

# 6<sup>th</sup> – 8<sup>th</sup> Grade History/Social Studies



A Teacher's Guide to the Literacy Standards in  
History/Social Studies

# Model Content Frameworks

[www.parcconline.org](http://www.parcconline.org)

Although PARCC has not designed Model Content Frameworks for History/Social Studies and Science/Technical Subjects, the following information will assist district staff in understanding the design of these tools. Illinois has chosen to move ahead with a teacher's guide for 6-12 Content Areas that compliments the 3<sup>rd</sup> – 11<sup>th</sup> grade teacher guides based on the PARCC information.

The Model Content Frameworks are voluntary resources offered by PARCC to help curriculum developers and teachers as they work to implement the standards in their states and districts. The Model Content Frameworks offer one way of organizing the standards — in this instance into quarterly modules. Equally successful models could be based around semesters, trimesters or other school schedules. Model Content Frameworks allow educators the flexibility to order the modules and the content within the modules in any way that suits their desired purposes. Because the knowledge and skills embedded across the four modules address all the standards for a given grade level, the order in which the four modules may be used is not critical. The Model Content Frameworks are designed with the following purposes in mind:

1. Supporting implementation of the Common Core State Standards, and
2. Informing the development of item specifications and blueprints for the **PARCC assessments** in grades 3–8 and high school.

The proposed **PARCC Assessment System** will be designed to measure knowledge, skills and understandings essential to achieving college and career readiness. In ELA/Literacy, these include the following areas as defined by the standards:

## **Reading complex texts:**

1. This requires students to read and comprehend a range of grade-level complex texts, including texts from the domains of ELA, science, history/social studies, technical subjects and the arts.
  2. Because vocabulary is a critical component of reading comprehension, it will be assessed in the context of reading passages.
  3. Students are expected to conduct close, analytic readings as well as compare and synthesize ideas across texts.
- Each module suggests both the number and types of texts that students read and analyze. Students then write about these texts either to express an opinion/make an argument or to inform/explain. In addition, research and narrative writing tasks appear in each module.

## **Writing effectively when using and/or analyzing sources:**

This requires students to demonstrate the interrelated literacy activities of reading, gathering evidence about what is read, as well as analyzing and presenting that evidence in writing.

## **Conducting and reporting on research:**

This expands on “writing when analyzing sources” to require students to demonstrate their ability to

1. gather resources,
2. evaluate their relevance, and
3. report on information and ideas they have investigated (i.e., conducting research to answer questions or to solve problems).

The importance of the above skills is reflected in the emphasis the Model Content Frameworks place on students' needing regular opportunities to grapple with the **close, analytic reading** of grade-level complex texts and to construct increasingly sophisticated **responses in writing**. The Model Content Frameworks therefore provide a helpful guide in preparing students for the future **PARCC assessments**.

# 6<sup>th</sup> – 8<sup>th</sup> Grade Model Curriculum for History/Social Studies

Optional model to consider when constructing a year long course of instruction.

## 1<sup>st</sup> Quarter-Length Module

### Reading History and Social Studies Texts

*Strive to infuse as many of the following reading standards into each quarter as possible, making sure to amply cover them all to proficiency by the end of the 8<sup>th</sup> grade year.*

- € Cite specific textual evidence to support analysis of primary and secondary sources
- € Determine the central ideas or information of a primary or secondary source
- € Provide an accurate summary of a source distinct from prior knowledge or opinions
- € Determine the meanings of words and phrases as they are used in a text
- € Describe how a text presents information (e.g., sequentially, comparatively, causally)
- € Integrate visual (e.g., charts, graphs, photos) with other information in print and digital texts
- € Distinguish among fact, opinion, and reasoned judgment in a text
- € Analyze the relationship between a primary and secondary source on the same topic

Teach these skills with the content that students read.

### Writing About Texts

**Write Routinely Over Extended Time Frames and for a Range of Discipline-Specific Tasks, Purposes and Audiences**

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
- 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 technology, including the internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.



#### **Writing Arguments**

- € Introduce claims about a topic or issue and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically
- € Support claims with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources
- € Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence
- € Establish and maintain a formal style
- € Provide a concluding statement or section that follows from and supports the argument presented



#### **Writing Research Projects**

- € Conduct short research projects to answer a question (including a self-generated question)
- € Use multiple print and digital sources
- € Assess the credibility and accuracy of each source
- € Quote or paraphrase the data and conclusions of other while avoiding plagiarism and following a standard format for citation
- € Draw evidence from informational texts to support analysis, reflection and research



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### 2<sup>nd</sup> Quarter-Length Module

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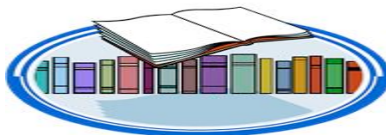
#### **Writing Informative/Explanatory Texts Including the Narration of Historical Events**

- € Introduce a topic clearly, previewing what is to follow: organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension
- € Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- € Use appropriate and varied transitions to create cohesion and clarify the relationship among ideas and concepts
- € Use precise language and domain-specific vocabulary to inform about or explain the topic.
- € Establish and maintain a formal style and objective tone
- € Provide a concluding statement or section that follows from and supports the information or explanation provided



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Optional model to consider when constructing a year long course of instruction.

