Text Complexity in the 8th Grade Social Studies Curriculum

East Meadow Union Free School District

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Abstract

The primary goal of this CAP is to present close read strategies to the eighth grade faculty that demonstrates the New York State Social Studies Standards, as well as the Common Core Standards. The lessons include numerous strategies that will increase student comprehension when reading complex historical texts. Also included in the project are appropriate resources that will support the NYS Social Studies Curriculum, such as suggested primary and secondary sources and various learning materials. These tasks support our goals of assessing students’ abilities to analyze and synthesize information, while reading complex texts.

Rationale

In keeping with the Common Core learning Standards, this curriculum area project provides teachers with lessons that include strategies to deepen students' understanding of a variety of texts. Teachers will determine the degree and nature of the complexity of the text they use and model strategies that students need to comprehend the text. Specifically addressed in this curriculum area project are the Common Core Reading and Writing Standards for Literacy in History/Social Studies 6-12. The mini lessons were designed to emphasize the importance of getting students ready for the demands of college and career as well to achieve the goals and meet the standards outlined in the 8th grade social studies curriculum.

Purpose: To use close read strategies to analyze a speech.

Objectives:

* Students will be able to read a selection of lines from a speech and predict the overall message.
* Students will be able to read the entire speech and analyze its meaning.
* Students will be able to discuss how throughout history, speeches have persuaded people to take action or think a certain way.

Materials:

* Copies of the complete text from FDR's speech, “Only Thing We Have to Fear Is Fear Itself”:
* Index cards with different lines taken from the speech written on each. (Suggested quotes listed below)

Activities:

1. Say to the class, "Today we are going to read a speech. I am not going to tell you who gave the speech or what it is about. Instead, we are going to have a "quotation mingle." I have taken 8 lines from the speech and written each on an index card. You will each get a card and some of you will have the same quote. I want you to mingle with other classmates and compare your quote with someone else's quote. Think of this as arriving at a party. You circulate around the room saying hello and then making small talk. You should talk about your quote for a minute or so then move on to mingle with someone else."

2. Teacher continues, "I will give you about eight to ten minutes to mingle. While doing so, you should be trying to figure out what the speech is about, who said it and what is it persuading you to do or think. If you need a partner wave your hand in the air so someone else who needs a partner can find you. As you mingle with more people, the purpose of the speech should become clearer. Let's mingle."

3. The teacher circulates among the pairs and listens in to the conversations and encourages students to continue mingling.

4. When time is up, the teacher should say "Freeze. Now I would like you and the person you are talking with now to join the closest pair of students to you and form a group of four." The teacher will assign stragglers to a group. "Now I want you to discuss the quotes you have in front of you as well as the others you saw/heard. Can you figure out what the speech will be about? Share your thoughts and evidence with your group."

5. After three or four minutes the teacher should say, "Ok, now I would like each group to come up with a title of the speech. Write it down so you can share it in a few minutes. I will give you two minutes."

6. Reconvene the whole class and ask students to share their thoughts about what the speech will be about. Ask each group to read its title.

7. Introduce the actual speech and hand out copies of the text. Have students read it individually and use a "+" to note places where their predictions were confirmed and "-" where their predictions were refuted. Use an "\*" to note the lines that you saw/heard during our mingling session.

Summary: Come together as a whole class. The teacher should ask, "So far, have your predictions been confirmed or disputed? Is the speech making sense to you? I will collect your copy of the speech with your notations on it and return it to you tomorrow to finish reading.""

Assessment: As the students read the speech, the teacher will confer to assess their level of understanding. The teacher should collect the speech with its notations and review them before continuing the next day.

NYS Common Core Learning Standards:

CCRR 4: Interpret words and phrases as they are used in the text, including determining technical, connotative, and figurative meaning, and analyze how specific word choices shape meaning or tone.

CCRR 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.

RH 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.

