**History/Social Studies Common Core Standards:**
Reading Standards:

Key Ideas and Details

| 1. Cite specific **textual** **evidence** to support analysis of primary and secondary sources. |
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| 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. |
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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. |
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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. |
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| 9. Analyze the relationship between a primary and secondary source on the same topic. |
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**English Language Arts Common Core Standards**

Reading Standards for Informational Text

*Key Ideas and Details:*

2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

*Craft and Structure:*

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

*Integration of Knowledge and Ideas:*

7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

Standards for Speaking and Listening:

*Comprehension and Collaboration*

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics,* *texts, and issues*, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitl**y** draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

Sample Objectives:

Student will be able to (SWBAT):

* Analyze the implications and effects of the Long Depression
* Describe the government's role in
* Analyze the cause/effects of Westward Expansion
* Evaluate the significance of Labor Unions