APPLYING COMMON CORE

U.S. HISTORY / 1898–1918

RISE TO POWER

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Contents

Introduction

Goals

The main goal of this book is to help students develop skills outlined in the Common Core Standards by clarifying for what the standards are asking 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 and a bibliography.

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 is included in this book (W.6.3–W.8.3) 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 from which to choose.

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.

USS *MAINE* BACKGROUND 1/2

USS *Maine*

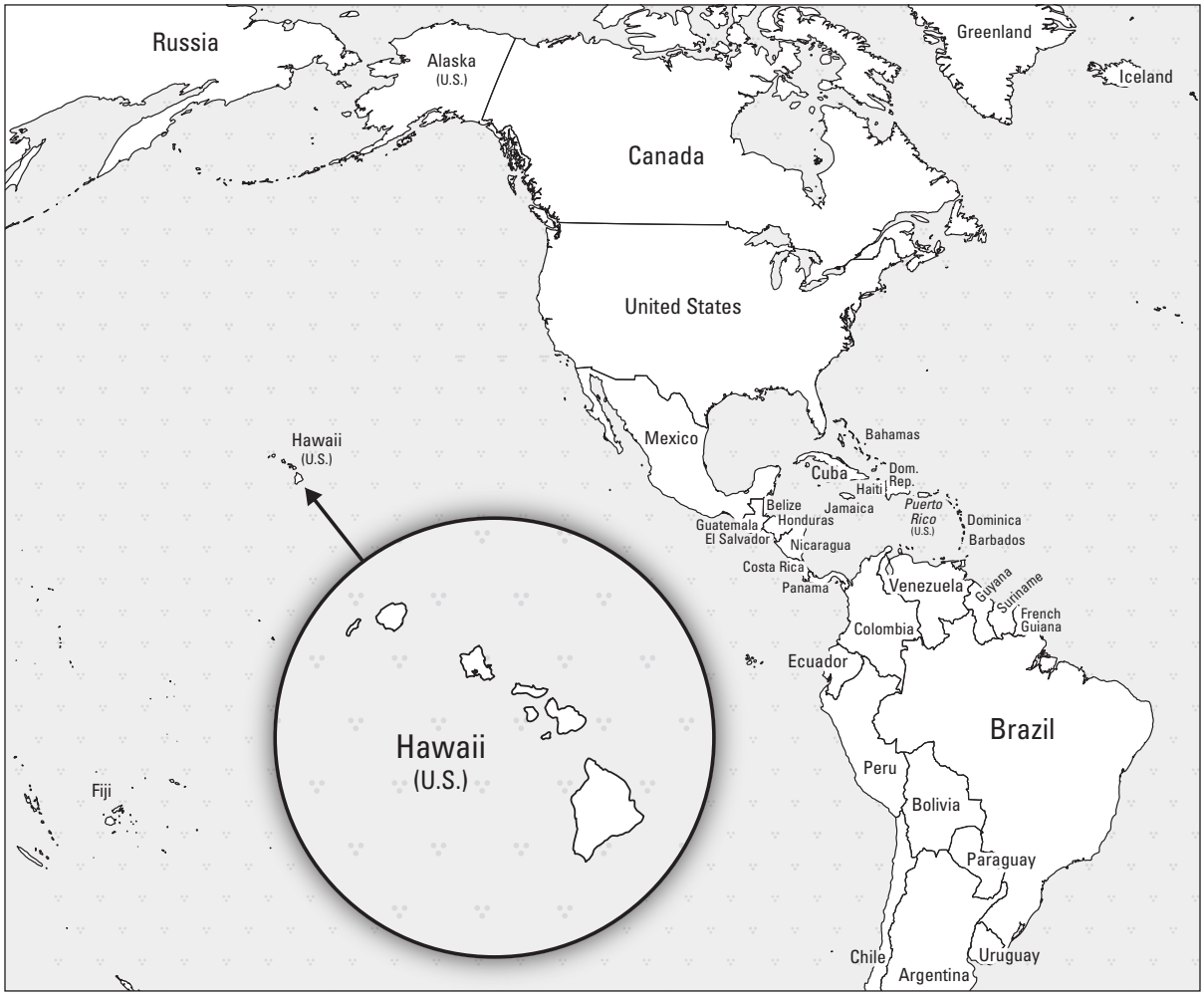
For nearly four hundred years Spain ruled Cuba, much like Britain controlled the American colonies. Unhappy with this, Cuba revolted several times during the nineteenth century. Many Americans believed the United States should help the Cubans get their own independence and support them in their rebellions. In 1898, America sent a battleship, the USS *Maine*, to Havana Harbor in Cuba. The ship's stated purpose was to protect American citizens and businesses in Cuba, but not to engage in any fighting. On February 15, five tons of powder charges were ignited. This destroyed one-third of the ship and killed 266 Americans.

American newspapers were sure that Spain was behind the explosion. A government-sponsored investigation found that it was most likely caused by something outside of the ship, like a mine. This led to increased calls for war with Spain, despite no evidence linking Spain to a mine. In April of 1898 America declared war on Spain, beginning the Spanish-American War.

