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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 the next page, 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 CCSS.ELA-Literacy.WHST.6-8.3. However, this form of writing was included in this book 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, they 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.

# Jamestown

## COMMON CORE STANDARDS

### **RH.6-8.1**

Cite specific textual evidence to support analysis of primary and 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).

### **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.

### **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

- Students complete the vocabulary activity independently. The class goes over answers and shares what they already know about Jamestown.
- The class reads "The Colonists at Jamestown," with the teacher asking questions to check for understanding after each paragraph.
- Students answer questions 1–5 independently. Students share answers with class.
- With a partner, students answer question 6.
- Teachers may want to lead a discussion about John Smith using the word "savages" to describe Native Americans.

## EXTENSIONS

- Research the mystery surrounding the lost colony of Roanoke.
- Learn more about John Smith and Pocahontas. He claimed she saved his life. Some historians have questioned this, with some proposing that he may have misinterpreted a ceremony. Investigate.
- Explore in more depth the Native American perspective of Jamestown. Which tribes were already living there? How were they affected? How did they interact with the colonists?
- Delve into the various sources supporting the theory that the colonists at Jamestown resorted to cannibalism.

## JAMESTOWN VOCABULARY ACTIVITY

Write the letter of the definition in front of the vocabulary word. Use the context sentences or phrases for help.

- a. Food
- b. Wearing fancy women's clothes; can be used as an insult
- c. Supplies, such as food or other necessities
- d. Fence of wooden stakes used to protect a house or area
- e. Statement one cannot deny the truth of
- f. Fanciful notions
- g. Small boat
- h. Large fish valued for its flesh and eggs (caviar)
- i. Lacking in knowledge
- j. Special guardian of a group of people

1. \_\_\_\_ Palisades

Planting **palisades** so strained and bruised us.

2. \_\_\_\_ Sturgeon

Those that escaped lived upon **sturgeon** and sea crabs.

3. \_\_\_\_ Provision

But now was all our **provision** spent.

4. \_\_\_\_ Incontradictable

This **incontradictable** reason will show them plainly they are too ill advised to nourish such ill conceits.

5. \_\_\_\_ Conceits

This **incontradictable** reason will show them plainly they are too ill advised to nourish such ill **conceits**.

6. \_\_\_\_ Ignorant

We were all **ignorant**, and supposing to make our passage in two months, with victual to live and the advantage of spring to work.

7. \_\_\_\_ Victual

We were all ignorant, and supposing to make our passage in two months, with **victual** to live and the advantage of spring to work.

8. \_\_\_\_ Tuftaffety

So that none of our **tuftaffety** humorists desired to go for England.

9. \_\_\_\_ Pinnacle

The rest seeing the president's projects to escape these miseries in our **pinnacle** by flight.

10. \_\_\_\_ Patron

When God, the **Patron** of all good endeavors . . . so changed the hearts of the savages.



## THE COLONISTS AT JAMESTOWN <sup>1/2</sup>

Captain John Smith is given credit for saving the Jamestown colony (at least for a little while). Below he discusses how the year 1607 went.



Map of Virginia, 1606

With this lodging and diet, our extreme toil in bearing and planting palisades so strained and bruised us, and our continual labor in the extremity of the heat had so weakened us, as were cause sufficient to have made us as miserable in our native country, or any other place in the world.

From May to September, those that escaped lived upon sturgeon, and sea crabs. Fifty in this time we buried, the rest seeing the president's projects to escape these miseries in our pinnacle by flight (who all this time had neither felt want nor sickness) so moved our dead spirits, as we deposed him, and established Ratcliffe in his place (Gosnoll being dead), Kendall deposed. Smith newly recovered, Martin and Ratcliffe was by his care preserved and relieved, and the most of the soldiers recovered with the skillful diligence of Master Thomas Wolton, our chirurgeon [surgeon] general.

But now was all our provision spent, the sturgeon gone, all helps abandoned, each hour expecting the fury of the savages; when God, the Patron of all good endeavors in that desperate extremity so changed the hearts of the savages that they brought such plenty of their fruits and provision as no man wanted.

And now where some affirmed it was ill done of the Council to send forth men so badly provided, this incontestable reason will show them plainly they are too ill advised to nourish such ill conceits. First, the fault of our going was our own; what could be thought fitting

or necessary we had; but what we should find, or want, or where we should be, we were all ignorant, and supposing to make our passage in two months, with victual to live and the advantage of the spring to work. We were at sea five months, where we both spent our victual and lost the opportunity of the time and season to plant, by the unskillful presumption of our ignorant transporters, that understood not at all what they undertook. . . .

And now, the winter approaching, the rivers became so covered with swans, geese, ducks, and cranes that we daily feasted with good bread, Virginia peas, pumpions [pumpkins], and putchamins [persimmons], fish, fowl, and diverse sorts of wild beasts as fat as we could eat them; so that none of our tuftaffety humorists desired to go for England.

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Source: Lewis, Jon E. *The Mammoth Book of Eyewitness America: The History of the World's Most Powerful Nation*. New York: Carroll & Graf Publishers, 2003.