Suggested Quotes:

-This great Nation will endure as it has endured, will revive and will prosper.-

-Values have shrunken to fantastic levels; taxes have risen; our ability to pay has fallen; government of all kinds is faced by serious curtailment of income; the means of exchange are frozen in the currents of trade; the withered leaves of industrial enterprise lie on every side; farmers find no markets for their produce; the savings of many years in thousands of families are gone.

-More important, a host of unemployed citizens face the grim problem of existence, and an equally great number toil with little return

-Compared with the perils which our forefathers conquered because they believed and were not afraid, we have still much to be thankful for.

-Our greatest primary task is to put people to work.

-Through this program of action we address ourselves to putting our own national house in order and making income balance outgo

-With this pledge taken, I assume unhesitatingly the leadership of this great army of our people dedicated to a disciplined attack upon our common problems.

-I am prepared under my constitutional duty to recommend the measures that a stricken nation in the midst of a stricken world may require.

I am certain that my fellow Americans expect that on my induction into the Presidency I will address them with a candor and a decision which the present situation of our people impel. This is preeminently the time to speak the truth, the whole truth, frankly and boldly. Nor need we shrink from honestly facing conditions in our country today. This great Nation will endure as it has endured, will revive and will prosper. So, first of all, let me assert my firm belief that the only thing we have to fear is fear itself—nameless, unreasoning, unjustified terror which paralyzes needed efforts to convert retreat into advance. In every dark hour of our national life a leadership of frankness and vigor has met with that understanding and support of the people themselves which is essential to victory. I am convinced that you will again give that support to leadership in these critical days.

In such a spirit on my part and on yours we face our common difficulties. They concern, thank God, only material things. Values have shrunken to fantastic levels; taxes have risen; our ability to pay has fallen; government of all kinds is faced by serious curtailment of income; the means of exchange are frozen in the currents of trade; the withered leaves of industrial enterprise lie on every side; farmers find no markets for their produce; the savings of many years in thousands of families are gone.

More important, a host of unemployed citizens face the grim problem of existence, and an equally great number toil with little return. Only a foolish optimist can deny the dark realities of the moment.

Yet our distress comes from no failure of substance. We are stricken by no plague of locusts. Compared with the perils which our forefathers conquered because they believed and were not afraid, we have still much to be thankful for. Nature still offers her bounty and human efforts have multiplied it. Plenty is at our doorstep, but a generous use of it languishes in the very sight of the supply. Primarily this is because the rulers of the exchange of mankind’s goods have failed, through their own stubbornness and their own incompetence, have admitted their failure, and abdicated. Practices of the unscrupulous money changers stand indicted in the court of public opinion, rejected by the hearts and minds of men.

True they have tried, but their efforts have been cast in the pattern of an outworn tradition. Faced by failure of credit they have proposed only the lending of more money. Stripped of the lure of profit by which to induce our people to follow their false leadership, they have resorted to exhortations, pleading tearfully for restored confidence. They know only the rules of a generation of self-seekers. They have no vision, and when there is no vision the people perish.

The money changers have fled from their high seats in the temple of our civilization. We may now restore that temple to the ancient truths. The measure of the restoration lies in the extent to which we apply social values more noble than mere monetary profit.

Happiness lies not in the mere possession of money; it lies in the joy of achievement, in the thrill of creative effort. The joy and moral stimulation of work no longer must be forgotten in the mad chase of evanescent profits. These dark days will be worth all they cost us if they teach us that our true destiny is not to be ministered unto but to minister to ourselves and to our fellow men.

Recognition of the falsity of material wealth as the standard of success goes hand in hand with the abandonment of the false belief that public office and high political position are to be valued only by the standards of pride of place and personal profit; and there must be an end to a conduct in banking and in business which too often has given to a sacred trust the likeness of callous and selfish wrongdoing. Small wonder that confidence languishes, for it thrives only on honesty, on honor, on the sacredness of obligations, on faithful protection, on unselfish performance; without them it cannot live.

Restoration calls, however, not for changes in ethics alone. This Nation asks for action, and action now.

