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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 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.6.3–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.

## ACTIVITY 2

**CHAPTER**  
Key Ideas and Details

**DURATION**  
1 class period

# Abrahamic Religions

### COMMON CORE STANDARDS

**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.6-8.3**

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.6-8.5**

Describe how a text presents information (e.g., sequentially, comparatively, causally).

**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 first two paragraphs together, filling in “Key Aspects of the Abrahamic Religions” as they go.
- Students read the third paragraph independently, and then with a neighbor fill in “Key Aspects of the Abrahamic Religions.” Students share what they wrote with the class.
- Students read the fourth and fifth paragraphs independently, filling in “Key Aspects of the Abrahamic Religions” as they go. Students share what they wrote with a neighbor, then the class. The class also discusses whether the information in the reading was presented sequentially, comparatively, or causally. (It's presented comparatively.)
- Students independently fill in the “Abrahamic Religions Venn Diagram.”

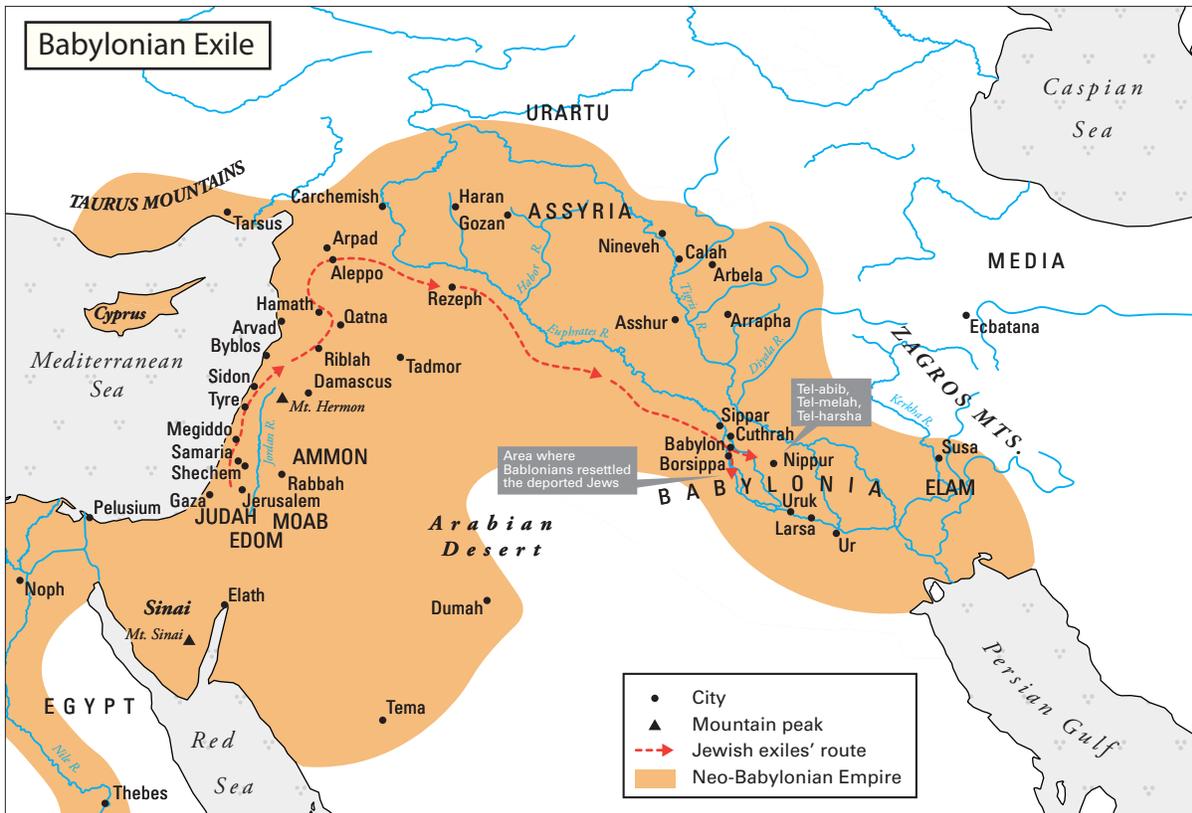
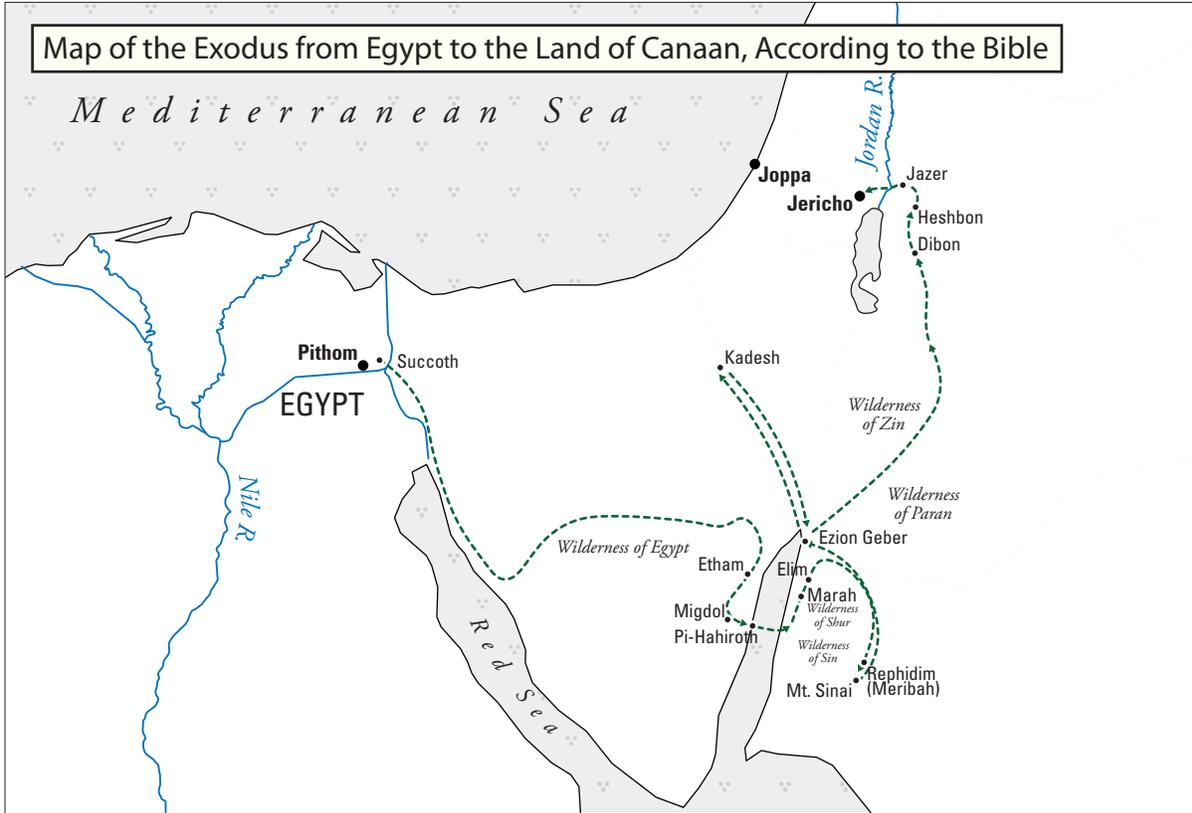
### IMPORTANT/DIFFICULT VOCABULARY