## JAMESTOWN READING QUESTIONS

1. Underline any words or phrases that support the inference that life is difficult for the colonists.

.....

“With this lodging and diet, our extreme toil in bearing and planting palisades so strained and bruised us, and our continual labor in the extremity of the heat had so weakened us, as were cause sufficient to have made us as miserable in our native country, or any other place in the world.”

.....

2. List multiple reasons that caused there to be a lack of food.

3. Who does John Smith credit for the Native Americans helping them?

4. Find a section that you don’t quite understand or have a question about. Cite it below, followed by your question.

5. Things were looking up for the colonists at the end of Captain John Smith’s account. Quote a line from the reading to support this.

6. Despite John Smith’s optimism, things got much worse before they got better. Read the below secondary source of what occurred next at Jamestown. Use information from both sources to recap what happened at Jamestown. Break the main ideas into four to six events sequenced chronologically. Give each event a title, followed by a one- to three-sentence summary of what happened.

.....

In 1609, John Smith returned to England after suffering a bad burn from a gunpowder explosion. Soon after, the “Starving Time” winter followed in Jamestown, during which over 80 percent of the settlers died from starvation or disease. During this period, food was so scarce that it is believed that some colonists turned to cannibalism. Things became so bad that the survivors abandoned the town until new supply ships and settlers arrived. Soon after, the establishment of tobacco as a cash crop finally made the colony profitable. Rapid growth followed, with many new colonists settling across Virginia. Jamestown was its capital city until 1698.

.....



## Boston Massacre

### COMMON CORE STANDARDS

#### W.8.3

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

#### WHST.6-8.9

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

#### 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.

### DIRECTIONS

- Each student is randomly assigned a character from the Boston Massacre.
- Students read about the events of the Boston Massacre, highlighting any mention of their own character.
- The class discusses main events of the Boston Massacre. The teacher clarifies any questions.
- Each student writes an on-demand narrative about the event from his or her character's perspective.
- On-demand writing can have multiple meanings. Some teachers require students to finish it within the given time frame. Others allow them to finish it for homework. The main point is that this paper will not have multiple drafts and/or edits.
- Students share stories with peers and classmates.

### EXTENSIONS

- Learn about the Boston Massacre trial, when John Adams defended the British soldiers. This could even be extended further, with the class putting on its own mock trial or with each student taking a side and writing an argumentative paper.
- Give students copies of Paul Revere's engraving of the event, and have them point out aspects of it that are historically inaccurate and/or show bias.

# BOSTON MASSACRE

## Overall

- Write about the Boston Massacre from the perspective of one of the six characters listed below.
- About 1 page long
- On-demand writing

## Six Characters Involved in the Boston Massacre

1. Edward Garrick, *Wigmaker's Apprentice*
2. Crispus Attucks, *Runaway Slave*
3. Samuel Gray, *Rope Maker*
4. Hugh White, *Soldier*
5. Hugh Montgomery, *Soldier*
6. Thomas Preston, *Captain*

## Requirements/Things to Keep in Mind

- Write in first person ("I")
- Focus on senses: What does your character see, hear, smell, feel, and/or smell?
- Engage the reader by using vivid word choice and a strong voice
- Hook the reader from the beginning—some options include opening with action, dialogue, or a highly descriptive scene
- Have an interesting ending—some options include a cliffhanger, a statement that leaves the reader thinking, or a full circle (connects to the first sentence)
- Go into your character's head; tell the readers what he or she is thinking
- Include accurate historical details, but if there is a historical mystery, you can decide what happened
- Use a variety of transition words to convey sequence

## Rubric

	Exceeding	Proficient	Developing	Beginning
Writing	Writes an extremely engaging first-person story by using vivid word choice, sensory details, a strong voice, and extensive details about the event	Writes an engaging first-person story that includes sufficient details about the event.	<p>Story is in first person with accurate details, but is not engaging due to ordinary word choice, a lack of sensory details, and/or a weak voice.</p> <p>or</p> <p>Writes an engaging first-person story that does not include enough details about the event.</p>	<p>Story is not in first person.</p> <p>or</p> <p>Story includes few/no details about the event.</p>

## DETAILS ABOUT THE BOSTON MASSACRE <sup>1/2</sup>



Boston Massacre

In 1767 British parliament passed the Townsend Acts, which included taxes on glass, lead, paint, paper, and tea.

Due to mass protests against these, Britain sent four thousand soldiers to Boston (about one soldier for every four Bostonians).

The Boston Massacre occurred on March 5, 1770.

It began when teenager Edward Garrick, a wigmaker's apprentice, called out at a British officer, "There goes the fellow who hath not paid my master for dressing his hair."

Hugh White, who was with the officer, told the boy he should be more respectful.

Hugh White and Edward Garrick exchanged insults.

Hugh White hit Edward Garrick on the side of the head with the butt of his musket.

Edward Garrick cried out in pain; a crowd began to gather and yell at the soldiers.

Someone rang the church bells. Usually this was done for a fire, and it resulted in many more people coming out and joining the crowd.