Our greatest primary task is to put people to work. This is no unsolvable problem if we face it wisely and courageously. It can be accomplished in part by direct recruiting by the Government itself, treating the task as we would treat the emergency of a war, but at the same time, through this employment, accomplishing greatly needed projects to stimulate and reorganize the use of our natural resources.

Hand in hand with this we must frankly recognize the overbalance of population in our industrial centers and, by engaging on a national scale in a redistribution, endeavor to provide a better use of the land for those best fitted for the land. The task can be helped by definite efforts to raise the values of agricultural products and with this the power to purchase the output of our cities. It can be helped by preventing realistically the tragedy of the growing loss through foreclosure of our small homes and our farms. It can be helped by insistence that the Federal, State, and local governments act forthwith on the demand that their cost be drastically reduced. It can be helped by the unifying of relief activities which today are often scattered, uneconomical, and unequal. It can be helped by national planning for and supervision of all forms of transportation and of communications and other utilities which have a definitely public character. There are many ways in which it can be helped, but it can never be helped merely by talking about it. We must act and act quickly.

Finally, in our progress toward a resumption of work we require two safeguards against a return of the evils of the old order; there must be a strict supervision of all banking and credits and investments; there must be an end to speculation with other people’s money, and there must be provision for an adequate but sound currency.

There are the lines of attack. I shall presently urge upon a new Congress in special session detailed measures for their fulfillment, and I shall seek the immediate assistance of the several States.

Through this program of action we address ourselves to putting our own national house in order and making income balance outgo. Our international trade relations, though vastly important, are in point of time and necessity secondary to the establishment of a sound national economy. I favor as a practical policy the putting of first things first. I shall spare no effort to restore world trade by international economic readjustment, but the emergency at home cannot wait on that accomplishment.

The basic thought that guides these specific means of national recovery is not narrowly nationalistic. It is the insistence, as a first consideration, upon the interdependence of the various elements in all parts of the United States—a recognition of the old and permanently important manifestation of the American spirit of the pioneer. It is the way to recovery. It is the immediate way. It is the strongest assurance that the recovery will endure.

In the field of world policy I would dedicate this Nation to the policy of the good neighbor—the neighbor who resolutely respects himself and, because he does so, respects the rights of others—the neighbor who respects his obligations and respects the sanctity of his agreements in and with a world of neighbors.

If I read the temper of our people correctly, we now realize as we have never realized before our interdependence on each other; that we can not merely take but we must give as well; that if we are to go forward, we must move as a trained and loyal army willing to sacrifice for the good of a common discipline, because without such discipline no progress is made, no leadership becomes effective. We are, I know, ready and willing to submit our lives and property to such discipline, because it makes possible a leadership which aims at a larger good. This I propose to offer, pledging that the larger purposes will bind upon us all as a sacred obligation with a unity of duty hitherto evoked only in time of armed strife.

With this pledge taken, I assume unhesitatingly the leadership of this great army of our people dedicated to a disciplined attack upon our common problems.

Action in this image and to this end is feasible under the form of government which we have inherited from our ancestors. Our Constitution is so simple and practical that it is possible always to meet extraordinary needs by changes in emphasis and arrangement without loss of essential form. That is why our constitutional system has proved itself the most superbly enduring political mechanism the modern world has produced. It has met every stress of vast expansion of territory, of foreign wars, of bitter internal strife, of world relations.

It is to be hoped that the normal balance of executive and legislative authority may be wholly adequate to meet the unprecedented task before us. But it may be that an unprecedented demand and need for undelayed action may call for temporary departure from that normal balance of public procedure.

I am prepared under my constitutional duty to recommend the measures that a stricken nation in the midst of a stricken world may require. These measures, or such other measures as the Congress may build out of its experience and wisdom, I shall seek, within my constitutional authority, to bring to speedy adoption.

