historical imagination; moral judgment; evidence (to make claims)
STRATEGIES AND SKILLS NEEDED TO ADDRESS QUESTIONS (non-exclusive examples)	Reading statistics from polls, conducting polls and interview research; reading subtext into policies/pro-nouncements; reading power flow and blockage, converting such data into evidence to make arguments and claims that answer sub-questions	Capability to read statistics critically, for assessing agendas behind statistical representations; conducting survey research; capability to convert statistics into meaningful arguments and claims that answer the sub-questions	Cartography including using map symbol systems, critical reading and thinking, capability of using statistics to represent spatial change, capability to use statistical and spatial (often digitized) representations to make arguments and claims that address sub-questions	Critical reading and thinking, analysis and synthesis, reading subtext and agency in older sources; statistics; converting verbal, written, photographic, oral, artifactual accounts into evidence to make arguments and claims that answer the sub-questions
DIMENSION 3				
EVIDENCE-BACKED CLAIMS	Statistical analyses and theories of political and institutional behavior and outcomes point toward substantiating	Statistical analyses coupled with economic theories show the way toward substantiating and justifying claims;	Narratives, statistical and spatial analyses, and representations point toward substantiating and justifying claims;	Accounts of human behavior and thought coupled with evidence corroboration and preponderance point towards substantiating and

	and justifying claims; adequacy judged within the community of peers	adequacy judged within the community of peers, i.e., other economic investigators	community of peers evaluates adequacy of claims	justifying claims; adequacy judged within the community of peers
DIMENSION 4				
FORMS OF COMMUNICATION AND ACTION (illustrative examples)	Books, television appearances, articles, op-ed pieces, policy statements, blogs; supporting a public assistance non-profit organization	Op-ed articles, journal pieces, television appearances, policy statements, blogs, webinars, policy advisory roles, public action	Spatial representations for newspapers, web-based articulations, digital and analog geographical services; community mapping; other citizen-science experiences	Books, monographs, articles, websites, webinars, television appearances, blogs

Common Core Connections: C3 and Anchor ELA

Foundational	All ELA/Literacy Common Core Standards
Supportive	Reading 1-10; Writing 1, 7-9; Speaking and Listening 1-6; Language 6
Vital	Reading 1; Writing 7; Speaking and Listening 1

Dimension 1. Developing Questions & Planning Inquires	R1; W7; SL1
Dimension 2: Applying Disciplinary Tools and Concepts	R1-10; W7; SL1; L6
Dimension 3: Evaluating Sources and Using Evidence	R1-10; W1,2,7-10; SL1
Dimension 4: Communicating Conclusions and Taking Informed Action	R1; W1-8; SL1-6

Dimension 2 Disciplinary-Specific Learning Standards

CIVICS		
	By the end of grade 8	By the end of grade 12
Civic and Political Institutions	D2.Civ.1.6-8. Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.	D2.Civ.1.9-12. Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.
	D2.Civ.2.6-8. Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).	D2.Civ.2.9-12. Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.
	D2.Civ.3.6-8. Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.	D2.Civ.3.9-12. Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.
	D2.Civ.4.6-8. Explain the powers and limits of the three branches of government, public officials, and bureaucracies at different levels in the United States and in other countries.	D2.Civ.4.9-12. Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.
	D2.Civ.5.6-8. Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government.	D2.Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.
	D2.Civ.6.6-8. Describe the roles of political, civil, and economic organizations in shaping people's lives.	D2.Civ.6.9-12. Critique relationships among governments, civil societies, and economic markets.
Participation and Deliberation	D2.Civ.7.6-8. Apply civic virtues and democratic principles in school and community settings.	D2.Civ.7.9-12. Apply civic virtues and democratic principles when working with others.
	D2.Civ.8.6-8. Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.	D2.Civ.8.9-12. Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.
	D2.Civ.9.6-8. Compare deliberative processes used by a wide variety of groups in various settings.	D2.Civ.9.9-12. Use appropriate deliberative processes in multiple settings.
	D2.Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.	D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
Procedures, Rules, and Laws	D2.Civ.11.6-8. Differentiate among procedures for making decisions in the classroom, school, civil society, and local, state, and national government in terms of how civic purposes are intended.	D2.Civ.11.9-12. Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.
	D2.Civ.12.6-8. Assess specific rules and laws (both actual and proposed) as means of addressing public problems.	D2.Civ.12.9-12. Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
	D2.Civ.13.6-8. Analyze the purposes, implementation, and consequences of public policies in multiple settings.	D2.Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related consequences.
	D2.Civ.14.6-8. Compare historical and contemporary means of changing societies, and promoting the common good.	D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good

