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And

## The Common Core Standards for History/Social Studies

[Docsteach.org is an education website developed by the National Archives where teachers can access primary sources and classroom activities based on . The activities linked to the Common Core Standards below can all be accessed by holding down the *CTRL* key, aligning the cursor to the blue link and clicking *Enter*. All activities can be found at [DocsTeach](http://www.docsteach.org) (URL [www.docsteach.org](http://www.docsteach.org) ). If you choose to complete the free online registration, you can create your own activities based on the nearly 6,000 primary sources found in Docsteach.org.]

### **College and Career Readiness Anchor Standards for Reading**

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

#### Reading Standards for Literacy in History/Social Studies 6–12

#### **Grades 6–8 students:**

##### **Key Ideas and Details**

1. Cite specific textual evidence to support analysis of primary and secondary sources.

##### Revolution and the New Nation (1754-1820s)

[Benjamin Franklin: Politician and Diplomat | DocsTeach: Activities](#)

[Prequel to Independence | DocsTeach: Activities](#)

[Senators' Pay in the First Congress | DocsTeach: Activities](#)

[The Big Ideas of the U.S. Constitution | DocsTeach: Activities](#)

[The Constitution in Action: Article II \(Lab Team 3\) | DocsTeach: Activities](#)

[To Sign or Not to Sign | DocsTeach: Activities](#)

[We the People | DocsTeach: Activities](#)

##### Civil War and Reconstruction (1850-1877)

[Comparing Civil War Recruitment Posters | DocsTeach: Activities](#)

[How Effective were the Efforts of the Freedmen's Bureau? | DocsTeach: Activities](#)

[Letter to President Abraham Lincoln from Annie Davis | DocsTeach: Activities](#)

##### The Development of the Industrial United States (1870-1900)

[The Impact of Westward Expansion on Native American Groups | DocsTeach: Activities](#)

[Effects of Food Regulation in the Progressive Era | DocsTeach: Activities](#)

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.

Revolution and the New Nation (1754-1820s)

[Prequel to Independence | DocsTeach: Activities](#)

[The Big Ideas of the U.S. Constitution | DocsTeach: Activities](#)

[The Constitution in Action: Article II \(Lab Team 3\) | DocsTeach: Activities](#)

Civil War and Reconstruction (1850-1877)

[Comparing Civil War Recruitment Posters | DocsTeach: Activities](#)

[How Effective were the Efforts of the Freedmen's Bureau? | DocsTeach: Activities](#)

[Letter to President Abraham Lincoln from Annie Davis | DocsTeach: Activities](#)

The Development of the Industrial United States (1870-1900)

[The Impact of Westward Expansion on Native American Groups | DocsTeach: Activities](#)

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).

Revolution and the New Nation (1754-1820s)

[The Big Ideas of the U.S. Constitution | DocsTeach: Activities](#)

[The Constitution in Action: Article II \(Lab Team 3\) | DocsTeach: Activities](#)

[To Sign or Not to Sign | DocsTeach: Activities](#)

[We the People | DocsTeach: Activities](#)

### **Craft and Structure:**

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.

Revolution and the New Nation (1754-1820s)

[The Big Ideas of the U.S. Constitution | DocsTeach: Activities](#)

[To Sign or Not to Sign | DocsTeach: Activities](#)

[We the People | DocsTeach: Activities](#)

Civil War and Reconstruction (1850-1877)

[Letter to President Abraham Lincoln from Annie Davis | DocsTeach: Activities](#)

The Development of the Industrial United States (1870-1900)

[The Impact of Westward Expansion on Native American Groups | DocsTeach: Activities](#)

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

Revolution and the New Nation (1754-1820s)

[Senators' Pay in the First Congress | DocsTeach: Activities](#)

[The Constitution in Action: Article II \(Lab Team 3\) | DocsTeach: Activities](#)

## The Development of the Industrial United States (1870-1900)

[The Impact of Westward Expansion on Native American Groups | DocsTeach: Activities](#)

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).

### Revolution and the New Nation (1754-1820s)

[Prequel to Independence | DocsTeach: Activities](#)

[To Sign or Not to Sign | DocsTeach: Activities](#)

[We the People | DocsTeach: Activities](#)

### Civil War and Reconstruction (1850-1877)

[Comparing Civil War Recruitment Posters | DocsTeach: Activities](#)

[Letter to President Abraham Lincoln from Annie Davis | DocsTeach: Activities](#)

## Integration of Knowledge and Ideas

7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

### Revolution and the New Nation (1754-1820s)

[Prequel to Independence | DocsTeach: Activities](#)

### Civil War and Reconstruction (1850-1877)

[How Effective were the Efforts of the Freedmen's Bureau? | DocsTeach: Activities](#)

### The Development of the Industrial United States (1870-1900)

[The Impact of Westward Expansion on Native American Groups | DocsTeach: Activities](#)

[Effects of Food Regulation in the Progressive Era | DocsTeach: Activities](#)

8. Distinguish among fact, opinion, and reasoned judgment in a text.

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

## Range of Reading and Level of Text Complexity

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.