But in the event that the Congress shall fail to take one of these two courses, and in the event that the national emergency is still critical, I shall not evade the clear course of duty that will then confront me. I shall ask the Congress for the one remaining instrument to meet the crisis—broad Executive power to wage a war against the emergency, as great as the power that would be given to me if we were in fact invaded by a foreign foe.

For the trust reposed in me I will return the courage and the devotion that befit the time. I can do no less.

We face the arduous days that lie before us in the warm courage of the national unity; with the clear consciousness of seeking old and precious moral values; with the clean satisfaction that comes from the stern performance of duty by old and young alike. We aim at the assurance of a rounded and permanent national life.

We do not distrust the future of essential democracy. The people of the United States have not failed. In their need they have registered a mandate that they want direct, vigorous action. They have asked for discipline and direction under leadership. They have made me the present instrument of their wishes. In the spirit of the gift I take it.

In this dedication of a Nation we humbly ask the blessing of God. May He protect each and every one of us. May He guide me in the days to come.

Source: Franklin D. Roosevelt, Inaugural Address, March 4, 1933, as published in Samuel Rosenman, ed., *The Public Papers of Franklin D. Roosevelt, Volume Two: The Year of Crisis, 1933* (New York: Random House, 1938), 11–16.

<http://historymatters.gmu.edu/d/5057/>

Purpose: To use close read strategies to analyze a primary source text.

Objectives:

* Students will be able to read a primary source document for deeper meaning.
* Students will be able to demonstrate understanding via text coding.
* Students will be able to discuss the text and its relevant historical context..

Materials:

* Copies of Woodrow Wilson's message on neutrality- August 19, 1914
* Excerpt of first paragraph of text, enlarged on chart paper or Smart Board
* Poster with text codes

Activities:

1. Say to the class, "Today we are going to read a complex text. This particular text is titled, Message on Neutrality by Woodrow Wilson. We are going to try something different today as we read. We will use text codes to indicate our thoughts, understanding and/ or questions. Here are the codes we will use (show poster) and we can add to these if we want or need to."

2. Teacher could say, "Here is the first paragraph of Wilson's message. I am going to share with you how I would read it and then use text codes to help me make meaning of it." Teacher models with the first paragraph.

3. Teacher could say, "Now I will give you a copy of the text and I want you to use these text codes as you read. There should be at least one text code per paragraph. Just as I did, you should indicate what you are coding and why. If it is a vocabulary word you question, underline or write the word so you will remember what you were thinking. I will be checking in with you as you work. Please get started."

4. Allow time for most students to finish, but they all do not need to be finished before pairing the students.

5. Purposefully pair students and ask them to compare their codes. They should see if they focused on the same information but coded it differently or if they coded different information. They should ask each other why they coded certain things.

Summary: As a whole class, the teacher can lead a quick discussion and ask questions such as, "Did anyone draw an eye? Why/Where? Who had a question that is still unanswered? How did you feel when you put the check mark?" The teacher could end by saying, "Is there a code we should now add to our list? Did anything come up that you felt these codes didn't address?"

Assessment: While circulating and conferring the teacher can assess the students' level of comprehension. Upon completing the text, the teacher can collect the text with the coding and use this to drive further instruction.

NYS Common Core Learning Standards:

CCRR 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCRR 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCRR 3:Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

RH 1: Cite specific textual evidence to support analysis of primary and secondary sources.

RH 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 3: Identify key steps in a text’s description of a process related to history/social studies

***Text Codes***

* When you read something that makes sense

X When you find something that contradicts what you know or expect

? When you have a question about something or need clarification.

! When you discover something new, surprising, exciting, or fun.

\* When you read something that seems important, vital, key,

 memorable, or powerful.

 When reading something really makes you visualize.

![C:\Users\lscully\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\DS7PH8VS\MC900391162[1].wmf]() When you have a connection between you and the text and your life, the world or other things you've read.

ZZZ When you feel this is boring and putting you to sleep.

