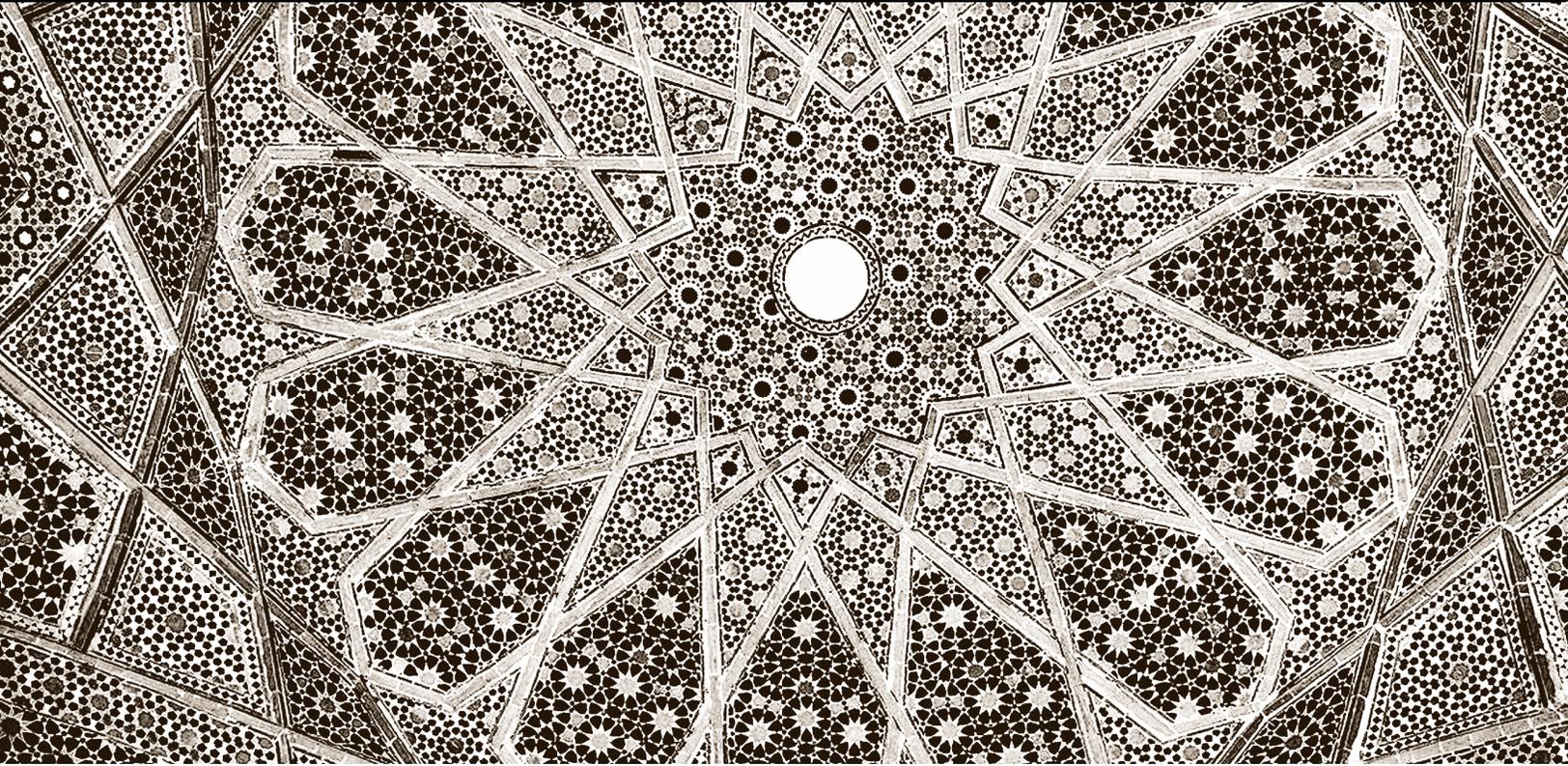


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Introduction

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.6.3–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.

