

COMMON CORE: Literacy

Lessons for Social Studies Educators

Reading Standard 1. CITE EVIDENCE

Reading Standards: Gr. 6-8	Reading Standard: Gr. 9-10	Reading Standard: Gr. 11-12
1. CITE EVIDENCE to SUPPORT TEXT ANALYSIS		
Cite specific textual evidence to support analysis of primary and secondary sources.	Cite specific textual evidence to support analysis of primary and secondary sources, <i>attending to such features as the date and origin of the information.</i>	Cite specific textual evidence to support analysis of primary and secondary sources, <i>connecting insights gained from specific details to an understanding of the text as a whole.</i>

Overview: Students with skills in reading comprehension often lack the ability to identify in very specific manners, the elements of all forms of textual information, whether they be primary or secondary sources. Such elements, when identified, lend a deeper understanding of the purpose and impact such text had on the past and/or contemporary events. Elements include such basic information as the author and his/her background, the date and occasion in which the text was created and/or published, the intended audience, and the goal or purpose of the text. The College Board’s SOAPS strategy is one of the most reliable methods used by secondary students to “parse” a text in order to identify such important elements. The Anticipation Guide, developed by reading specialists and researchers over the past few decades, is also an effective strategy for identifying textual passages containing vital details to understanding the text, as a whole. Regardless of the method used, consistency is important so that such analysis becomes second nature to the reader of informational text.

Lesson Ideas:

1. Introduce students to how historians and social scientists classify texts and evidence into primary versus secondary sources by using the powerpoint presentation, “Intro to Primary Sources & SOAPS.” This presentation will offer multiple samples of different types of primary sources from different historic eras and contemporary situations, including an overview of the SOAPS analysis technique which can be used for “dissecting” the elements of any type of primary source, whether textual, visual, or in artifact format.
2. Use the edited version of the Declaration of Independence to develop a SOAPS-Citations analysis guide, citing specific phrases from the text in which the details can be found. (Use a SOAPS matrix to compare elements from multiple primary and secondary sources to be compared, such as the Declaration of Independence and the Declaration of Sentiments.)
3. Use the Six-Step Reading and Note-Taking strategy to encourage students to cite evidence from textual passages through “chunky” paired reading and discussion.
4. Use teacher-constructed “Pre-Reading Citation Guide” which require students to predict the veracity of given information, then identify and cite locations within a given text where such detailed information can be located. (Numbering the paragraphs and/or lines in a text makes for most efficient and effective discussion of specific details in a text, as identified by students during any direct reading instruction.)

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5. The structured “Mind Map” strategy offers an effective graphic organizer for charting the key details of a text, displaying the relationships of details to understanding the text, as a whole. (Use the teacher-created template to ask students to identify key details from the document.)

6. Three main ideas are repeatedly supported by reasoning and evidence in the document. Using the selected passages on the “Developing Main Ideas” student guides, ask students working in pairs or groups to evaluate which main idea each key phrase supports. Use the basic “Main Idea Tree’ graphic organizer to chart each group’s findings.

IN CONGRESS, JULY 4, 1776

The unanimous Declaration of the thirteen united States of America

(Paragraph 1.) When in the Course of human events it becomes necessary for one people to dissolve the political bands which have connected them with another and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

(Paragraph 2.) We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. — That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, — That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.

(Paragraph 3.) Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn that mankind are more disposed to suffer, while evils are sufferable than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security. — Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government.

(Paragraph 4.) The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

Line 4.1 He has refused his Assent to Laws, the most wholesome and necessary for the public good.

Line 4.2 He has forbidden his Governors to pass Laws of immediate and pressing importance...

Line 4.3 He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people...

Line 4.4 He has sent hither swarms of Officers to harass our people and eat out their substance...

Line 4.5 He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures...

Line 4.6 For quartering large bodies of armed troops among us...

Line 4.7 For cutting off our Trade with all parts of the world...

Line 4.8 For imposing Taxes on us without our Consent...

Line 4.9 For depriving us in many cases, of the benefit of Trial by Jury...

Line 4.10 He has plundered our seas, ravaged our coasts, burnt our towns, and destroyed the lives of our people...

Line 4.11 He has excited domestic insurrections amongst us, and has endeavoured to bring on the inhabitants of our frontiers, the merciless Indian Savages...

Line 4.12 In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury...

(Paragraph 5.) We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these united Colonies are, and of Right ought to be Free and Independent States, that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. — And for the support of this Declaration, with a firm reliance on the protection of Divine Providence, we mutually pledge to each other our Lives, our Fortunes, and our sacred Honor.