The USS *Maine* has continued to interest scholars because of two overlapping mysteries. The first is the identity of who was responsible for the sinking of the USS *Maine*. Spain clearly was not happy that the United States had sent a battleship to their colony's harbor. However, Spain was trying to avoid war with the United States, a rising power, making it unlikely that they would provoke them. Some have theorized that Cuban rebels were behind it. Perhaps they predicted Spain would be blamed and an angry United States would intervene

Image source: Public domain, via Wikimedia Commons

ANNEXING HAWAII 1/2



For over fifty years Hawaii has been an American state. As one of the United States' most popular tourist destinations, Americans love to vacation in this tropical paradise. But it's hard not to wonder; why are these islands part of America? Hawaii is usually superimposed onto U.S. maps, often almost touching Texas. In reality, it takes over five hours by plane to arrive in Hawaii from the West Coast, and Hawaii is farther away from Los Angeles than Los Angeles is from New York City. So how did Hawaii become a U.S. state? The story is a fascinating one.

It is estimated that people of Polynesian ancestry came to these islands sometime between 200 AD and 700 AD. Most of the nearby islands were uninhabited, causing Hawaii to have very little contact with other cultures. This changed in 1778 when the British explorer James Cook arrived. He named these the Sandwich Islands (after the British earl of Sandwich, who was the namesake for the popular food item). Impressed by their enormous boats and iron, the locals originally thought the men were gods. This belief faded, though, and during a skirmish on a return journey, Cook was attacked, killed, cut into pieces, and cooked. (It is unclear if parts of him were eaten. Either way, he did not get a food item named after him.)

Unfortunately for the Hawaiians, Cook and his men may have left, but their foreign diseases remained, resulting in the estimated deaths of over half the population.

In the early 1800s, Americans began to arrive. Most were missionaries, there to convert the Hawaiians to Christianity. The missionaries stayed and many of their children became more interested in business. Some began to buy Hawaiian land and build sugar plantations. Although Hawaii was a fantastic place to cultivate sugar, America had high sugar tariffs. The Hawaiian sugar plantation owners asked the American government for an exemption, but sugar-producing states in America didn't want the competition. Eventually, America gave them the exemption in exchange for Hawaiian leaders agreeing not to lease their land to another country and, later, for housing the U.S. military base Pearl Harbor.

Not all Hawaiians were happy with this situation. At that point, to vote in Hawaii you had to own a lot of property. This meant the American minority in Hawaii (which accounted for about 10 percent of the Hawaiian population) dominated all political decisions. When Queen Liliuokalani succeeded her brother, she expressed interest in passing a new Constitution where all Hawaiian citizens could vote regardless of whether they owned property. The sugar plantation owners, who were almost all Americans, knew this would lessen their say in the government and decided to overthrow her. With tacit approval from the U.S. government and aided by soldiers who had been stationed at Pearl Harbor, they performed a coup d'état on January 17, 1893. Queen Liliuokalani was removed from power and imprisoned in her Iolani Palace for one year. The American Sanford Dole, a relative of the later pineapple company founder, was named president.

Princess Liliuokalani

The new rulers hoped to be annexed by the United States, but it wouldn't be until the aftermath of the Spanish American War (1898) that Hawaii was annexed and 1959 when it became America's fiftieth state. An argument can easily be made that American annexation, and the political stability, economic opportunities, and freedoms it brought, benefitted Hawaii in the long run. Still, many Hawaiians of Polynesian-descent remain bitter that they are a minority on their island (10 percent according to the 2010 census) and don't appreciate the bullying way in which they were incorporated. As a way to make amends, U.S. Congress passed an official resolution in 1993 stating that Congress "apologizes to Native Hawaiians on behalf of the United States for the overthrow of the Kingdom of Hawaii," and the "deprivation of rights of Native Hawaiians to self-determination."

Image source: **Princess Liliuokalani**. Public domain, via Wikimedia Commons

ANNEXING HAWAII QUESTIONS 1/2

1. Is the text organized sequentially, comparatively, or causally? Explain.

2. What about Hawaii's geography made it isolated?

3. Summarize James Cook's experiences on the island, including what occurred after he and his men landed there.

4. How was Queen Liliuokalani going to change the Constitution? Why would this lead to less power for the sugar plantation owners?

WORLD WAR ONE ARGUMENTATIVE PAPER

Overall

When Europe erupted into armed conflict in 1914, most Americans wanted the United States to keep out. Even in 1916, Woodrow Wilson won reelection with the campaign slogan, "He kept us out of the war." But as the Great War continued, support for intervention increased. For this paper you will read four opinions on whether or not the United States should enter, then write a paper arguing for one of the two sides.

Sides

- The United States should enter World War I.
- The United States should not enter World War I.

Requirements

- Two to three arguments and one counterargument
- At least two quotes from primary sources
- 1–2 pages

Rubric

	Exceeding	**Proficient**	**Developing**	**Beginning**
Argument	Uses persuasive word choice, logical reasoning, and strong support to write a strong argument. Also, successfully disputes a counterclaim.	Integrates all requirements to write a solid argument. Brings up counterclaim, but may struggle to successfully dispute it.	At times argument is solid, but needs to improve persuasive word choice, reasoning, and/or counterclaim.	Argument is weak due to issues with persuasive word choice, reasoning, and/or counterclaim.