## 3<sup>rd</sup> Quarter-Length Module

### Reading History and Social Studies Texts

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## 4<sup>th</sup> Quarter-Length Module

### Reading History and Social Studies Texts

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Primary Sources	Secondary Sources
<p>A primary source is a document or physical object which was written or created during the time under study. These sources were present during an experience or time period and offer an inside view of a particular event. Some types of primary sources include:</p> <ul style="list-style-type: none"> <li>• ORIGINAL DOCUMENTS (excerpts or translations acceptable): Diaries, speeches, manuscripts, letters, interviews, news film footage, autobiographies, official records</li> <li>• CREATIVE WORKS: Poetry, drama, novels, music, art</li> <li>• RELICS OR ARTIFACTS: Pottery, furniture, clothing, buildings</li> </ul> <p>Examples of primary sources include:</p> <ul style="list-style-type: none"> <li>• Diary of Anne Frank - Experiences of a Jewish family during WWII</li> <li>• The Constitution of Canada - Canadian History</li> <li>• A journal article reporting NEW research or findings</li> <li>• Weavings and pottery - Native American history</li> <li>• Plato's Republic - Women in Ancient Greece</li> </ul>	<p>A secondary source interprets and analyzes primary sources. These sources are one or more steps removed from the event. Secondary sources may have pictures, quotes or graphics of primary sources in them. Some types of secondary sources include:</p> <ul style="list-style-type: none"> <li>• PUBLICATIONS: Textbooks, magazine articles, histories, criticisms, commentaries, encyclopedias</li> </ul> <p>Examples of secondary sources include:</p> <ul style="list-style-type: none"> <li>• A journal/magazine article which interprets or reviews previous findings</li> <li>• A history textbook</li> <li>• A book about the effects of WWI</li> </ul>

### Primary Sources on the Web

American History	World History
<p><a href="#">American Memory</a> The Library of Congress's National Digital Library contains more than 40 collections, which feature historical photos, maps, documents, letters, speeches, recordings, videos, prints, and more. <a href="http://memory.loc.gov/ammem/">http://memory.loc.gov/ammem/</a></p> <p><a href="#">Documenting the American South</a> This electronic text archive from the University of North Carolina at Chapel Hill contains primary source slavery narratives and first-person narratives of the South as well as a digitized library of southern literature. <a href="http://docsouth.unc.edu/">http://docsouth.unc.edu/</a></p> <p><a href="#">A Hypertext on American History</a> This site contains over 100 historical documents relating to United States history, from the 1400s to the present. It includes letters, charters, essays, speeches, journal entries, inaugural addresses, autobiographies, biographies, and more. An outline of American history provides context for the primary source materials. <a href="http://odur.let.rug.nl/~usa/usa.htm">http://odur.let.rug.nl/~usa/usa.htm</a></p> <p><a href="#">Jefferson National Expansion Memorial</a> <a href="http://www.nps.gov/jeff/">http://www.nps.gov/jeff/</a> Learn about the history of the city of St. Louis and the construction of the Gateway Arch through historic photographs at this site. <a href="http://www.nps.gov/jeff/">http://www.nps.gov/jeff/</a></p> <p><a href="#">The Library of Congress</a> Legislative information, historical exhibits, primary source materials, resources for educators, research tools, and more are available from the Library of Congress. <a href="http://lcweb.loc.gov/">http://lcweb.loc.gov/</a></p> <p><a href="#">Mr. Lincoln's Virtual Library</a> The Library of Congress presents information on Abraham Lincoln, including the Emancipation Proclamation and his</p>	<p><a href="#">Alex</a> <b>Alex</b> is a comprehensive catalog of books and other works that enables users to find and retrieve the full text of documents on the Internet. It currently indexes almost 1,800 books and shorttexts. <a href="http://www.infomotions.com/alex/">http://www.infomotions.com/alex/</a></p> <p><a href="#">The Chauvet Cave</a> Learn about the 1994 discovery of Paleolithic cave paintings in France and view photographs of the paintings. <a href="http://www.culture.gouv.fr/culture/arcnat/chaudet/en/">http://www.culture.gouv.fr/culture/arcnat/chaudet/en/</a></p> <p><a href="#">The History Net</a> This collection of resources highlights topics in United States and world history through eyewitness accounts, interviews, photographs, and other primary and secondary sources. <a href="http://www.thehistorynet.com/">http://www.thehistorynet.com/</a></p> <p><a href="#">The Labyrinth</a> This collection of medieval resources includes an electronic library of poetry and prose in medieval languages, on-line bibliographies, professional directories and news about medieval studies, and links to related teaching resources. <a href="http://www.georgetown.edu/labyrinth/labyrinth-home.html">http://www.georgetown.edu/labyrinth/labyrinth-home.html</a></p> <p><a href="#">Institute of Egyptian Art &amp; Archaeology</a> This site contains an exhibit of ancient Egyptian artifacts and a virtual tour of ancient Egyptian cities. <a href="http://academic.memphis.edu/egypt/artifact.html">http://academic.memphis.edu/egypt/artifact.html</a></p> <p><a href="#">Perseus Project</a> Perseus is a growing collection of online resources for studying</p>