New Hampshire: Josiah Bartlett, William Whipple, Matthew Thornton

Massachusetts: John Hancock, Samuel Adams, John Adams, Robert Treat Paine, Elbridge Gerry

Rhode Island: Stephen Hopkins, William Ellery

Connecticut: Roger Sherman, Samuel Huntington, William Williams, Oliver Wolcott

New York: William Floyd, Philip Livingston, Francis Lewis, Lewis Morris

New Jersey: Richard Stockton, John Witherspoon, Francis Hopkinson, John Hart, Abraham Clark

Pennsylvania: Robert Morris, Benjamin Rush, Benjamin Franklin, John Morton, George Clymer, James Smith, George Taylor, James Wilson, George Ross

Delaware: Caesar Rodney, George Read, Thomas McKean

Maryland: Samuel Chase, William Paca, Thomas Stone, Charles Carroll of Carrollton

Virginia: George Wythe, Richard Henry Lee, Thomas Jefferson, Benjamin Harrison, Thomas Nelson, Jr., Francis Lightfoot Lee, Carter Braxton

North Carolina: William Hooper, Joseph Hewes, John Penn

South Carolina: Edward Rutledge, Thomas Heyward, Jr., Thomas Lynch, Jr., Arthur Middleton

Georgia: Button Gwinnett, Lyman Hall, George Walton

Pre-Reading Guide: Citing Evidence

*Indicate if you agree or disagree with the statements below before you read the text. Cite the paragraph(s) or line(s) number for the specific place in the text where the information can be found, proving the statement to be true or false. * If the statement is false, rewrite it to make it correct.*

1. Declaring independence was the last resort and only choice left for the colonists. <i>Citation(s):</i>	Before Reading <input type="radio"/> <input type="radio"/> Agree Disagree
	After Reading <input type="radio"/> <input type="radio"/> Agree Disagree

2. All humans are born with basic rights and liberties which are given by their government and its rulers. <i>Citation(s):</i>	Before Reading <input type="radio"/> <input type="radio"/> Agree Disagree
	After Reading <input type="radio"/> <input type="radio"/> Agree Disagree

3. The Declaration of Independence was written to explain why the king and his laws should be obeyed by the colonists. <i>Citation(s):</i>	Before Reading <input type="radio"/> <input type="radio"/> Agree Disagree
	After Reading <input type="radio"/> <input type="radio"/> Agree Disagree

4. Revolutions to overthrow governments are justified is citizens' rights are not protected. <i>Citation(s):</i>	Before Reading <input type="radio"/> <input type="radio"/> Agree Disagree
	After Reading <input type="radio"/> <input type="radio"/> Agree Disagree

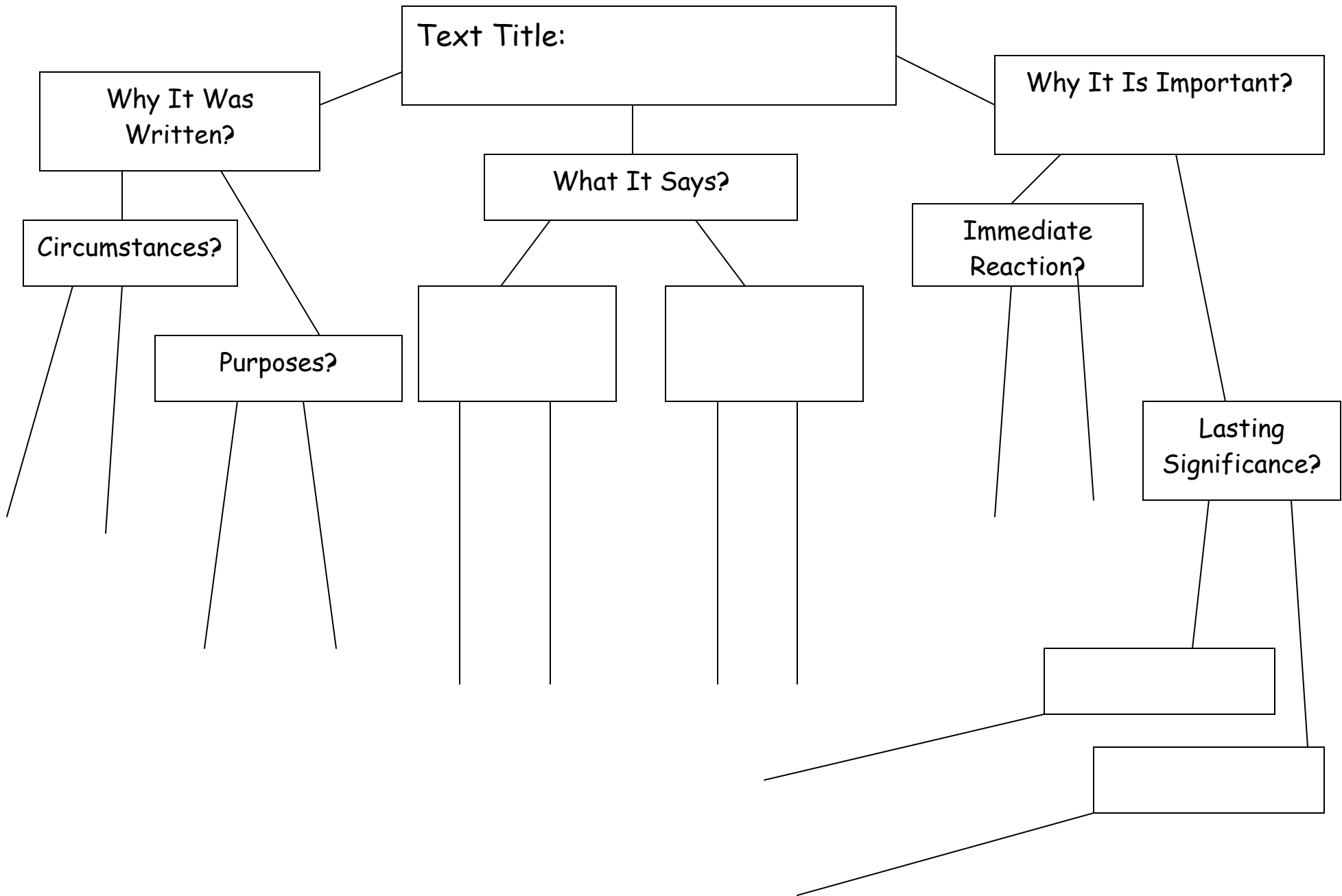
5. In establishing their own government, the colonists asked for God's protection and each others' support. <i>Citation(s):</i>	Before Reading <input type="radio"/> <input type="radio"/> Agree Disagree
	After Reading <input type="radio"/> <input type="radio"/> Agree Disagree

