

**APPLYING
COMMON
CORE**

WORLD HISTORY / 1492 – 1650

AGE OF EXPLORATION

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Introduction

Goals

The main goal of this book is to help students develop skills outlined in the Common Core Standards by clarifying what the standards are asking for and by giving teachers specific activities they can use to address the standards.

Organization

The book is mostly organized by the categories into which Common Core places its standards. The first three chapters are “Key Ideas and Details,” “Craft and Structure,” and “Integration of Knowledge and Ideas.” Because “Range of Reading and Level of Text Complexity” is addressed every time students read, it does not have its own chapter. Also, because it is common for many writing categories to overlap on a paper, the fourth chapter covers all the writing standards and is divided into the three main paper types: argumentative, informative, and narrative.

Activities open with an introductory page that includes every standard covered by the activities, directions, estimated lesson length, and additional teaching ideas. At the back of the book are selected answers for the reading activities.

Tracking Common Core Standards

On page 3, there is a chart that can help you track which Common Core Standards you have addressed and with which activities.

Narrative Writing

Narrative writing is not required for social studies teachers, which is why there is no WHST.6-8.3. However, this form of writing was included in this book (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 to choose from.

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.6-8.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

» *Creative writing. (This is not required for social studies teachers.)*

Production and Distribution of Writing

WHST.6-8.4

Produce clear and coherent writing in which the development, organization,

and style are appropriate to task, purpose, and audience.

» *Write for a specific audience.*

WHST.6-8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

» *Use writing process.*

WHST.6-8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

» *Publish writing for an audience.*

Research to Build and Present Knowledge

WHST.6-8.7

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

» *Research to answer a question.*

WHST.6-8.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

» *Use multiple credible sources when researching and summarize findings in own words.*

WHST.6-8.9

Draw evidence from informational texts to support analysis, reflection, and research.

» *Support essays with information or quotes from texts.*

Range of Writing

WHST.6-8.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Tracking Common Core Standards

CCSS.ELA-LITERACY	Assignment	Assignment	Assignment	Assignment
<u>RH.6-8.1</u>				
<u>RH.6-8.2</u>				
<u>RH.6-8.3</u>				
<u>RH.6-8.4</u>				
<u>RH.6-8.5</u>				
<u>RH.6-8.6</u>				
<u>RH.6-8.7</u>				
<u>RH.6-8.8</u>				
<u>RH.6-8.9</u>				
<u>RH.6-8.10</u>				
<u>SL.6.1–SL.8.1</u>				
<u>WHST.6-8.1</u>				
<u>WHST.6-8.2</u>				
<u>WHST.6-8.4</u>				
<u>WHST.6-8.5</u>				
<u>WHST.6-8.6</u>				
<u>WHST.6-8.7</u>				
<u>WHST.6-8.8</u>				
<u>WHST.6-8.9</u>				
<u>WHST.6-8.10</u>				

*Not required for social studies teachers.

ACTIVITY 1

CHAPTER
Key Ideas and Details

DURATION
1 class period

When Worlds Collide: Perspectives

COMMON CORE STANDARDS

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.

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).

RH.6-8.9

Analyze the relationship between a primary and secondary source on the same topic.

RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

DIRECTIONS

- The class reads the follow-up questions for “Old-World Perspective on the Indigenous People of the Americas” together. The class reads “Old-World Perspective on the Indigenous People of the Americas” together, stopping to answer the questions as they go.
- The class reads the follow-up questions for “New-World Perspective on the French” together. Students independently read “New-World Perspective on the French,” stopping to answer the questions as they go. Students share their answers with a neighbor, then the class.
- Students independently complete “Your Perspective on Nomadic Mongolians.”
- The teacher may want to show parts of the PBS *Nature* episode “Wild Horses of Mongolia with Julia Roberts,” which documents Julia Roberts living with nomadic Mongolians.

IMPORTANT/DIFFICULT VOCABULARY

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

- | | | |
|-------------|---------------|---------------|
| ▪ August | ▪ Inhabitants | ▪ Tempests |
| ▪ Behalf | ▪ Monarch | ▪ Terrestrial |
| ▪ Edifices | ▪ Sinews | ▪ Thee |
| ▪ Hitherto | ▪ Superfluity | ▪ Thou |
| ▪ Ingenuity | ▪ Tanned | ▪ Wigwam |

OLD-WORLD PERSPECTIVE ON THE INDIGENOUS PEOPLE OF THE AMERICAS ^{1/2}

The following excerpt is from the letter of Venetian ambassador Pietro Pasqualigo to his brothers after returning from the New World. He had been on a voyage with the Portuguese explorer Gaspar Corte-Real, exploring the eastern coast of today's Canada. Gaspar Corte-Real continued to sail on with one ship, possibly looking for the Northwest Passage; he never made it back to Portugal.

.....

On the eighth of the present month arrived here one of the two caravels [sailing ships] which this most august monarch sent out in the year past under Captain Gaspar Corterat [Corte-Real] to discover land towards the north; and they report that they have found land two thousand miles from here, between the north and the west, which never before was known to anyone. . . .

They say that this country is very populous and the houses of the inhabitants of long strips of wood covered over with the skins of fish. They have brought back here seven natives, men and women and children, and in the other caravel, which is expected from hour to hour, are coming fifty others. These resemble gypsies in color, features, stature and aspect; are clothed in the skins of various animals, but chiefly of otters. In summer they turn the hair outside and in winter the opposite way. And these skins are not sewn together in any way nor tanned, but just as they are taken from the animals; they wear them over their shoulders and arms. And their privy parts are fastened with cords made of very strong sinews of fish, so that they look like wild men. They are very shy and gentle, but well formed in arms and legs and shoulders beyond description. They have their faces marked like those of the Indians, some with six, some with eight, some with less marks. They speak, but are not understood by anyone, though I believe that they have been spoken to in every possible language.

In their land there is no iron, but they make knives out of stones and in like manner the points of their arrows. . . . They have great quantity of salmon, herring, cod and similar fish. They have also great store of wood and above all of pines for making masts and yards of ships. On this account his Majesty here intends to draw great advantage from the said land, as well by the wood for ships, of which they are in want, as by the men, who will be excellent for labor and the best slaves that have hitherto been obtained. This has seemed to me worthy to be notified to you, and if anything more is learned by the arrival of the captain's caravel, I shall likewise let you know.

.....

Source: Pasqualigo, Pietro. Pietro Pasqualigo, Ambassador to Portugal from Venice, to His Brothers in Venice, October 19, 1501. In *The Voyages of the Cabots and the English Discovery of North America under Henry VII and Henry VIII*, edited by James A. Williamson. London: Argonaut Press, 1929.

1. Quote two lines or phrases by Pasqualigo that imply he thinks the natives are less advanced than the Spanish.

2. Quote two lines or phrases by Pasqualigo that describe the natives without appearing to judge them negatively.

3. Quote the line that implies Pasqualigo thinks his expedition was in Asia. Explain.

4. What is incorrect about the following line: "They have found land two thousand miles from here, between the north and the west, which never before was known to anyone"?

5. What resources does the land have in which the king of Portugal might be interested?

6. For what does Pasqualigo think the people of this land will be suited?

7. Pretend you are one of the people brought back to Portugal as slaves. Write about your experiences with the Portuguese.