(Taken from Notice and Note))

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| **Message on Neutrality** Woodrow Wilson August 19, 1914 |
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| --- |
| *My Fellow-Countrymen:* I suppose that every thoughtful man in America has asked himself, during these last troubled weeks, what influence the European war may exert upon the United States, and I take the liberty of addressing a few words to you in order to point out that it is entirely within our own choice what its effects upon us will be and to urge very earnestly upon you the sort of speech and conduct which will best safeguard the Nation against distress and disaster. The effect of the war upon the United States will depend upon what American citizens say and do. Every man who really loves America will act and speak in the true spirit of neutrality, which is the spirit of impartiality and fairness and friendliness to all concerned. The spirit of the Nation in this critical matter will be determined largely by what individuals and society and those gathered in public meetings do and say, upon what newspapers and magazines contain, upon what ministers utter in their pulpits, and men proclaim as their opinions on the street. The people of the United States are drawn from many nations, and chiefly from the nations now at war. It is natural and inevitable that there should be the utmost variety of sympathy and desire among them with regard to the issues and circumstances of the conflict. Some will wish one nation, others another, to succeed in the momentous struggle. It will be easy to excite passion and difficult to allay it. Those responsible for exciting it will assume a heavy responsibility, responsibility for no less a thing than that the people of the United States, whose love of their country and whose loyalty to its Government should unite them as Americans all, bound in honor and affection to think first of her and her interests, may be divided in camps of hostile opinion, hot against each other, involved in the war itself in impulse and opinion if not in action. Such divisions among us would be fatal to our peace of mind and might seriously stand in the way of the proper performance of our duty as the one great nation at peace, the one people holding itself ready to play a part of impartial mediation and speak the counsels of peace and accommodation, not as a partisan, but as a friend. I venture, therefore, my fellow countrymen, to speak a solemn word of warning to you against that deepest, most subtle, most essential breach of neutrality which may spring out of partisanship, out of passionately taking sides. The United States must be neutral in fact as well as in name during these days that are to try men's souls. We must be impartial in thought as well as in action, must put a curb upon our sentiments as well as upon every transaction that might be construed as a preference of one party to the struggle before another. My thought is of America. I am speaking, I feel sure, the earnest wish and purpose of every thoughtful American that this great country of ours, which is, of course, the first in our thoughts and in our hearts, should show herself in this time of peculiar trial a Nation fit beyond others to exhibit the fine poise of undisturbed judgment, the dignity of self-control, the efficiency of dispassionate action; a Nation that neither sits in judgment upon others nor is disturbed in her own counsels and which keeps herself fit and free to do what is honest and disinterested and truly serviceable for the peace of the world. Shall we not resolve to put upon ourselves the restraints which will bring to our people the happiness and the great and lasting influence for peace we covet for them? **Citation:** Woodrow Wilson: "Message on Neutrality," August 19, 1914. Online by Gerhard Peters and John T. Woolley, *The American Presidency Project*. http://www.presidency.ucsb.edu/ws/?pid=65382.  |

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Purpose: To perform a close read of a series of images in order to understand the experience of women in the 1920s.

Objectives:

* Students will be able to identify key aspects of roles of women during the 1920s.
* Students will be able to analyze the images to draw conclusions about the social changes that took place in the 1920s.

Materials:

* Photos/Placards, clip boards, timer, graphic organizer

Activities:

1. Group students into pairs or groups of three.
2. Place photographs around the room. They should be well spaced so that groups can gather around each photograph.
3. Students will be assigned to one image at a time and rotate to each image.
4. Students will complete the graphic organizer which asks them to identify the central idea/theme of each image.
5. After viewing each image and completing the graphic organizer, each group with work together to decide what all the images have in common.

Summary: How did the role of women in American society change during the 1920s?

Assessment: Each group will share the central idea shared by the images presented in the lesson. The teacher may collect the graphic organizers from each group or incorporate all the ideas into a culminating class discussion.

NYS Common Core Learning Standards:

CCRR 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCRR 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCRR 3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

RH 1: Cite specific textual evidence to support analysis of primary and secondary sources.

