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General Information

Subject Area: English Language Arts

Grade: 68

Strand: Reading Standards for Literacy in History/Social Studies 6–12

Idea: Level 2: Basic Application of Skills & Concepts

Cluster: Key Ideas and Details -

Date Adopted or Revised: 12/10

Content Complexity Rating: [Level 2: Basic Application of Skills & Concepts](#) - [More Information](#)

Date of Last Rating: 02/14

Status: State Board Approved

Related Courses

Course Number	Course Title
2100010:	M/J United States History (Specifically in versions: 2014 - 2015, 2015 - 2018, 2018 and beyond (current))
2100015:	M/J United States History & Career Planning (Specifically in versions: 2014 - 2015, 2015 - 2019, 2019 and beyond (current))
2100020:	M/J United States History Advanced (Specifically in versions: 2014 - 2015, 2015 - 2018, 2018 and beyond (current))
2100025:	M/J United States History Advanced & Career Planning (Specifically in versions: 2014 - 2015, 2015 - 2019, 2019 and beyond (current))
2100030:	M/J Florida History (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
2103010:	M/J World Geography (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
2103015:	M/J World Geography (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
2103016:	M/J World Geography & Career Planning (Specifically in versions: 2014 - 2015, 2015 - 2019, 2019 and beyond (current))
2103020:	M/J World Geography, Advanced (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
2103025:	M/J World Geography, Advanced (Specifically in versions: 2014 - 2015, 2015 - 2020 (course terminated))
2103026:	M/J World Geography, Advanced and Career Planning (Specifically in versions: 2014 - 2015, 2015 - 2019 (course terminated))
2103030:	M/J Geography: Asia, Oceania, Africa (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
2103040:	M/J Geography: Europe and The Americas (Specifically in versions: 2014 - 2015, 2015 - 2019 (course terminated))
2103042:	M/J Geography: Europe and The Americas & Career Planning (Specifically in versions: 2014 - 2015, 2015 - 2018 (course terminated))
2103050:	M/J Florida: Challenges and Choices (Specifically in versions: 2014 - 2015, 2015 - 2018 (course terminated))
2104000:	M/J Social Studies (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
2105020:	M/J World Cultures (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
2105025:	M/J World Cultures & Career Planning (Specifically in versions: 2014 - 2015, 2015 - 2019, 2019 and beyond (current))
2105030:	M/J Advanced World Cultures (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
2106010:	M/J Civics (Specifically in versions: 2014 - 2015, 2015 - 2019, 2019 and beyond (current))
2106015:	M/J Civics (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
2106016:	M/J Civics & Career Planning (Specifically in versions: 2014 - 2015, 2015 - 2019, 2019 and beyond (current))
2106020:	M/J Civics, Advanced (Specifically in versions: 2014 - 2015, 2015 - 2019, 2019 and beyond (current))
2106025:	M/J Civics, Advanced (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
2106026:	M/J Civics, Advanced & Career Planning (Specifically in versions: 2014 - 2015, 2015 - 2019, 2019 and beyond (current))
2106030:	M/J Law Studies (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
2109010:	M/J World History (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
2109020:	M/J World History, Advanced (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
1100000:	M/J Library Skills/Information Literacy (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
1700000:	M/J Research 1 (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
1700010:	M/J Research 2 (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
1700060:	M/J Career Research and Decision Making (Specifically in versions: 2014 - 2015, 2015 - 2019, 2019 and beyond (current))
1700100:	M/J Critical Thinking, Problem Solving, and Learning Strategies (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
7820017:	Access M/J Comprehensive Science 3 (Specifically in versions: 2014 - 2015, 2015 - 2018, 2018 and beyond (current))
2104030:	M/J United States Economics Geography (Specifically in versions: 2014 - 2015, 2015 - 2019 (course terminated))
2104035:	M/J United States Economics & Geography Advanced (Specifically in versions: 2014 - 2015, 2015 - 2019 (course terminated))
7821023:	Access M/J Civics and Career Planning (Specifically in versions: 2014 - 2015, 2015 - 2018, 2018 - 2019, 2019 and beyond (current))