There are many ways to review vocabulary. Below are some words/phrases you may choose to create a review activity with.

- |            |              |              |
|------------|--------------|--------------|
| ▪ Ethical  | ▪ Monotheism | ▪ Ramadan    |
| ▪ Integral | ▪ Parables   | ▪ Revelation |
| ▪ Mecca    | ▪ Pilgrimage | ▪ Secular    |
| ▪ Messiah  | ▪ Prophet    | ▪ Trinity    |

## Questions

1. List four details the reading reveals about the Jewish-Babylonian war.
2. According to this passage, who is to blame for the destruction of the temple?
3. Cite a line or phrase that puts the Babylonians in a bad light.
4. Cite a line or phrase that puts the Jews in a bad light.



CHAPTER 4

# Writing Standards

## ARGUMENTATIVE WRITING

The Israeli-Palestinian Conflict

**WHST.6-8.1**  
**WHST.6-8.4**  
**WHST.6-8.5**  
**WHST.6-8.9**  
**WHST.6-8.10**

## INFORMATIVE WRITING

Comparing GRAPES

**WHST.6-8.2**  
**WHST.6-8.5**  
**WHST.6-8.7**  
**WHST.6-8.8**  
**WHST.6-8.9**  
**WHST.6-8.10**

## NARRATIVE WRITING

Famous Hebrews

**W.6.3–W.8.3**  
**WHST.6-8.6**  
**WHST.6-8.7**  
**WHST.6-8.8**  
**WHST.6-8.9**  
**WHST.6-8.10**

**1989:** On a crowded bus in Israel, a Palestinian takes control of the bus and drives it off a cliff, killing sixteen Israeli civilians. The Israel Ministry of Foreign Affairs reports that between 1989 and 1999, 388 Israelis were killed by Palestinian terrorist attacks.

**2000:** The Second Intifada begins after Ariel Sharon visits the Temple Mount. BBC News estimates that between 2000 and 2005, 3,223 Palestinians and 950 Israelis die in various acts of violence against each other.

**2002:** Israel builds a fence between Israel and the occupied territories. This is controversial, partly because the fence crosses into Palestinian-controlled areas. Since its completion, by some estimates the number of suicide attacks has decreased by over 90 percent.

**2005:** The Prime Minister of Israel, Ariel Sharon, has all Israeli settlers leave the Gaza Strip. Israel continues to control Gaza Strip's borders, air space, and coastline, but Palestinians have more autonomy than before.

**2014:** On May 15 two Palestinian teenagers are killed by Israeli snipers in the West Bank. This may or may not be connected to the abduction and murder of three Israeli teenagers by Palestinians a month later. After the death of the Israeli teenagers, Israeli troops crack down on Hamas in the Gaza Strip. The Palestinians respond by firing thousands of rockets into Israel. Israel counters with air strikes and a ground invasion. Over 2,000 Palestinians and 71 Israelis are killed in the month-and-half long conflict.

## The Situation in 2015

The majority of Israel is Jewish, but 20 percent of the population is Arab. All people in Israel have full democratic rights. The Gaza Strip and the West Bank are mostly Islamic. Many people refer to these areas as "occupied" since Israel controls their borders and has a significant military presence in both.

## Charts and Maps

Religious breakdown of the Israel/Palestine areas over time according to the British Mandate of Palestine, Statistical Offices of Israel and State of Palestine, UN and UNRWA.

Year	Muslims	Jews	Christians
1922	78%	11%	10%
1931	74%	17%	9%
1945	60%	31%	8%
1950	47%	50%	3%
2000	45%	53%	2%
2014	47%	50%	2%

Source: Data from Joseph Chamie, "By 2035, Jewish Population in Israel/Palestine Is Projected at 46 Percent."