RH 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.

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| --- |
| **IMAGE GALLERY** |
| Image # | What is the Central Idea? | Create a title for the image |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| Image # | What is the Central Idea? | Create a title for the image |
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What do all of these images have in common? Why are they all in the same room or “gallery?” \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Purpose: To perform a close read of primary and secondary sources in order to create arguments for both sides of an issue.

Objectives:

* Students will be able to argue a specific point of view to gain deeper understanding.
* Students will be able to develop a well-constructed argument using factual evidence to support a position.

Materials:

* Primary and secondary sources, paper

Activities:

1. Purposefully pair students and distribute sources.
2. Students should analyze the sources and prepare arguments to support the claim. Half of the pairs will prepare arguments to support the claim: *The United States should drop an atomic bomb on Japan.* The other half will prepare arguments to support the claim: *The United States should not drop the atomic bomb on Japan.*
3. Students will complete the graphic organizer while analyzing the documents.
4. Each student will use the graphic organizer to write a persuasive letter to President Truman convincing him to support their claim/point of view on the dropping of the atomic bomb on Japan in 1945.

Summary: How can primary and secondary sources be used to support opposing points of view?

Assessment: Students will write a persuasive letter that supports a specific point of view on the dropping of the atomic bomb to end World War 2. The letter will include evidence from the documents to support their claim.

NYS Common Core Learning Standards:

CCRR 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCRR 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCRR 3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

RH 1: Cite specific textual evidence to support analysis of primary and secondary sources.

RH 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: Identify aspects of a text that reveal author’s point view or purpose.

RH 9: Analyze the relationship between and primary and secondary source on the same topic.

WHST 1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

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| --- |
| **Claim: The United States should drop the atomic bomb on Japan.** |
| Document # | Evidence from the document to support my claim | This document does not support my claim |
|  |  |  |
| **Claim: The United States should not drop the atomic bomb on Japan.** |
| Document # | Evidence from the document to support my claim | This document does not support my claim |
|  |  |  |

Purpose: To introduce students to the basics of a close reading over the course of a few lessons.

Objectives:

* Students will be taught five introductory close reading strategies:
	+ Numbering paragraphs
	+ Chunking text
	+ Identifying key information
	+ Deciphering the authors message
	+ Identifying the main idea
* Students will be able to better understand complex texts

Materials:

* Two pieces of relevant text, pencil.

Activities:

1. The teacher will introduce skills over the course of a few lessons. Below is a rough outline:
	1. Day 1- Skills 1,2,3,
	2. Day 2- Skills 1,2,3,4
	3. Day 3- Skills 1,2,3,4 & 5
	4. Day 4- combine all five skills
	5. Day 5- Performance Task
2. Using a SMARTboard/overhead, Teacher will model the skills being learned on that day.
3. Students will follow the teacher’s instruction during the modeling process.
4. After the students are introduced to the specific skill, they will be given a similar text and complete skills 1, 2 & 3.
5. Teacher will add that this activity is silent and students must be respectful of the learning process.
6. Teacher will walk around the room in order to assess student progress, as well as guide struggling students.
7. Teacher and students will discuss their findings and perspectives in order to give a deeper understanding to all involved.

Summary: Exit Card: Students will be asked to explain how their newly learned skills impacted their reading of the text.

NYS Common Core Learning Standards:

CCRR 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCRR 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCRR 3:Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

RH 1: Cite specific textual evidence to support analysis of primary and secondary sources.

RH 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 3: Identify key steps in a text’s description of a process related to history/social studies

Purpose: To analyze a primary source in order to gain a deeper understanding while placing it in its proper historical context.

Objectives:

* Students will be able to analyze a primary source and understand the historical context behind it.
* Students will be able to analyze the primary source in order to gain a deeper meaning through a close read.
* Students will be able to discuss how/why the primary source connects to the specific historical period.