assassination, in this online exhibit of primary sources.  
<http://memory.loc.gov/ammem/alhtml/alhome.html>

#### [National Archives and Records Administration \(NARA\)](#)

NARA preserves historically valuable archives of the U.S. government, including documents, photographs, images, maps, audio clips, letters, speeches, and films. Check out the [Exhibit Hall](#) for fascinating primary sources on such topics as the Lincoln assassination and World War II propaganda posters.  
<http://www.archives.gov/index.html>

#### [National Museum of American Art](#)

This museum site offers online exhibitions of American art.  
<http://nmaa-ryder.si.edu/>

#### [New Deal Network](#)

This site contains hundreds of primary sources related to the Depression era and the New Deal, including letters, photographs, posters, political cartoons, government documents, speeches, and more. You can also find background information on New Deal programs. <http://newdeal.feri.org/>

#### [The Papers of Jefferson Davis](#)

Learn about Jefferson Davis, the President of the Confederacy, through his writings. You can also find background information on his life and family. <http://jeffersondavis.rice.edu>

#### [Truman Presidential Museum & Library](#)

Find primary source documents, photos, letters, journals, and more on 20th century history from the Truman Presidential Library. <http://www.trumanlibrary.org/educatio.htm>

#### [Smithsonian Institution](#)

The Smithsonian Institution offers access to primary sources and other resources on a wide variety of topics, including military and political history. <http://www.si.edu/>

#### [The University of Oklahoma Law Center: A Chronology of US Historical Documents](#)

This site offers an extensive directory of historical documents from pre-colonial days to the present. Many presidential inaugural addresses are included, as are some songs, poems, letters, and more. <http://www.law.ou.edu/hist/>

#### [The Valley of the Shadow](#)

Learn about the impact of the Civil War on two counties, Pennsylvania's Franklin County and Virginia's Augusta County, through the primary source images, documents, letters, newspapers, and maps at this site.  
<http://jefferson.village.virginia.edu/vshadow2/>

the ancient world. Materials include ancient texts and translations, maps, articles, essays, and images from over 70 museums around the world.

<http://www.perseus.tufts.edu/>

#### [Vincent Voice Library](#)

This site features primary source sound samples, such as speech clips from many U.S. presidents and other notable figures in history.

<http://www.lib.msu.edu/vincent/>

## Samples of Informational Texts and Performance Tasks History/Social

Taken from Appendix B – [www.corestandards.org](http://www.corestandards.org)

Adapted from PARCC Model Content Framework for ELA/Literacy 8



- Preamble and First Amendment to the United States Constitution, United States (1787, 1791)

Students analyze the governmental structure of the United States and *support* their analysis by *citing specific textual evidence* from *primary sources* such as the Preamble and First Amendment of the U.S. Constitution as well as secondary sources such as Linda R. Monk’s *Words We Live By: Your Annotated Guide to the Constitution*. [RH.6-8.1]

- *A Night to Remember*, Lord, Walter
- *A Short Walk through the Pyramids and through the World of Art*, Isaacson, Phillip
- *The Great Fire*, Murphy, Jim

Students evaluate Jim Murphy’s *The Great Fire* to *identify* which *aspects of the text* (e.g., *loaded* as a city that *language* and the *inclusion of particular facts*) *reveal* his purpose; presenting Chicago as a city that was “ready to burn.” [RH.6-8.6]

- *Vincent Van Gogh: Portrait of an Artist*, Greenberg, Jan and Sandra Jordan
- *This Land Was Made for You and Me: The Life and Songs of Woody Guthrie*, Partridge, Elizabeth
- *Words We Live By: Your Annotated Guide to the Constitution*, Monk, Linda R
- *Freedom Walkers: The Story of the Montgomery Bus Boycott*, Freedman, Russell

Students *describe how* Russell Freedman in his book *Freedom Walkers: The Story of the Montgomery Bus Boycott* *integrates and presents information* both *sequentially* and *causally* to explain how the civil rights movement began. [RH.6-8.5]