

11th - 12th Grade History/Social Studies



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

Model Content Frameworks

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 3rd – 11th 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**.

11th – 12th Model Curriculum for History/Social Studies

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

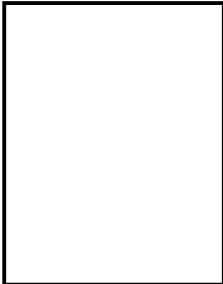
1st Quarter-Length Module

Teach these skills with the content that students read.

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 12th grade year.

- € Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole
- € Determine the central ideas or information of a primary or secondary source
- € Provide an accurate summary that makes clear the relationships among the key details and ideas
- € Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain
- € Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in Federalist No. 10)
- € Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole
- € Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence
- € Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem
- € Evaluate an author's premises, claims and evidence by corroborating or challenging them with other information
- € Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources



Writing About Texts



- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience
- Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information



Writing Arguments

- € Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons and evidence
- € Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases
- € Use words, phrases, and clauses as well as varied syntax to link the major sections of a text, create cohesion and clarify the relationships between claim(s), and reasons, between reasons and evidence, and between claim(s) and counterclaims
- € Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing
- € Provide a concluding statement or section that follows from or supports the argument presented

Writing Research Projects

- € Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
- € Gather relevant information from multiple authoritative print and digital sources, using advance searches effectively
- € Assess the strengths and limitations of each source in terms of the specific task, purpose, and audience;
- € Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation
- € Draw evidence from informational texts to support analysis, reflection and research

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11th – 12th Grade Model Curriculum for History/Social Studies

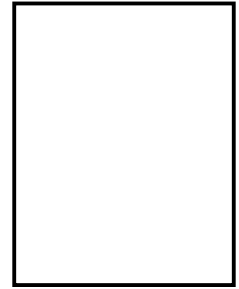
Optional model to consider when constructing a year long course of instruction.

2nd Quarter-Length Module

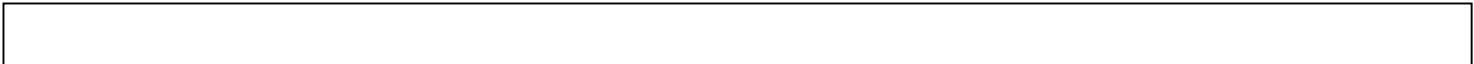
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Writing About Texts



- 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 Informative/Explanatory Texts, Including the Narration of Historical Events

- € Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., heading), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension
- € Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic
- € Use varied transitions and sentence structures to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts
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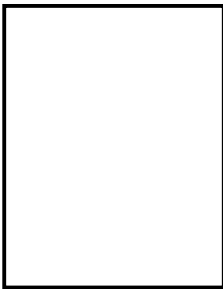
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Optional model to consider when constructing a year long course of instruction.

3rd Quarter-Length Module

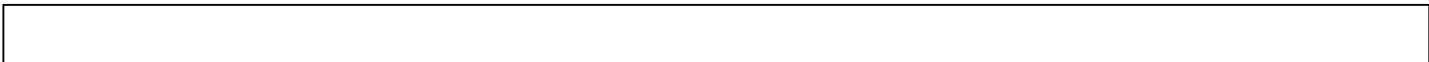
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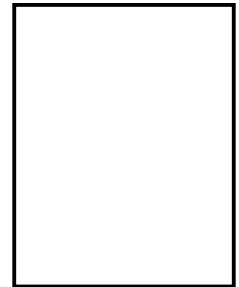
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4th Quarter-Length Module

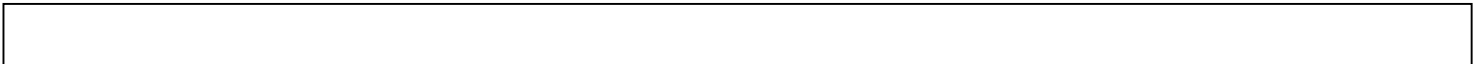
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Primary Sources	Secondary Sources
<p>A primary source is a document or physical object which was written or created during the time under study. These sources were present during an experience or time period and offer an inside view of a particular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