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## Reading Standards for Literacy in History/Social Studies 6–12

### **Grades 9–10 students:**

#### Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

### Revolution and the New Nation (1754-1820s)

[The Big Ideas of the U.S. Constitution | DocsTeach: Activities](#)

[The Constitution in Action: Article II \(Lab Team 3\) | DocsTeach: Activities](#)

[We the People | DocsTeach: Activities](#)

## Civil War and Reconstruction (1850-1877)

[Comparing Civil War Recruitment Posters | DocsTeach: Activities](#)

[How Effective were the Efforts of the Freedmen's Bureau? | DocsTeach: Activities](#)

[To What Extent was Reconstruction a Revolution? \(Part 1\) | DocsTeach: Activities](#)

[To What Extent was Reconstruction a Revolution? \(Part 2\) | DocsTeach: Activities](#)

## The Development of the Industrial United States (1870-1900)

[The Impact of Westward Expansion on Native American Groups | DocsTeach: Activities](#)

2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

## Revolution and the New Nation (1754-1820s)

[The Big Ideas of the U.S. Constitution | DocsTeach: Activities](#)

[The Constitution in Action: Article II \(Lab Team 3\) | DocsTeach: Activities](#)

## Civil War and Reconstruction (1850-1877)

[To What Extent was Reconstruction a Revolution? \(Part 1\) | DocsTeach: Activities](#)

[To What Extent was Reconstruction a Revolution? \(Part 2\) | DocsTeach: Activities](#)

## The Development of the Industrial United States (1870-1900)

[The Impact of Westward Expansion on Native American Groups | DocsTeach: Activities](#)

3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

[The Impact of Westward Expansion on Native American Groups | DocsTeach: Activities](#)

### **Craft and Structure:**

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

## Revolution and the New Nation (1754-1820s)

[The Big Ideas of the U.S. Constitution | DocsTeach: Activities](#)

[The Constitution in Action: Article II \(Lab Team 3\) | DocsTeach: Activities](#)

[We the People | DocsTeach: Activities](#)

## Civil War and Reconstruction (1850-1877)

[Comparing Civil War Recruitment Posters | DocsTeach: Activities](#)

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[To What Extent was Reconstruction a Revolution? \(Part 2\) | DocsTeach: Activities](#)

## The Development of the Industrial United States (1870-1900)

[The Impact of Westward Expansion on Native American Groups | DocsTeach: Activities](#)

5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

## Revolution and the New Nation (1754-1820s)

[The Big Ideas of the U.S. Constitution | DocsTeach: Activities](#)

[We the People | DocsTeach: Activities](#)

## The Development of the Industrial United States (1870-1900)

[The Impact of Westward Expansion on Native American Groups | DocsTeach: Activities](#)

6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

### Revolution and the New Nation (1754-1820s)

[We the People | DocsTeach: Activities](#)

### Civil War and Reconstruction (1850-1877)

[Comparing Civil War Recruitment Posters | DocsTeach: Activities](#)

## **Integration of Knowledge and Ideas**

7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

8. Assess the extent to which the reasoning and evidence in a text support the author's claims.

9. Compare and contrast treatments of the same topic in several primary and secondary sources.

### Revolution and the New Nation (1754-1820s)

[We the People | DocsTeach: Activities](#)

### Civil War and Reconstruction (1850-1877)

[Comparing Civil War Recruitment Posters | DocsTeach: Activities](#)

[From Slave to Soldier: The Story of Hubbard Pryor | DocsTeach: Activities](#)

[How Effective were the Efforts of the Freedmen's Bureau? | DocsTeach: Activities](#)

[To What Extent was Reconstruction a Revolution? \(Part 1\) | DocsTeach: Activities](#)

[To What Extent was Reconstruction a Revolution? \(Part 2\) | DocsTeach: Activities](#)

### The Development of the Industrial United States (1870-1900)

[The Impact of Westward Expansion on Native American Groups | DocsTeach: Activities](#)

## **Range of Reading and Level of Text Complexity**

10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

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## Reading Standards for Literacy in History/Social Studies 6–12

### **Grades 11–12 students:**

#### **Key Ideas and Details**

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

#### Revolution and the New Nation (1754-1820s)

[The Big Ideas of the U.S. Constitution | DocsTeach: Activities](#)

[The Constitution in Action: Article II \(Lab Team 3\) | DocsTeach: Activities](#)

[We the People | DocsTeach: Activities](#)