7821026:	Access M/J United States History and Career Planning (Specifically in versions: 2014 - 2015, 2015 - 2018, 2018 - 2019, 2019 and beyond (current))
7821022:	Access M/J World History (Specifically in versions: 2014 - 2015, 2015 - 2018, 2018 and beyond (current))
7821021:	Access M/J Civics (Specifically in versions: 2014 - 2015, 2015 - 2018, 2018 and beyond (current))
2100035:	M/J United States History Digital Technologies (Specifically in versions: 2014 - 2015, 2015 - 2018 (course terminated))
2103017:	M/J World Geography and Digital Technologies (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
2104010:	M/J Engaged Citizenship through Service Learning 1 (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
2104020:	M/J Engaged Citizenship through Service Learning 2 (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
2106029:	M/J Civics and Digital Technologies (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
7821025:	Access M/J United States History (Specifically in versions: 2014 - 2015, 2015 - 2018, 2018 and beyond (current))
2100045:	M/J United States History & Civics (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
2109015:	M/J World History and Career Planning (Specifically in versions: 2016 - 2019, 2019 and beyond (current))
2109025:	M/J World History, Advanced and Career Planning (Specifically in versions: 2016 - 2019, 2019 and beyond (current))
2104050:	M/J Introduction to Junior Reserve Officer Training Corps (JROTC) (Specifically in versions: 2017 and beyond (current))
2104060:	M/J Introduction to Personal Financial Literacy (Specifically in versions: 2019 and beyond (current))
7821024:	Access M/J World History and Career Planning (Specifically in versions: 2019 and beyond (current))

Related Resources

Lesson Plans

Name	Description
Ice Cream at Mount Vernon:	In this short lesson plan, students will explore and analyze a variety of interactive sources (texts and visuals) to answer the compelling question: Why was ice cream an exclusive treat at Mount Vernon long ago? The lesson is presented as a module for students to navigate through on computers. Text resources, assessments, answer keys, and rubrics for students and teachers are attached.
The New Room: Place as a Primary Source:	In this lesson plan, student will analyze as primary sources the objects and furnishings in George Washington's "New Room" at his Mount Vernon estate. Take a virtual tour of the New Room at this link . Students will attempt to answer the question: "What message did George and Martha Washington want to convey to their guests in the New Room?"
Two Faces of Greece: Athens and Sparta:	During the 5th century BC, Greece was dominated by two main powers: democratic Athens and the military oligarchy of Sparta. Using comparative tables of data, students investigate the differences and similarities between democratic Athens and the military aristocracy of Sparta.
Exploring Ancient Greece with Play Dough Mountains:	Through this lesson, students will use play dough to create a relief map of Greece. Through personal investigation and class discussion, they will draw conclusions about the impact of the geography of Greece on daily life and culture in Ancient Greece. Graphic organizers and a recipe for homemade play dough are provided.
George Washington: The Living Symbol:	How does an individual become the embodiment of a nation? Can the process be reversed to permit a glimpse into the human life underlying the symbol? In this web resource from EDSITEment!, a project of the National Endowment for the Humanities, students will examine the life and legend of George Washington as reflected in his writings and in popular commemorations of his accomplishments to investigate his contribution to the legend that has grown up around him.
The Salem Witch Trials Decoded: Understanding the Trials:	In this web resource from EDSITEment!, a project of the National Endowment for the Humanities, students will explore the characteristics of the Puritan community of Salem, Massachusetts, learn about the Salem Witchcraft Trials, and try to understand how and why this event occurred.
Choosing the Best Magnet Program for a High School:	In this MEA, students will try to decide which magnet program they would choose for a high school.
A Day in the Life of an Egyptian:	In this lesson, students will learn about the daily lives of ancient Egyptians from every social class. Life varied dramatically for people based upon their rank in the social order, and students will examine how people from all walks of life lived. Students will use creative means to present what they have learned about the lives of Egyptians from all social classes.
Jefferson vs. Franklin: Renaissance Men:	In this lesson, students will research primary and secondary source documents highlighting the varied interests and achievements of two of the most notable Founding Fathers of the United States: Thomas Jefferson and Benjamin Franklin. Students will present their findings as evidence while participating in a debate seeking to settle which should be regarded as the champion Renaissance man.
Close Reading Exemplar: Words We Live By: Your Annotated Guide to the Constitution:	The goal of this one to two day exemplar from Student Achievement Partner web resources is to give students the opportunity to observe the dynamic nature of the Constitution through the practice of close reading and writing habits. By reading and re-reading the passage closely, and focusing their reading through a series of questions and discussion about the text, students will explore the questions Monk raises and perhaps even pursue additional avenues of inquiry. When combined with writing about the passage, not only will students form a deeper appreciation of Monk's argument and the value of struggling with complex text, but of the Preamble of the Constitution itself.
Political Cartoons: Finding Point of View:	The purpose of this lesson is for students to analyze political cartoons using key moments of U.S. political history. In this activity, students will closely examine political cartoons about the Stamp Act, make inferences about the political, social, and economic situations depicted therein, and offer informed speculations concerning each creator's point of view. The lesson includes directions for a teacher example of how to fill out the analysis sheet using a current political cartoon, and then students create their own cartoon.
	The purpose of this lesson is to give students studying the causes of the Civil War an opportunity to consider the