Primary Sources on the Web

American History	World History
<p>American Memory 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. http://memory.loc.gov/ammem/</p> <p>Documenting the American South 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. http://docsouth.unc.edu/</p> <p>A Hypertext on American History 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. http://odur.let.rug.nl/~usa/usa.htm</p> <p>Jefferson National Expansion Memorial http://www.nps.gov/jeff/ Learn about the history of the city of St. Louis and the construction of the Gateway Arch through historic photographs at this site. http://www.nps.gov/jeff/</p> <p>The Library of Congress Legislative information, historical exhibits, primary source materials, resources for educators, research tools, and more are available from the Library of Congress. http://lcweb.loc.gov/</p> <p>Mr. Lincoln's Virtual Library The Library of Congress presents information on Abraham Lincoln, including the Emancipation Proclamation and his assassination, in this online exhibit of primary sources.</p>	<p>Alex Alex 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. http://www.infomotions.com/alex/</p> <p>The Chauvet Cave Learn about the 1994 discovery of Paleolithic cave paintings in France and view photographs of the paintings. http://www.culture.gouv.fr/culture/arcnat/chaufvet/en/</p> <p>The History Net This collection of resources highlights topics in United States and world history through eyewitness accounts, interviews, photographs, and other primary and secondary sources. http://www.thehistorynet.com/</p> <p>The Labyrinth 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. http://www.georgetown.edu/labyrinth/labyrinth-home.html</p> <p>Institute of Egyptian Art & Archaeology This site contains an exhibit of ancient Egyptian artifacts and a virtual tour of ancient Egyptian cities. http://academic.memphis.edu/egypt/artifact.html</p> <p>Perseus Project Perseus is a growing collection of online resources for studying the ancient world. Materials include ancient texts and translations, maps, articles, essays, and images from over 70 museums around</p>

Samples of 11th – 12th Text Exemplars

and Performance Tasks for

<http://memory.loc.gov/ammem/aah.html>

[National Archives and Records Administration \(NARA\)](http://memory.loc.gov/ammem/aah.html)

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](http://nmaa-ryder.si.edu/)

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

[New Deal Network](http://newdeal.feri.org/)

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](http://jeffersondavis.rice.edu)

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](http://www.trumanlibrary.org/educatio.htm)

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](http://www.si.edu/)

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](http://www.law.ou.edu/hist/)

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](http://jefferson.village.virginia.edu/vshadow2/)

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/>

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

[Vincent Voice Library](http://www.lib.msu.edu/vincent/)

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/>

Democracy in America, Tocqueville, Alexis de

Declaration of Sentiments by the Seneca Falls Conference

Students *determine the central ideas* found in the Declaration of Sentiments by the Seneca Falls Conference, noting the parallels between it and the Declaration of Independence and *providing a summary that makes clear the relationships among the key details and ideas* of each text and between the texts. [RH.11-12.2]

“What to the Slave is the Fourth of July?: An Address Delivered in Rochester, New York, on 5 July 1852.”, Douglass, Frederick

An American Primer, Edited by Daniel J. Boorstin

“Education”, Lagemann, Ellen Condliffe

What They Fought For 1861-1865, McPherson, James M.

Students *evaluate the premises* of James M. McPherson’s argument regarding why Northern soldiers fought in the Civil War by *corroborating the evidence* provided from the letters and diaries of these soldiers with other primary and secondary sources and *challenging* McPherson’s *claims* were appropriate. [RH.11-12.8]

Words That Moved a Nation, 2nd Edition, The American Reader

America’s Constitution: A Biography, Amar, Akhil Reed

1776, McCullough, David

Mirror of the World: A New History of Art, Bell, Julian

FedViews, the Federal Reserve Bank of San Francisco

Students *integrate the information* provided by Mary C. Daly, vice president at the Federal Reserve Bank of San Francisco, with the data presented *visually* in the FedViews report. In their analysis of these *sources of information presented in diverse formats*, students *frame and address a question or solve a problem raised by their evaluation of the evidence*. [RH.11-12.7]