Contents

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 page 3, 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 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.

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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.
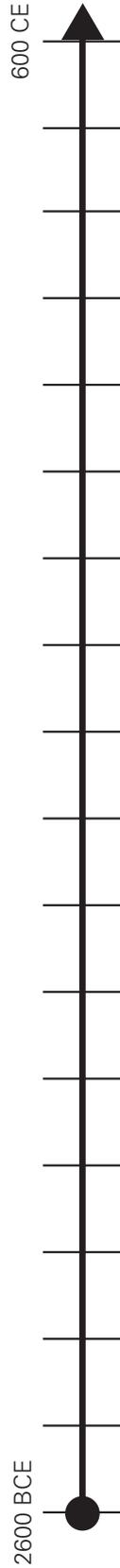
Tracking Common Core Standards

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

*Not required for social studies teachers.

ACTIVITY 2   Key Ideas and Details

KEY EVENTS QUESTIONS 1/2

1. Is this information organized sequentially, causally, or comparatively? Explain.

2. Many of the early dates have "ca." What might that be telling us? Why might it be more common with early dates?

3. What are two important dates in terms of religion?

4. What is a fact that appears in the maps that was also mentioned in the events?

ANCIENT INDIA TIME LINE

600 CE

2600 BCE

ACTIVITY 4

CHAPTER
Craft and Structure

DURATION
1 class period

Influential India

COMMON CORE STANDARDS

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.

RH.6-8.5
Describe how a text presents information (e.g., sequentially, comparatively, causally).

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.

DIRECTIONS

- The class reads the first two paragraphs together, highlighting parts they can connect to or are surprised by. Students should draw a line from the highlighted part to the margins and explain their connection or describe why they were surprised.
- Students read the rest of the text independently, annotating the text as they did with the first two paragraphs. Students share what they highlighted with a neighbor, then the class.
- Students answer the "Influential India Questions" with a partner.
- At the end of class, students complete an exit ticket for the question, "How was ancient India influential?"

IMPORTANT/DIFFICULT VOCABULARY

There are many ways to review vocabulary. Below are some words you may choose to create a review activity with.

- Adherents
- Base 10 system
- Karma
- Pagoda
- Reincarnation
- Rock-cut architecture
- Spire
- Stupa
- Ubiquitous

HARAPPA READING 1/2

The phrase "early civilizations" usually conjures up images of Egypt and Mesopotamia, and their pyramids, mummies, and golden tombs.

But in the 1920s, a huge discovery in South Asia proved that Egypt and Mesopotamia were not the only "early civilizations." In the vast Indus River plains (located in what is today Pakistan and western India), under layers of land and mounds of dirt, archaeologists discovered the remains of a 4,600 year-old city. A thriving, urban civilization had existed at the same time as Egyptian and Mesopotamian states—in an area twice each of their sizes.

The people of this Indus Valley civilization did not build massive monuments like their contemporaries, nor did they bury riches among their dead in golden tombs. There were no mummies, no emperors, and no violent wars or bloody battles in their territory.

Remarkably, the lack of all these is what makes the Indus Valley civilization so exciting and unique. While others civilizations were devoting huge amounts of time and resources to the rich, the supernatural, and the dead, Indus Valley inhabitants were taking a practical approach to supporting the common, secular, living people. Sure, they believed in an afterlife and employed a system of social divisions. But they also believed resources were more valuable in circulation among the living than on display or buried underground.

Amazingly, the Indus Valley civilization appears to have been a peaceful one. Very few weapons have been found and no evidence of an army has been discovered.

Excavated human bones reveal no signs of violence, and building remains show no indication of battle. All evidence points to a preference for peace and success in achieving it.

So how did such a practical and peaceful civilization become so successful?

The Twin Cities

The ruins of two ancient cities, Harappa and Mohenjo-Daro (both in modern-day Pakistan), and the remnants of many other settlements, have revealed great clues to this mystery. Harappa was, in fact, such a rich discovery that the Indus Valley civilization is also called the Harappan civilization.

The first artifact uncovered in Harappa was a unique stone seal carved with a unicorn and an inscription. Similar seals with different animal symbols and writings have since been found throughout the region. Although the writing has not yet been deciphered, the evidence suggests they belonged to the same language system. Apparently, Mesopotamia's cuneiform system had some competition in the race for the world's first script.

The discovery of the seals prompted archaeologists to dig further. Amazing urban architecture was soon uncovered across the valley and into the western plains. The findings clearly show that Harappan societies were well organized and very sanitary.

For protection from seasonal floods and polluted waters, the settlements were built on giant platforms and elevated grounds. Upon these foundations, networks of streets were laid

ARGUMENTATIVE WRITING Writing Standards

LAWS PROTECTING DALIT 1/2

Article 15 in the Constitution Of India 1949

15. Prohibition of discrimination on grounds of religion, race, caste, sex or place of birth

(1) The State shall not discriminate against any citizen on grounds only of religion, race, caste, sex, place of birth or any of them

(2) No citizen shall, on grounds only of religion, race, caste, sex, place of birth or any of them, be subject to any disability, liability, restriction or condition with regard to

(a) access to shops, public restaurants, hotels and palaces of public entertainment; or

(b) the use of wells, tanks, bathing ghats, roads and places of public resort maintained wholly or partly out of State funds or dedicated to the use of the general public

Source: "Article 15 in the Constitution Of 1949." Indian Kanoon. http://indiankanoon.org/doc/609295/.

Excerpts from the Protection of Civil Rights Act, 1955

3. Punishment for enforcing religious disabilities—Whoever on the ground of "untouchability" prevents any person—

(a) from entering any place of public worship which is open to other persons professing the same religion or any section thereof, as such person, or

(b) from worshipping or offering prayers or performing any religious service in any place of public worship, or bathing in, or using the waters of, any sacred tank, well, spring or water course . . .

5. Punishment for refusing to admit person to hospitals, etc. . . . on the ground of "untouchability" . . .

6. Punishment for refusing to sell goods or render services—Whoever on the ground of "untouchability" refuses to sell any goods or refuses to render any service to any person at the same time and place and on the same terms and conditions at or which such goods are sold or services are rendered to other persons in the ordinary courses of business.

Source: "The Protection of Civil Rights Act, 1955." Department for the Welfare of the SC/ST/OB/Minorities, Government of Delhi. http://scstwelfare.delhigovt.nic.in/act%20no22.html.