[Frederick Douglass's Speech "The Meaning of the Fourth of July for the Negro" Social Studies LP:](#)

difficult subject of abolition from multiple viewpoints. They will do this by analyzing a primary source document. This document will be analyzed using two strategies, the "SOAPStone" and a "Chalk Talk". The former is designed to generate a basic understanding of the text and the latter to consider the document in greater depth. This lesson should be implemented at a point where the students have already learned the history of slavery both in the North and the South.

[Close Reading Exemplar: "Unbroken" and "Farewell to Manzanar":](#)

As students will have previous exposure to the historical themes and factual information about the attacks on Pearl Harbor, the United States involvement in WWII, and the internment of Japanese in camps throughout the western United States, this lesson exemplar will allow students to participate in critical discussion of two stories that illuminate important, yet divergent, experiences of war and conflict. This lesson exemplar will push students to think critically about the experience of wartime as felt by both soldiers and civilians as they navigated specific trials that were a part of their direct or peripheral involvement in WWII.

[Close Reading Exemplar: The Long Night of Little Boats:](#)

In this lesson, students will analyze a rich literary nonfiction text illustrating the rescue of British soldiers at Dunkirk in 1940. Through use of repeated readings, text dependent questions, class discussion, and two writing tasks, students will examine the miraculous nature of what happened at Dunkirk and how shared human values played a part in the outcome of this event. This lesson was designed originally for use in a middle school Social Studies curriculum, where teaching students to go beneath a surface understanding of historical events is at a premium. Although this exemplar was designed to be used in a middle school Social Studies curriculum, it is appropriate for use in an ELA class as well.

Original Student Tutorial

Name	Description
Analyzing the Declaration of Independence :	Learn how to analyze the ideas, complaints, and language found in the Declaration of Independence, one of the most important documents in the history of the United States with this interactive tutorial.

Teaching Idea

Name	Description
The Battle of Gettysburg through Many Eyes:	This teaching idea on the Battle of Gettysburg is part of Gilder Lehrman's series of standards-based teaching resources. These resources were written to enable students to understand, summarize, and analyze original texts of historical significance. Students will demonstrate this knowledge by writing summaries of excerpts from several key primary source documents and articulate their understanding of the various views of the Battle of Gettysburg. Through this step-by-step process, students will acquire the skills to analyze any primary or secondary source material.

Unit/Lesson Sequence

Name	Description
George Washington: First in War, First in Peace, and First in the Hearts of Countrymen :	Through this three-lesson unit examining George Washington's role in the French and Indian War, at the Federal Convention, and as chief executive, students will analyze a variety of primary source documents to help evaluate whether Washington's actions were characteristic of good leadership. The unit includes focus questions that may be used in Socratic seminars, cooperative learning, individual, and group work.

WebQuest

Name	Description
Traveling the Ancient Silk Road WebQuest:	This WebQuest provides students with an interactive experience as they learn about Ancient China. Students will "travel" along the Silk Road in Ancient China assuming the role of National Geographic journalists. They will research stops along the Silk Road, ultimately drafting an informative article. Links to webpages, videos, and maps are included for students to use along their journey. Detailed teaching plans and rubrics are included to support teachers' scaffolding of the content.

Student Resources

Original Student Tutorial

Name	Description
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