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## Introduction

### Goals

The main goal of this book is to help students develop skills outlined in the Common Core Standards by clarifying what the standards are asking for and by giving teachers specific activities they can use to address the standards.

### Organization

The book is mostly organized by the categories into which Common Core places its standards. The first three chapters are “Key Ideas and Details,” “Craft and Structure,” and “Integration of Knowledge and Ideas.” Because “Range of Reading and Level of Text Complexity” is addressed every time students read, it does not have its own chapter. Also, because it is common for many writing categories to overlap on a paper, the fourth chapter covers all the writing standards and is divided into the three main paper types: argumentative, informative, and narrative.

Activities open with an introductory page that includes every standard covered by the activities, directions, estimated lesson length, and additional teaching ideas. At the back of the book are selected answers for the reading activities.

### Tracking Common Core Standards

On the next page, there is a chart that can help you track which Common Core Standards you have addressed and with which activities.

### Narrative Writing

Narrative writing is not required for social studies teachers, which is why there is no CCSS.ELA-Literacy.WHST.6-8.3. However, this form of writing was included in this book because numerous social studies teachers also teach language arts, for the many educators who find creative writing a valuable way to explore history, and because other required writing standards can be covered with narrative writing.

### Common Core Standards

If a teacher covers the six reading activities and three papers outlined in this book, he or she will have addressed every 6–8 History/Social Studies Common Core Standard at least once. Although it is not expected that teachers cover every standard in each unit of study, this gives teachers a great way to see examples of every standard and have numerous assignments to choose from.

# Common Core Standards

## READING

### Key Ideas and Details

#### **RH.6-8.1**

Cite specific textual evidence to support analysis of primary and secondary sources.

#### **RH.6-8.2**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

» *Summarize primary or secondary sources.*

#### **RH.6-8.3**

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

» *Summarize the steps of a process or historical event.*

### Craft and Structure

#### **RH.6-8.4**

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

» *Use context to decipher the meanings of difficult words.*

#### **RH.6-8.5**

Describe how a text presents information (e.g., sequentially, comparatively, causally).

» *Determine how the author has ordered the information.*

#### **RH.6-8.6**

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

### Integration of Knowledge and Ideas

#### **RH.6-8.7**

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

» *Interpret a reading with a visual.*

#### **RH.6-8.8**

Distinguish among fact, opinion, and reasoned judgment in a text.

#### **RH.6-8.9**

Analyze the relationship between a primary and secondary source on the same topic.

### Range of Reading and Level of Text Complexity

#### **RH.6-8.10**

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

## SPEAKING AND LISTENING

### Comprehension and Collaboration

#### **SL.6.1–SL.8.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6–8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

## WRITING

### Text Types and Purposes

#### **WHST.6-8.1**

Write arguments focused on *discipline-specific content*.

» *Argumentative writing.*

#### **WHST.6-8.2**

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

» *Informative writing.*

#### **W.6.3–W.8.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

» *Creative writing. (This is not required for social studies teachers.)*

### Production and Distribution of Writing

#### **WHST.6-8.4**

Produce clear and coherent writing in which the development, organization,

and style are appropriate to task, purpose, and audience.

» *Write for a specific audience.*

#### **WHST.6-8.5**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

» *Use writing process.*

#### **WHST.6-8.6**

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

» *Publish writing for an audience.*

### Research to Build and Present Knowledge

#### **WHST.6-8.7**

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

» *Research to answer a question.*

#### **WHST.6-8.8**

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

» *Use multiple credible sources when researching and summarize findings in own words.*

#### **WHST.6-8.9**

Draw evidence from informational texts to support analysis, reflection, and research.

» *Support essays with information or quotes from texts.*

### Range of Writing

#### **WHST.6-8.10**

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.