6. The colonists felt secure by the presence of the British military in their towns and homes. <i>Citation(s):</i>	Before Reading <input type="radio"/> <input type="radio"/> Agree Disagree
	After Reading <input type="radio"/> <input type="radio"/> Agree Disagree

7. The economic wealth of the colonies was hurt by many British policies. <i>Citation(s):</i>	Before Reading <input type="radio"/> <input type="radio"/> Agree Disagree
	After Reading <input type="radio"/> <input type="radio"/> Agree Disagree

SOAPS Citations:	
Who is the Speaker ?	<ul style="list-style-type: none"> • Identification of the historical person (or group of people) who created the primary source • Include what you know about this person's role in history or current events.
What is the Occasion ?	<ul style="list-style-type: none"> • The time and place; the situation • It is particularly important to understand the context that encouraged the primary source to be created.
Who is the Audience ?	<ul style="list-style-type: none"> • The readers to whom this document is directed • The audience may be one person or a group; it may be a certain person or a certain people.
What is the Purpose ?	<ul style="list-style-type: none"> • The reason behind the text; • Why was it written? What goal did the author have in mind?
What is the Subject ?	<ul style="list-style-type: none"> • What is the document about? • What event of historic importance does the document reveal details about?

SOAPS:	Analysis: <i>(from above directions)</i>	Textual Citation: <i>(write passage or phrases directly from text that reveals this information)</i>
Speaker		
Occasion		
Audience		
Purpose		
Subject		





Developing Main Ideas Through Key Phrases:

The Declaration of Independence uses key phrases to support three major ideas which reinforce the goal of the document- a declaration of separation by the American colonies. Examine each of the key phrases below and re-read them in the context of the document. Identify which of the three major ideas is being supported by each of the phrases.

(Place a check mark in the appropriate column.)

Phrase:	Power to Change Government	Basic Human Rights	Justification for Independence
Paragraph One:			
1. "necessary for one people to dissolve the political bands"			
2. "assume the powers...to which the Laws of Nature and of Nature's God entitle them..."			
3. "declare the causes which impel them to separation..."			
Paragraph Two:			
1. "all men are created equal..."			
2. "they are endowed by their Creator with certain unalienable rights"			
3. "whenever any Form of Government becomes destructive of these ends..."			
4. "it is the Right of the People to alter or abolish it..."			
Paragraph Three:			
1. "Governments long established should not be changed for light and transient causes..."			
2. "when a long train of abuses and usurpations...reduce them to...Despotism..."			
3. "...it is their duty to throw off such Government..."			
4. "...such has been the patient sufferance of these Colonies..."			

According to the title of the document, what is its main purpose or goal?

In a complete paragraph, explain how the particular phrases are used to support and develop one of the three major claims found on the chart above.