## Civil War and Reconstruction (1850-1877)

[Comparing Civil War Recruitment Posters | DocsTeach: Activities](#)

[How Effective were the Efforts of the Freedmen's Bureau? | DocsTeach: Activities](#)

[To What Extent was Reconstruction a Revolution? \(Part 1\) | DocsTeach: Activities](#)

[To What Extent was Reconstruction a Revolution? \(Part 2\) | DocsTeach: Activities](#)

## The Development of the Industrial United States (1870-1900)

[The Impact of Westward Expansion on Native American Groups | DocsTeach: Activities](#)

2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

## Revolution and the New Nation (1754-1820s)

[The Big Ideas of the U.S. Constitution | DocsTeach: Activities](#)

[The Constitution in Action: Article II \(Lab Team 3\) | DocsTeach: Activities](#)

[We the People | DocsTeach: Activities](#)

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[How Effective were the Efforts of the Freedmen's Bureau? | DocsTeach: Activities](#)

[To What Extent was Reconstruction a Revolution? \(Part 1\) | DocsTeach: Activities](#)

[To What Extent was Reconstruction a Revolution? \(Part 2\) | DocsTeach: Activities](#)

## The Development of the Industrial United States (1870-1900)

[The Impact of Westward Expansion on Native American Groups | DocsTeach: Activities](#)

## The Great Depression and World War II (1929-1945)

[Confronting Work Place Discrimination on the World War II Home Front | DocsTeach: Activities](#)

3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

## Revolution and the New Nation (1754-1820s)

[The Big Ideas of the U.S. Constitution | DocsTeach: Activities](#)

## Civil War and Reconstruction (1850-1877)

[How Effective were the Efforts of the Freedmen's Bureau? | DocsTeach: Activities](#)

[To What Extent was Reconstruction a Revolution? \(Part 1\) | DocsTeach: Activities](#)

[To What Extent was Reconstruction a Revolution? \(Part 2\) | DocsTeach: Activities](#)

## The Great Depression and World War II (1929-1945)

[Confronting Work Place Discrimination on the World War II Home Front | DocsTeach: Activities](#)

## **Craft and Structure:**

4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

## Revolution and the New Nation (1754-1820s)

[We the People | DocsTeach: Activities](#)

5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

Revolution and the New Nation (1754-1820s)

[The Big Ideas of the U.S. Constitution | DocsTeach: Activities](#)

The Development of the Industrial United States (1870-1900)

[The Impact of Westward Expansion on Native American Groups | DocsTeach: Activities](#)

The Great Depression and World War II (1929-1945)

[Confronting Work Place Discrimination on the World War II Home Front | DocsTeach: Activities](#)

6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Revolution and the New Nation (1754-1820s)

[We the People | DocsTeach: Activities](#)

Civil War and Reconstruction (1850-1877)

[How Effective were the Efforts of the Freedmen's Bureau? | DocsTeach: Activities](#)

### **Integration of Knowledge and Ideas**

7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Civil War and Reconstruction (1850-1877)

[How Effective were the Efforts of the Freedmen's Bureau? | DocsTeach: Activities](#)

[To What Extent was Reconstruction a Revolution? \(Part 1\) | DocsTeach: Activities](#)

[To What Extent was Reconstruction a Revolution? \(Part 2\) | DocsTeach: Activities](#)

The Development of the Industrial United States (1870-1900)

[The Impact of Westward Expansion on Native American Groups | DocsTeach: Activities](#)

The Great Depression and World War II (1929-1945)

[Confronting Work Place Discrimination on the World War II Home Front | DocsTeach: Activities](#)

8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

Revolution and the New Nation (1754-1820s)

[We the People | DocsTeach: Activities](#)

Civil War and Reconstruction (1850-1877)

[To What Extent was Reconstruction a Revolution? \(Part 1\) | DocsTeach: Activities](#)

[To What Extent was Reconstruction a Revolution? \(Part 2\) | DocsTeach: Activities](#)

9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Civil War and Reconstruction (1850-1877)



[How Effective were the Efforts of the Freedmen’s Bureau? | DocsTeach: Activities](#)  
[To What Extent was Reconstruction a Revolution? \(Part 1\) | DocsTeach: Activities](#)  
[To What Extent was Reconstruction a Revolution? \(Part 2\) | DocsTeach: Activities](#)

## The Development of the Industrial United States (1870-1900)

[The Impact of Westward Expansion on Native American Groups | DocsTeach: Activities](#)

### Range of Reading and Level of Text Complexity

10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

### College and Career Readiness Anchor Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

#### Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12

#### **Grades 6–8 students:**

##### Text Types and Purposes

1. Write arguments focused on *discipline-specific content*.
  - a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
  - b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
  - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
  - d. Establish and maintain a formal style.
  - e. Provide a concluding statement or section that follows from and supports the argument presented.

