

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

## Lesson 7: Rescuers and Non-Jewish Resistance

Part One: Rescue and Aid Providers		
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.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.9-10.4</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.9-10.8</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.11-12.5</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>

<b>Part One: Rescue and Aid Providers</b> <i>(continued)</i>		
<i>Reading Standards (continued)</i>		
<b>Grades 6-8</b>	<b>Grades 9-10</b>	<b>Grades 11-12</b>
		<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.
<i>Writing Standards</i>		
<b>Grades 6-8</b>	<b>Grades 9-10</b>	<b>Grades 11-12</b>
<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.	<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.	<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.
<b>Part Two: “Righteous Among the Nations”</b>		
<i>Reading Standards</i>		
<b>Grades 6-8</b>	<b>Grades 9-10</b>	<b>Grades 11-12</b>
<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.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.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 relationship among the key details and ideas.</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 Two: “Righteous Among the Nations” *(continued)*

### *Reading Standards (continued)*

Grades 6-8	Grades 9-10	Grades 11-12
<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.6-8.9</b> Analyze the relationship between a primary and secondary source on the same topic.</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) with qualitative analysis in print or digital text.</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: Hidden Children

### *Reading Standards\**

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.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.9-10.9</b> Compare and contrast treatments of the same topic in several primary and secondary sources.</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.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>

*\*The reading standards outlined for Part Three of this lesson apply if Parts One and/or Two also used.*

**Part Three: Hidden Children** *(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.