Materials:

* Harlem Renaissance themed primary sources complete with prearranged “annotation bubbles”, graphic organizer, annotation guidelines.
* Ideal song choice: "Strange Fruit” by Billie Holiday

Activities:

1. Students analyze the documents/song lyrics.

2. Students will complete the “annotation bubbles” in order to demonstrate their analytical thinking.

3. The teacher will walk around the room in order to check progress and guide students if and when needed.

4. Teacher will add that this activity is silent and students must make topic specific relevant annotations.

5. After analyzing the documents students will share their annotations in order to share their perspective with their peers.

6. Teacher and students will discuss their findings and perspectives in order to give a deeper understanding to all involved.

7. Students will be then placed into collaborative groupings of 4 for 5-7 minutes. They will be asked to use their annotations and the documents in order to create an Aim for the lesson.

1. Students and teacher will share their Aims.

Summary: Exit Card: Students will be asked to use their findings and the documents in order to answer their own Aim to the lesson.

Assessment: The teacher can review each student’s Aim exit card in order to assess individual students understanding of the topic. If some students seem to have a simplistic grasp of the topic, the teacher can work with them in small groups in a follow up lesson.

NYS Common Core Learning Standards:

CCRR 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCRR 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCRR 3:Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

RH 1: Cite specific textual evidence to support analysis of primary and secondary sources.

RH 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 3: Identify key steps in a text’s description of a process related to history/social studies

**Annotation Guidelines**

* Summarize
* Predict
* Form an opinion
* Ask a question
* Make a personal connection
* Reflect
* Make comments
* Look for a pattern



Document 1: Apollo Theatre, Harlem, NY.

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**Map of Harlem, NY: 1911-1930.**

**Map of Harlem, NY: 1911-1930.**

Southern trees bear strange fruit

Blood on the leaves and blood at the root

Black bodies swinging in the southern breeze

Strange fruit hanging from the popular trees

Pastoral scene of the gallant south

The bulging eyes and the twisted mouth

Scent of magnolias, sweet and fresh

Then the sudden smell of burning flesh

Here is fruit for the crows to pluck

For the rain to gather, for the wind to suck

For the sun to rot, for the trees to drop

Here is a strange and bitter cry

**Billie Holiday, *Strange Fruit***

I've known rivers:

I've known rivers ancient as the world and older than the flow

of human blood in human veins.

My soul has grown deep like the rivers.

I bathed in the Euphrates when dawns were young.

I built my hut near the Congo and it lulled me to sleep.

I looked upon the Nile and raised the pyramids above it.

I heard the singing of the Mississippi when Abe Lincoln went

down to New Orleans, and I've seen its muddy bosom turn

all golden in the sunset.

I've known rivers:

Ancient, dusky rivers.

My soul has grown deep like the rivers.

1922

**Langston Hughes, *Negro Speaks of Rivers***

Purpose: To teach student how to compare and contrast two different texts written about the same historical event.

Objectives:

* Students will be able to compare and contrast two different points of view on the same historical event.
* Students will use a culmination of close reading skills in order to compare and contrast the views of two different world leaders’ feelings about the same historical event.

Materials:

* Primary source letters: topic: Cuban Missile Crisis. Letters: JFK, Khrushchev
* Pencil
* Graphic Organizer

Activities:

1. Students will use previously learned “close reading” strategies in order to analyze the Cuban Missile Crisis letters.

2. Students will read the letters and annotate them accordingly.

3. Once they completed the reading, students will use their annotations in order to complete the graphic organizer, which will help them comparing and contrast each leader.

4. Teacher and students will discuss their findings and perspectives of both JFK and Khrushchev in order to give a deeper understanding to all involved.

Summary: Teacher will ask the students the following question:

* Using evidence from both letters, demonstrate how both leaders were similar.

Assessment: Exit Card: Students will answer a question based on their newly learned knowledge: Based on today’s lesson, what could have happened if JFK and Khrushchev did not write each other letters in order to explain their feelings?