# Tracking Common Core Standards

CCSS.ELA-LITERACY	Assignment	Assignment	Assignment	Assignment
<u><b>RH.6-8.1</b></u>				
<u><b>RH.6-8.2</b></u>				
<u><b>RH.6-8.3</b></u>				
<u><b>RH.6-8.4</b></u>				
<u><b>RH.6-8.5</b></u>				
<u><b>RH.6-8.6</b></u>				
<u><b>RH.6-8.7</b></u>				
<u><b>RH.6-8.8</b></u>				
<u><b>RH.6-8.9</b></u>				
<u><b>RH.6-8.10</b></u>				
<u><b>SL.6.1–SL.8.1*</b></u>				
<u><b>WHST.6-8.1</b></u>				
<u><b>WHST.6-8.2</b></u>				
<u><b>W.6.3–W.8.3*</b></u>				
<u><b>WHST.6-8.4</b></u>				
<u><b>WHST.6-8.5</b></u>				
<u><b>WHST.6-8.6</b></u>				
<u><b>WHST.6-8.7</b></u>				
<u><b>WHST.6-8.8</b></u>				
<u><b>WHST.6-8.9</b></u>				
<u><b>WHST.6-8.10</b></u>				

\*Not required for social studies teachers..

## OBSERVATIONS FROM ARTIFACTS <sup>1/2</sup>

Pretend you know nothing about the Sumerians other than these artifacts and translations of artifacts. Write down inferences you can make about the Sumerians, questions you have, and similarities/differences you notice with modern American culture.

<b>Rations</b>	
<b>Prescriptions</b>	
<b>List of Kings</b>	

CHAPTER 2

# Craft and Structure

**ACTIVITY 3**

Victory Speeches Then and Now

**RH.6-8.4**

**RH.6-8.6**

**ACTIVITY 4**

The Downsides of Farming

**RH.6-8.5**

6. How is the conclusion organized?
  - a. Summarizes main points and restates the main topic in different words.
  - b. Connects to the hook from the introduction. Sometimes called a “full circle” conclusion.
  - c. Focuses on why the ideas in this paper are important. Sometimes called a “so what” conclusion.
  - d. Summarizes main points then ends with a single word or statement that leaves the reader thinking. Sometimes called a “punch line” conclusion.
7. This reading provides four arguments for why agriculture didn't lead to improved societies. Which did you find the most convincing? Why?
  
8. Choose one of the four arguments and write a rebuttal to it.
  
9. Would you rather be a farmer or a hunter-gatherer? Explain.
  
10. The last line of the reading states, “Modernization does not always equal progress.” Do you agree or disagree with this statement? Explain and give examples for support.

## KING ESARHADDON'S VICTORY STELE <sup>1/2</sup>

King Esarhaddon ruled the Assyrians from 680 BCE to 669 BCE. After a 671 BCE victory against the pharaoh of Egypt, Taharqa (Tirhakah), Esarhaddon erected a victory stele, which is shown below. The man on the left is Esarhaddon and the person in the middle with a rope around his neck is Taharqa's son. The man on the right may be Baal I, the King of Tyre, who had earlier signed a treaty with King Esarhaddon. Below are excerpts from the cuneiform in the stele.

Esarhaddon, ancient king of Assyria

(To) Assur father of the gods, lover of my priesthood, Anu, mighty (and) pre-eminent, who called me by name, Bel, the exalted lord, establisher of my dynasty, Ea, the wise, the (all)-knowing, who determines my destiny, Sin, the shining luminary, who grants me favorable signs (omens), Shamash, judge of heaven and earth, who decides my decisions, Adad, the powerful lord, who makes my armies prosper, Marduk, sovereign lord of the Igigi and Anunnaki, who makes great my kingship, Ishtar, lady of battle and combat, who goes at my side, the Seven, the warrior gods, who overthrow my foes, the great gods, all of them, who determine my destiny, who grant to the king, their favorite, power (and) might. . . .

I am powerful, I am all powerful, I am a hero, I am gigantic, I am colossal, I am honored, I am magnified, I am without an equal among all kings, the chosen one of Assur, Nabu, and Marduk, called of Sin, favorite of Anu, beloved of the queen, Ishtar, goddess of all (the world); the unsparing weapon, who utterly destroys the enemy's land, am I. . . .

