

# *Echoes and Reflections: Addressing Common Core State Standards for Literacy in History/Social Studies 6-12*

## Lesson 9: Perpetrators, Collaborators, and Bystanders

### Part One: Perpetrators and Collaborators

#### *Reading Standards*

Grades 6-8	Grades 9-10	Grades 11-12
<p><b>RH.6-8.1</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>RH.6-8.2</b> 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.</p> <p><b>RH.6-8.4</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p><b>RH.6-8.5</b> Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p><b>RH.6-8.6</b> 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).</p> <p><b>RH.6-8.7</b> Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><b>RH.6-8.8</b> Distinguish among fact, opinion, and reasoned argument in a text.</p> <p><b>RH.6-8.9</b> Analyze the relationship between a primary and secondary source on the same topic.</p>	<p><b>RH.9-10.1</b> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p><b>RH.9-10.2</b> 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.</p> <p><b>RH.9-10.3</b> Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p><b>RH.9-10.4</b> 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.</p> <p><b>RH.9-10.7</b> Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p><b>RH.9-10.8</b> Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p> <p><b>RH.9-10.9</b> Compare and contrast treatments of the same topic in several primary and secondary sources.</p>	<p><b>RH.11-12.1</b> 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.</p> <p><b>RH.11-12.2</b> 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.</p> <p><b>RH.11-12.3</b> Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p><b>RH.11-12.4</b> 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.</p> <p><b>RH.11-12.5</b> 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.</p> <p><b>RH.11-12.7</b> 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.</p>

## Part One: Perpetrators and Collaborators *(continued)*

### Reading Standards *(continued)*

#### Grades 6-8

#### Grades 9-10

#### Grades 11-12

**RH.11-12.8** Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

**RH.11-12.9** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

## Part Two: War Crimes Trials

### Reading Standards

#### Grades 6-8

#### Grades 9-10

#### Grades 11-12

**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.6-8.4** 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.6-8.5** Describe how a text presents information (e.g., sequentially, comparatively, causally).

**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.6-8.7** Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**RH.9-10.1** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

**RH.9-10.2** 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.

**RH.9-10.3** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

**RH.9-10.4** 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.

**RH.9-10.5** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

**RH.11-12.1** 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.

**RH.11-12.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationship among the key details and ideas.

**RH.11-12.3** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

**RH.11-12.4** 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.

## Part Two: War Crimes Trials *(continued)*

### *Reading Standards (continued)*

Grades 6-8	Grades 9-10	Grades 11-12
<p><b>RH.6-8.8</b> Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p><b>RH.6-8.9</b> Analyze the relationship between a primary and secondary source on the same topic.</p>	<p><b>RH.9-10.6</b> 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.</p> <p><b>RH.9-10.8</b> Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p> <p><b>RH.9-10.9</b> Compare and contrast treatments of the same topic in several primary and secondary sources.</p>	<p><b>RH.11-12.5</b> 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.</p> <p><b>RH.11-12.7</b> 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.</p> <p><b>RH.11-12.8</b> Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p> <p><b>RH.11-12.9</b> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>

### *Writing Standards*

Grades 6-8	Grades 9-10	Grades 11-12
<p><b>WHST.6-8.10</b> 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.</p>	<p><b>WHST.9-10.10</b> 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.</p>	<p><b>WHST.11-12.10</b> 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.</p>

## Part Three: Bystanders

### *Reading Standards*

Grades 6-8	Grades 9-10	Grades 11-12
<p><b>RH.6-8.1</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p>	<p><b>RH.9-10.1</b> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p>	<p><b>RH.11-12.1</b> 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</p>

## Part Three: Bystanders *(continued)*

### Reading Standards *(continued)*

Grades 6-8	Grades 9-10	Grades 11-12
<p><b>RH.6-8.2</b> 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.</p>	<p><b>RH.9-10.2</b> 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.</p>	<p><b>RH.11-12.2</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationship among the key details and ideas.</p>
<p><b>RH.6-8.4</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>	<p><b>RH.9-10.3</b> Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p>	<p><b>RH.11-12.3</b> Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p>
<p><b>RH.6-8.5</b> Describe how a text presents information (e.g., sequentially, comparatively, causally).</p>	<p><b>RH.9-10.4</b> 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.</p>	<p><b>RH.11-12.4</b> 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.</p>
<p><b>RH.6-8.6</b> 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).</p>	<p><b>RH.9-10.5</b> Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p>	<p><b>RH.11-12.5</b> 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.</p>
<p><b>RH.6-8.7</b> Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>	<p><b>RH.9-10.6</b> 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.</p>	<p><b>RH.11-12.6</b> Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p>
<p><b>RH.6-8.8</b> Distinguish among fact, opinion, and reasoned judgment in a text.</p>	<p><b>RH.9-10.8</b> Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p>	<p><b>RH.11-12.8</b> Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p>
<p><b>RH.6-8.9</b> Analyze the relationship between a primary and secondary source on the same topic.</p>	<p><b>RH.9-10.9</b> Compare and contrast treatments of the same topic in several primary and secondary sources.</p>	<p><b>RH.11-12.9</b> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>

## Part Three: Bystanders *(continued)*

### Writing Standards

#### Grades 6-8

**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.

#### Grades 9-10

**WHST.9-10.10** 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.

#### Grades 11-12

**WHST.11-12.10** 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.

## Part Four: Holocaust Denial

### Writing Standards

#### Grades 6-8

**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.

**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 conclusion of others while avoiding plagiarism and following a standard format for citation.

**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.

#### Grades 9-10

**WHST.9-10.7** 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.

**WHST.9-10.8** 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.

**WHST.9-10.10** 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.

#### Grades 11-12

**WHST.11-12.7** 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.

**WHST.11-12.8** 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 following a standard format for citation.

**WHST.11-12.10** 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.