

Common Core Teachers Guide

Social Studies

Reading Skills for ELA HST 6-8

1. **Activity:** Have the students read each section of the book, “History”, “Research”, and “Reunion”, and write summaries of the events. Determine the central theme of the each section. Finally, compare each of the themes to determine how they are related. As an assessment, the students should rename each section based on the themes they identified.

**RH.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.*

2. **Activity:** Using the Research section of the book, identify the steps the students took to locate Gerda Katz. List them in chronological order.

**RH.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).*

3. **Activity:** Using the “History” section of the book, have students identify the German words. The students should identify the word, provide its meaning, and then identify two different places in the section that reinforce the meaning. Even proper nouns should be used. For example, Edith’s father’s name is Siegmund, this is how the activity can be done for his name:

Siegmund- first name for a man.

1. *“For his business, Siegmund installed the town’s first telephone in the hallway.” Pg 6*

2. *“Siegmund often lent money to local farmers.” Pg 6*

**RH.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.*

4. **Activity:** Each section of the book is written in very different formats. Identify the format of each section. What evidence can students find to support this claim? Would they change how any of the sections are presented?

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

5. **Activity:** The book uses many different visual mediums. The visuals are all primary sources. The text is mostly secondary sources. Have students identify the difference between the two. Ask the students, “Why would the author include all of the visuals

in the book?" Have students choose five different visuals and explain how they help tell the story and reinforce the theme.

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

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

English Language Arts

Reading Informational Text

- 1. Activity:** After students have identified the theme of each section of *Like Finding My Twin*, they should identify 5-7 quotations that either explicitly support the theme or implicitly support the theme. For each quotation, the students should write a 2-3 sentence explanation of how the text supports the theme.

**CCSS.ELA-LITERACY.RI.8.1*

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

- 2. Activity:** After students have finished *Like Finding My Twin*, they should identify the overall theme of the book. In one paragraph, the students should explain how the theme develops throughout the three sections of the book. Special attention should be given to the section that best supports or sums up the theme.

**CCSS.ELA-LITERACY.RI.8.2*

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

- 3. Activity:** Students can make a chart with three columns: 1. Medium, 2. Advantage in presenting information, 3. Disadvantage in presenting information. Students should find 10 mediums found in the book (photos, posters, emails, text, etc.). For each specific photo, or poster, etc. that they find, they need to write 2-3 sentences explaining if this was a good way (advantage) to share the information or a bad way (disadvantage) and why.

**CCSS.ELA-LITERACY.RI.8.7*

Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

- 4. Activity:** Based on one section of the book, students should identify a companion text to read. The text should dig deeper into the history of the events mentioned in the

book, such as the rise of Nazi Germany, the persecution of the Jews, the Jewish refugees fleeing Germany, etc.

**CCSS.ELA-LITERACY.RI.8.10*

By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

Writing

Activity: Once students have completed *Like Finding My Twin*, ask them how the Madison Junior High School Students made an impact on the lives of Edith and Gerda. Make sure they focus on the “how” or the method the students took and not simply the “what” of the meaning of the impact. Students should take note that they started with a mission: “Let’s find Gerda Katz.” They then took steps to research using primary sources. Once the students had completed their mission, they then made contact with the relevant parties. Develop a chart of all the steps taken, and post it on the wall of the classroom. Give the students the assignment to complete a relevant project of their own. Help the students, as a group, or as individuals develop a topic they would like to research. Consider looking locally. Look at the history of your town. Are there gaps or events that the students feel others should know about? Consider the local soldiers who have fought in wars; does the town recognize them? Most towns have sister cities; do the students know anything about the sister city? Looking local allows for primary source searches in the town, including interviews and local archives. If the students want to look broader, consider some of the issues still facing our country such as :

1. Race relations - what problems have we had in history, what don’t we know that we should. Consider looking at positive events and not simply negative.
2. Immigrant experiences- How does the ethnic background make up who we are.
3. Drugs- How does the buying and selling of drugs impact people in other countries.

Once the students identify what the topic is that they want to investigate, have them go through the research process identified in the chart mentioned above. After the research is complete, students can make a claim as to what they want to have happen as a result. The claim should go through the Common Core English Language Arts Writing standards.

**CCSS.ELA-LITERACY.W.8.1*

Write arguments to support claims with clear reasons and relevant evidence

**CCSS.ELA-LITERACY.W.8.1.A*

Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

*CCSS.ELA-LITERACY.W.8.1.B

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

*CCSS.ELA-LITERACY.W.8.1.C

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

*CCSS.ELA-LITERACY.W.8.1.D

Establish and maintain a formal style.

*CCSS.ELA-LITERACY.W.8.1.E

Provide a concluding statement or section that follows from and supports the argument presented.

*CCSS.ELA-LITERACY.W.8.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

*CCSS.ELA-LITERACY.W.8.2.A

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

*CCSS.ELA-LITERACY.W.8.2.B

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

*CCSS.ELA-LITERACY.W.8.2.C

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

*CCSS.ELA-LITERACY.W.8.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

*CCSS.ELA-LITERACY.W.8.2.E

Establish and maintain a formal style.