CHAPTER

1

Key Ideas and Details

ACTIVITY 1

The Five Pillars of Islam

RH.6-8.1

RH.6-8.2

ACTIVITY 2

The Rise and Spread of Islam

RH.6-8.2

RH.6-8.3

ACTIVITY 3

CHAPTER
Craft and Structure

DURATION
1 class period

Medieval Perspectives on Saladin and the Crusades

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.6-8.3

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.6-8.6

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.6-8.10

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

SL.7.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

DIRECTIONS

- Students are placed into pairs. The partners look through the texts together, using context to make sense of the bolded words. They should draw a line from every bolded word they can decipher to the margins and write a synonym. The class goes over these, with students adding or fixing synonyms they missed or got wrong.
- One partner in the pairing is assigned to read the texts written from the Muslim perspective; the other partner is assigned to read the texts written from the European perspective.
- Each student reads the Saladin profile from their assigned perspective independently, filling in "A Profile of Saladin Chart" as they go. Students share what they wrote with their partner, filling in the parts of their chart that are blank. Students share with the class what they wrote.
- Each student reads the account of the reconquest of Jerusalem from their assigned perspective independently, filling in "The Reconquest of Jerusalem Chart" as they go. Students share what they wrote with their partner, filling in the parts of their chart that are blank. Students share with the class what they wrote.
- Students independently answer "Saladin Questions."
- The teacher may want to have students research some of their questions from questions 9 or 10 and share what they find out with the class.

THE RECONQUEST OF JERUSALEM BY A MUSLIM HISTORIAN

During the First Crusade in 1099, Christian crusaders captured Jerusalem from the Muslim Seljuk Turks. In 1187 Muslims led by Saladin reconquered it. An Iraqi historian, Ibn al-Athir, wrote the following events. Ibn al-Athir lived during this era, served in Saladin's army for a period of time, and based his books on eyewitness accounts and other sources. It is not currently known if he witnessed the following events.

When the Franks saw how violently the Muslims were attacking, how continuous and effective was the fire from the **ballistas** and how busily the **sappers** were breaching the walls, meeting no resistance, they grew desperate, and their leaders assembled to take counsel. They decided to ask for safe-conduct out of the city and to hand Jerusalem over to Saladin. They sent a **deputation** of their lords and nobles to ask for terms, but when they spoke of it to Saladin he refused to grant their request. "We shall deal with you," he said, "just as you dealt with the population of Jerusalem when you took it in [1099], with murder and enslavement and other such savageries!" . . . Then Balian ibn Barzan asked for safe conduct for himself so that he might appear before Saladin to discuss developments. . . . Balian said: "Know, O Sultan, that there are very many of us in this city, God alone knows how many. At the moment we are fighting half-heartedly in the hope of saving our lives, hoping to be spared by you as you have spared others; this is because the nature of horror of death and our love for life. But if we see that death is **inevitable**, then by God we shall kill our children and our wives, burn our possessions, so as not to leave you with a **dinar** or a **drachma** or a single man or woman to enslave. When this is done, we shall pull down the Sanctuary of the Rock and the Masjid al-Aqsa and the other sacred places, slaughtering the Muslim prisoners we hold—5,000 of them—and killing every horse and animal we possess. Then we shall come out to fight you like men fighting for their lives, when each man, before he falls dead, kills his equals; we shall die with honour, or win a noble victory!"

Then Saladin took **council** with his advisors, all of whom were in favor of granting the **assurances** requested by the Franks, without forcing them to take extreme measures whose outcomes could not be **foreseen**. "Let us consider them as being already our prisoners," they said, "and allow them to ransom themselves on terms agreed between us." The Sultan agreed to give the Franks assurances of safety on the understanding that each man, rich and poor alike, would pay ten dinar, children of both sexes two dinar and women five dinar. All who paid this sum within forty days should go free, and those who had not paid at the time should be enslaved. Balian ibn Barzan offered 30,000 dinar as ransom for the poor, which was accepted, and the city surrendered on Friday 27 rajab/2 October 1187, a memorable day on which the Muslim flags were **hoisted** over the walls of Jerusalem. . . .

Once the city was taken and **infidels** had left, Saladin ordered that the shrines should be restored to their original state. The Templars has built their living quarters against al-Aqsa, with storerooms and **latrines** and other necessary offices, taking up part of the area of al-Aqsa. This was restored to its former state. The Sultan ordered that the Dome of the Rock be cleansed of all pollution, and this was done.

THE RISES AND FALLS OF BAGHDAD QUESTIONS ^{1/2}

1. How do we know Yaqut al-Hamawi's account is a primary source?
2. How do we know Ibn Kathir's account is not a primary source?
3. Cite three examples of opinions from any of the texts. Explain what makes them opinions.
4. Cite three examples that appear to be facts from any of the texts. Explain what makes them facts.
5. What led to Baghdad becoming such a thriving city?

THE ISLAMIC GOLDEN AGE RESEARCH PAGE

Background Information on Abbasid Caliphate (e.g., when, where, how it was different from the Umayyad, cultural aspects)	Intellectual Achievements (e.g., math, astronomy, agriculture, chemistry, architecture, literature, philosophy)	Famous Intellectual: _____ (e.g., known for, accomplishments, impact, ideas)	Reasons There Were So Many Achievements (e.g., House of Wisdom, particular caliphs, trade, neighbors, size of dynasty)