The teacher can review each student’s Aim exit card in order to assess individual students understanding of the topic. If some students seem to have a simplistic grasp of the topic, the teacher can work with them in small groups in a follow up lesson.

NYS Common Core Learning Standards:

CCRR 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCRR 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCRR 3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

RH 1: Cite specific textual evidence to support analysis of primary and secondary sources.

RH 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 3: Identify key steps in a text’s description of a process related to history/social studies

Letter from President Kennedy to Nikita Khrushchev

October 22, 1962

Dear Mr. Chairman [Khrushchev]:

A copy of the statement I am making tonight concerning developments in Cuba and the reaction of my Government thereto has been handed to your Ambassador in Washington. In view of the gravity of the developments to which I refer, I want you to know immediately and accurately the position of my Government in this matter.

In our discussions and exchanges on Berlin and other international questions, the one thing that has most concerned me has been the possibility that your Government would not correctly understand the will and determination of the United States in any given situation, since I have not assumed that you or any other sane man would, in this nuclear age, deliberately plunge the world into war which it is crystal clear no country could win and which could only result in catastrophic consequences to the whole world, including the aggressor.

At our meeting in Vienna and subsequently, I expressed our readiness and desire to find, through peaceful negotiation, a solution to any and all problems that divide us. At the same time. I made clear that in view of the objectives of the ideology to which you adhere, the United States could not tolerate any action on your part which in a major way disturbed the existing over-all balance of power in the world. I stated that an attempt to force abandonment of our responsibilities and commitments in Berlin would constitute such an action and that the United States would resist with all the power at its command.

It was in order to avoid any incorrect assessment on the part of your Government with respect to Cuba that I publicly stated that if certain developments in Cuba took place, the United States would do whatever must be done to protect its own security and that of its allies.

Moreover, the Congress adopted a resolution expressing its support of this declared policy. Despite this, the rapid development of long-range missile bases and other offensive weapons systems in Cuba has proceeded. I must tell you that the United States is determined that this threat to the security of this hemisphere be removed. At the same time, I wish to point out that the action we are taking is the minimum necessary to remove the threat to the security of the nations of this hemisphere. The fact of this minimum response should not be taken as a basis, however, for any misjudgment on your part.

I hope that your Government will refrain from any action which would widen or deepen this already grave crisis and that we can agree to resume the path of peaceful negotiation.

Sincerely,

John F. Kennedy

<http://www.pbs.org/wgbh/americanexperience/features/primary-resources/jfk-negotiate/>

Letter from Nikita Khrushchev to John Kennedy

October 23, 1962

Mr. President,

I have just received your letter, and have also acquainted myself with the text of your speech of October 22 regarding Cuba.

I must say frankly, that the measures indicated in your statement constitute a serious threat to peace and to the security of nations. The United States has openly taken the path of grossly violating the United Nations Charter, the path of violating international norms of freedom of navigation on the high seas, the path of aggressive actions both against Cuba and against the Soviet Union.

The statement by the Government of the United States of America can only be regarded as undisguised interference in the internal affairs of the Republic of Cuba, the Soviet Union and other states. The United Nations Charter and international norms give no right to any state to institute in international waters the inspection of vessels bound for the shores of the Republic of Cuba.

And naturally, neither can we recognize the right of the United States to establish control over armaments which are necessary for the Republic of Cuba to strengthen its defense capability.

We reaffirm that the armaments which are in Cuba, regardless of the classification to which they may belong, are intended solely for defensive purposes in order to secure the Republic of Cuba against the attack of an aggressor.

I hope that the United States Government will display wisdom and renounce the actions pursued by you, which may lead to catastrophic consequences for world peace.

The viewpoint of the Soviet Government with regard to your statement of October 22 is set forth in a Statement of the Soviet Government, which is being transmitted to you through your Ambassador at Moscow.

(s) N. Khrushchev

<http://www.pbs.org/wgbh/americanexperience/features/primary-resources/jfk-renounce/>

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