##### Revolution and the New Nation (1754-1820s)

[Benjamin Franklin: Politician and Diplomat | DocsTeach: Activities](#)  
[Prequel to Independence | DocsTeach: Activities](#)  
[The Big Ideas of the U.S. Constitution | DocsTeach: Activities](#)  
[The Constitution in Action: Article II \(Lab Team 3\) | DocsTeach: Activities](#)  
[To Sign or Not to Sign | DocsTeach: Activities](#)

##### The Emergence of Modern America (1890-1930)

[Coming to America: The Immigrant Experience | DocsTeach: Activities](#)  
[The Statue of Liberty in World War I Posters | DocsTeach: Activities](#)

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
  - a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.



- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Revolution and the New Nation (1754-1820s)

[Prequel to Independence | DocsTeach: Activities](#)

The Emergence of Modern America (1890-1930)

[Coming to America: The Immigrant Experience | DocsTeach: Activities](#)

3. (See note; not applicable as a separate requirement)

**Note:** *Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.*

Revolution and the New Nation (1754-1820s)

[Prequel to Independence | DocsTeach: Activities](#)

Civil War and Reconstruction (1850-1877)

[Letter to President Abraham Lincoln from Annie Davis | DocsTeach: Activities](#)

### **Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Revolution and the New Nation (1754-1820s)

[The Big Ideas of the U.S. Constitution | DocsTeach: Activities](#)

[The Constitution in Action: Article II \(Lab Team 3\) | DocsTeach: Activities](#)

[To Sign or Not to Sign | DocsTeach: Activities](#)

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 has been addressed.

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

### **Research to Build and Present Knowledge**

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.

Revolution and the New Nation (1754-1820s)

[The Big Ideas of the U.S. Constitution | DocsTeach: Activities](#)

[The Constitution in Action: Article II \(Lab Team 3\) | DocsTeach: Activities](#)

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.

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

### **Range of Writing**

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.

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## Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12

### **Grades 9–10 students:**

#### **Text Types and Purposes**

1. Write arguments focused on *discipline-specific content*.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

#### Revolution and the New Nation (1754-1820s)

[The Big Ideas of the U.S. Constitution | DocsTeach: Activities](#)

[The Constitution in Action: Article II \(Lab Team 3\) | DocsTeach: Activities](#)

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

#### Civil War and Reconstruction (1850-1877)

[From Slave to Soldier: The Story of Hubbard Pryor | DocsTeach: Activities](#)

[To What Extent was Reconstruction a Revolution? \(Part 1\) | DocsTeach: Activities](#)

[To What Extent was Reconstruction a Revolution? \(Part 2\) | DocsTeach: Activities](#)

3. (See note; not applicable as a separate requirement)

**Note:** Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

### **Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Revolution and the New Nation (1754-1820s)

[The Big Ideas of the U.S. Constitution | DocsTeach: Activities](#)

[The Constitution in Action: Article II \(Lab Team 3\) | DocsTeach: Activities](#)

Civil War and Reconstruction (1850-1877)

[To What Extent was Reconstruction a Revolution? \(Part 1\) | DocsTeach: Activities](#)

[To What Extent was Reconstruction a Revolution? \(Part 2\) | DocsTeach: Activities](#)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

### **Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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

### **Range of Writing**

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.

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Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12

**Grades 11–12 students:**

**Text Types and Purposes**

1. Write arguments focused on *discipline-specific content*.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

Revolution and the New Nation (1754-1820s)

[The Big Ideas of the U.S. Constitution | DocsTeach: Activities](#)

[The Constitution in Action: Article II \(Lab Team 3\) | DocsTeach: Activities](#)

The Great Depression and World War II (1929-1945)

[Confronting Work Place Discrimination on the World War II Home Front | DocsTeach: Activities](#)

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

Civil War and Reconstruction (1850-1877)

[To What Extent was Reconstruction a Revolution? \(Part 1\) | DocsTeach: Activities](#)

[To What Extent was Reconstruction a Revolution? \(Part 2\) | DocsTeach: Activities](#)

3. (See note; not applicable as a separate requirement)

**Note:** Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments & informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

### **Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Revolution and the New Nation (1754-1820s)

[The Big Ideas of the U.S. Constitution | DocsTeach: Activities](#)

[The Constitution in Action: Article II \(Lab Team 3\) | DocsTeach: Activities](#)

### Civil War and Reconstruction (1850-1877)

[To What Extent was Reconstruction a Revolution? \(Part 1\) | DocsTeach: Activities](#)

[To What Extent was Reconstruction a Revolution? \(Part 2\) | DocsTeach: Activities](#)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

### **Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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

### The Great Depression and World War II (1929-1945)

[Confronting Work Place Discrimination on the World War II Home Front | DocsTeach: Activities](#)

### **Range of Writing**

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.