ECONOMICS		
Economic Decision Making	D2.Eco.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society.	D2.Eco.1.9-12. Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.
	D2.Eco.2.6-8. Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.	D2.Eco.2.9-12. Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.
Exchanges and Markets	D2.Eco.3.6-8. Explain the roles of buyers and sellers in product, labor, and financial markets.	D2.Eco.3.9-12. Analyze the ways in which incentives influence what is produced and distributed in a market system.
	D2.Eco.4.6-8. Describe the role of competition in the determination of prices and wages in a market economy.	D2.Eco.4.9-12. Evaluate the extent to which competition among sellers and among buyers exists in specific markets.
	D2.Eco.5.6-8. Explain ways in which money facilitates exchange by reducing transactional costs.	D2.Eco.5.9-12. Describe the consequences of competition in specific markets.
	D2.Eco.6.6-8. Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.	D2.Eco.6.9-12. Generate possible explanations for a government role in markets when market inefficiencies exist.
	D2.Eco.7.6-8. Analyze the role of innovation and entrepreneurship in a market economy.	D2.Eco.7.9-12. Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes.
	D2.Eco.8.6-8. Explain how external benefits and costs influence market outcomes.	D2.Eco.8.9-12. Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.
	D2.Eco.9.6-8. Describe the roles of institutions such as corporations, non-profits, and labor unions in a market economy.	D2.Eco.9.9-12. Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.
The National Economy	D2.Eco.10.6-8. Explain the influence of changes in interest rates on borrowing and investing.	D2.Eco.10.9-12. Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.
	D2.Eco.11.6-8. Use appropriate data to evaluate the state of employment, unemployment, inflation, total production, income, and economic growth in the economy.	D2.Eco.11.9-12. Use economic indicators to analyze the current and future state of the economy.
	D2.Eco.12.6-8. Explain how inflation, deflation, and unemployment affect different groups.	D2.Eco.12.9-12. Evaluate the selection of monetary and fiscal policies in a variety of economic conditions.
	D2.Eco.13.6-8. Explain why standards of living increase as productivity improves.	D2.Eco.13.9-12. Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.
The Global Economy	D2.Eco.14.6-8. Explain barriers to trade and how those barriers influence trade among nations.	D2.Eco.14.9-12. Analyze the role of comparative advantage in international trade of goods and services.
	D2.Eco.15.6-8. Explain the benefits and the costs of trade policies to individuals, businesses, and society.	D2.Eco.15.9-12. Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.

GEOGRAPHY		
Geographic Representations	D2.Geo.1.6-8. Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics.	D2.Geo.1.9-12. Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.
	D2.Geo.2.6-8. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.	D2.Geo.2.9-12. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.
	D2.Geo.3.6-8. Use paper based and electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics.	D2.Geo.3.9-12. Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.
Human-Environment Interaction	D2.Geo.4.6-8. Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.	D2.Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.
	D2.Geo.5.6-8. Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.	D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
	D2.Geo.6.6-8. Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.	D2.Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.
Spatial Patterns & Movements	D2.Geo.7.6-8. Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.	D2.Geo.7.9-12. Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
	D2.Geo.8.6-8. Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement.	D2.Geo.8.9-12. Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.
	D2.Geo.9.6-8. Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation.	D2.Geo.9.9-12. Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.
Global Interconnections	D2.Geo.10.6-8. Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.	D2.Geo.10.9-12. Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.
	D2.Geo.11.6-8. Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.	D2.Geo.11.9-12. Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.
	D2.Geo.12.6-8. Explain how global changes in population distribution patterns affect changes in land use in particular places.	D2.Geo.12.9-12. Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.

HISTORY		
Change, Continuity, and Context	D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts.	D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time & place as well as broader historical contexts.
	D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity.	D2.His.2.9-12. Analyze change and continuity in historical eras.
	D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.	D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
Perspectives	D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras.	D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
	D2.His.5.6-8. Explain how and why perspectives of people have changed over time.	D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people’s perspectives.
	D2.His.6.6-8. Analyze how people’s perspectives influenced what information is available in the historical sources they created.	D2.His.6.9-12. Analyze the ways in which the perspectives of those writing history shaped the history that they produced.
	<i>Begins in grades 9–12</i>	D2.His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past.
	<i>Begins in grades 9–12</i>	D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.
Historical Sources and Evidence	D2.His.9.6-8. Classify the kinds of historical sources used in a secondary interpretation.	D2.His.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them.
	D2.His.10.6-8. Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.	D2.His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
	D2.His.11.6-8. Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.	D2.His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
	D2.His.12.6-8. Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.	D2.His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
	D2.His.13.6-8. Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.	D2.His.13.9-12. Critique the appropriateness of the historical sources used in a secondary interpretation.
Causation and Argument	D2.His.14.6-8. Explain multiple causes and effects of events and developments in the past.	D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.
	D2.His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past.	D2.His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument.
	D2.His.16.6-8. Organize applicable evidence into a coherent argument about the past.	D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
	D2.His.17.6-8. Compare the central arguments in secondary works of history on related topics in multiple media.	D2.His.17.9-12. Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.