When Assur, the great lord, in order to show to the peoples the immensity of my mighty deeds, extended (*literally*, made powerful) my kingship over the kings of the four regions (of the world), and made great my name; (when) he caused my hands to bear a stern scepter, for the annihilation of my foes, the land sinned against Assur, they treated (him) with scorn, they rebelled. To rob, to plunder,

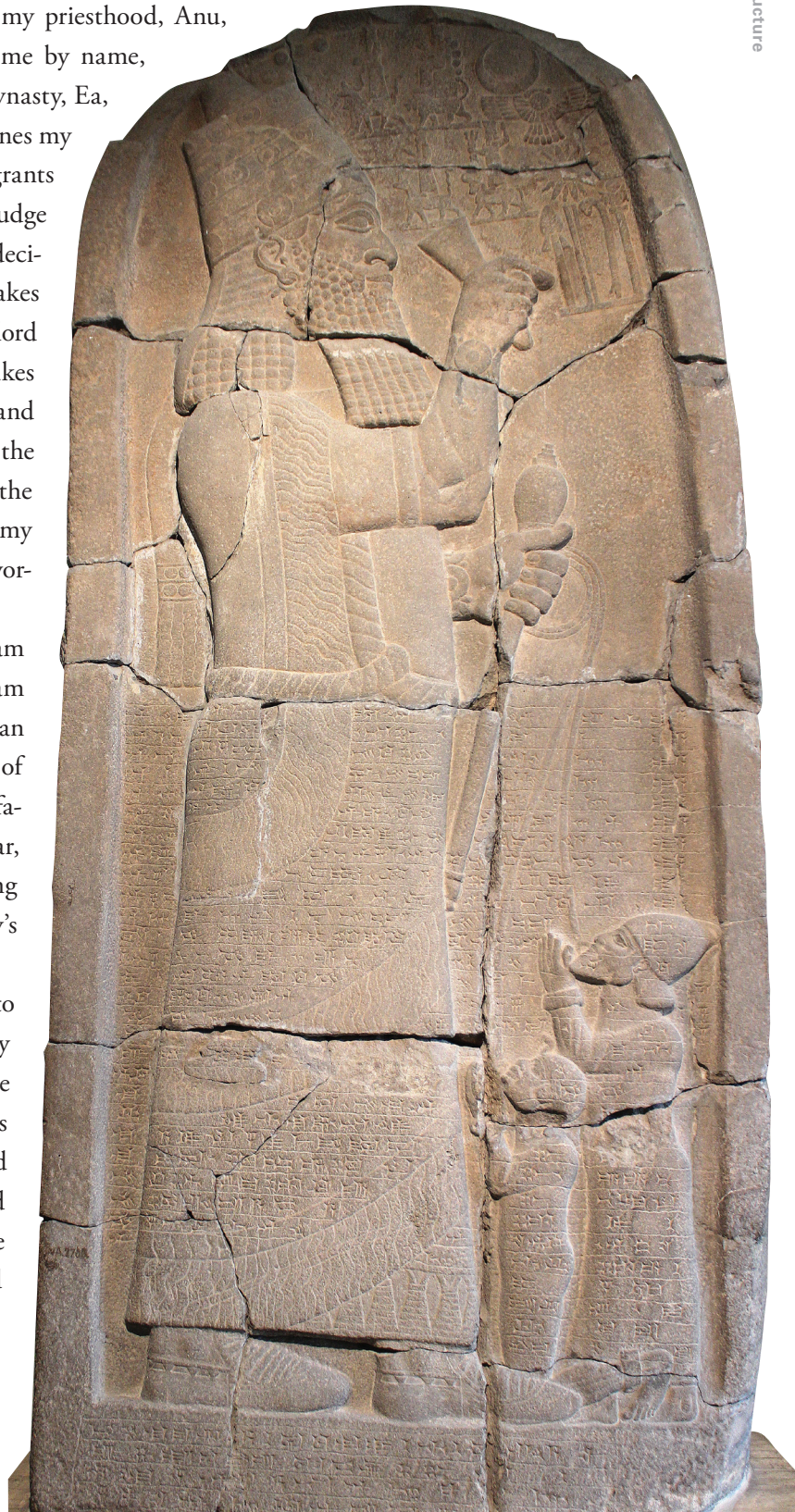


Image source: Unknown artist, the Pergamon Museum.