

**PRESIDENTS DAY ACTIVITIES**

**Middle School Correlates to Common Core and NC Essential Standards for Social Studies**

**Find the resources and tools at [www.generationnation.org/learn](http://www.generationnation.org/learn)**

| <b>GRADE</b> | <b>READING INFORMATION</b>  | <b>WRITING</b>   | <b>SOCIAL STUDIES</b>   |
|--------------|---|--|---|
| <b>6</b>     | <p>RH-1<br/>Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH-2<br/>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>RH-3<br/>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).</p> <p>RH-6<br/>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>RH-7<br/>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>RH-8<br/>Distinguish among fact, opinion, and reasoned judgment in a text.</p> | <p>W-1<br/>Write arguments focused on <i>discipline-specific content</i>.</p> <p>W-2<br/>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>W-7<br/>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.</p> <p>W-8<br/>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 conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>W-9<br/>Draw evidence from informational texts to</p> | <p>6.H.2.2<br/>Compare historical and contemporary events and issues to understand continuity and change.</p> <p>6.C&amp;G.1.2<br/>Summarize the ideas that shaped political thought in various civilizations, societies and regions</p> <p>6.C&amp;G.1.3<br/>Compare the requirements for (e.g., age, gender and status) and responsibilities of (e.g., paying taxes and military service) citizenship under various governments</p> |

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|          | <p>RH-9<br/>Analyze the relationship between a primary and secondary source on the same topic.</p> <p>RH-10<br/>Read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>  | <p>support analysis reflection, and research.</p> <p>W-10<br/>Write routinely for a range of discipline-specific tasks, purposes, and audiences.</p>  |   |
| <b>7</b> | <p>RH-1<br/>Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH-2<br/>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>RH-3<br/>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).</p> <p>RH-7<br/>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with</p> | <p>W-1<br/>Write arguments focused on <i>discipline-specific content</i>.</p> <p>W-2<br/>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>W-7<br/>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.</p> <p>W-8<br/>Gather relevant information from multiple</p> | <p>7.H.1.2<br/>Summarize the literal meaning of historical documents in order to establish context.</p> <p>7.H.1.3<br/>Use primary and secondary sources to interpret various historical perspectives.</p> <p>7.H.2.1<br/>Analyze the effects of social, economic, military and political conflict among nations, regions, and groups (e.g. war, genocide, imperialism and colonization).</p> <p>7.C&amp;G.1.1 Summarize the ideas that have shaped political thought in various societies and regions (e.g. Enlightenment and Scientific Revolution, democracy, communism and socialism).</p> <p>7.C&amp;G.1.3</p> |

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|          | <p>other information in print and digital texts.</p> <p>RH-6<br/>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>RH-8<br/>Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>RH-9<br/>Analyze the relationship between a primary and secondary source on the same topic.</p> <p>RH-10<br/>Read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p> | <p>print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>W-9<br/>Draw evidence from informational texts to support analysis reflection, and research.</p> <p>W-10<br/>Write routinely for a range of discipline-specific tasks, purposes, and audiences.</p> | <p>Compare the requirements for (e.g. age, gender, legal and economic status) and responsibilities of citizenship under various governments in modern societies (e.g. voting, taxes and military service).</p> <p>7.C&amp;G.1.4<br/>Compare the sources of power and governmental authority in various societies (e.g. monarchs, dictators, elected officials, anti-governmental groups and religious, political factions).</p> |
| <b>8</b> | <p>RH-1<br/>Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH-2<br/>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct</p>  | <p>W-1<br/>Write arguments focused on <i>discipline-specific content</i>.</p> <p>W-2<br/>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or</p>  | <p>8.H.1.1<br/>Construct charts, graphs, and historical narratives to explain particular events or issues.</p> <p>8.H.1.2<br/>Summarize the literal meaning of historical documents in order to establish context.</p>  |

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|       | <p>from prior knowledge or opinions.</p> <p>RH-3<br/>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).</p> <p>RH-6<br/>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>RH-7<br/>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>RH-8<br/>Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>RH-9<br/>Analyze the relationship between a primary and secondary source on the same topic.</p> <p>RH-10<br/>By the end of grade 8, read and comprehend history/social studies texts in</p> | <p>technical processes.</p> <p>W-7<br/>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.</p> <p>W-8<br/>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 conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>W-9<br/>Draw evidence from informational texts to support analysis reflection, and research.</p> <p>W-10<br/>Write routinely for a range of discipline-specific tasks, purposes, and audiences.</p> | <p>8.H.1.3<br/>Use primary and secondary sources to interpret various historical perspectives.</p> <p>8.H.1.5<br/>Analyze the relationship between historical context and decision-making.</p> <p>8.H.2.1<br/>Explain the impact of economic, political, social, and military conflicts (e.g. war, slavery, states’ rights and citizenship and immigration policies) on the development of NC and the US.</p> <p>8.H.2.2<br/>Summarize how leadership and citizen actions influenced the outcome of key conflicts in NC and the US.</p> <p>8.H.2.3<br/>Summarize the role of debate, compromise, and negotiation during significant periods in the history of NC and the US.</p> <p>8.H.3.3<br/>Explain how individuals and groups have influenced economic, political and social change in NC and the US.</p> |

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|       | <p>the grades 6–8 text complexity band independently and proficiently.</p> |         | <p>8.H.3.4<br/>Compare historical and contemporary issues to understand continuity and change in the development of NC and the US.</p> <p>8.C&amp;G.1.1<br/>Summarize democratic ideals expressed in local, state, and national government (e.g. limited government, popular sovereignty, separation of powers, republicanism, federalism and individual rights).</p> <p>8.C&amp;G.1.3<br/>Analyze differing viewpoints on the scope and power of state and national governments (e.g. Federalists and anti-Federalists, education, immigration and healthcare).</p> <p>8.C&amp;G.2.1<br/>Evaluate the effectiveness of various approaches used to effect change in NC and the US.</p> <p>8.C&amp;G.2.2<br/>Analyze issues pursued through active citizen campaigns for change (e.g. voting rights and access to education, housing and employment).</p> <p>8.C&amp;G.2.3<br/>Explain the impact of human and civil rights issues throughout NC and US history.</p> |