



Middle Passage Lesson

Central Historical Question: How did people experience the Middle Passage?

California State Standard:	8.7.2 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced. Trace the origins and development of slavery; its effects on black Americans and on the region’s political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).
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Common Core State Standard(s):

Reading	Writing
<p><i>1. Cite specific textual evidence to support analysis of primary and secondary sources.</i></p> <p>2. Determine the central ideas of information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>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.</p> <p>6. Identify aspects of a text that reveal an author’s point of view or purpose.</p> <p>8. Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>9. Analyze the relationship between a primary and secondary source on the same topic.</p> <p><i>10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently</i></p>	<p><i>1. Write arguments focused on discipline-specific content.</i></p> <p>a) Introduce claims about a topic or issue, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b) Support claims with logical reasoning and relevant, accurate data and evidence that demonstrate and understanding of the topic or text, using credible sources.</p> <p>c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, counterclaims, reasons, and evidence.</p> <p>d) Establish and maintain a formal style.</p> <p>e) Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p>8. Gather relevant information from multiple print and digital sources (primary and secondary), 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>9. Draw evidence from informational texts to support analysis reflection and research.</p> <p><i>10. Write routinely over extended time frames and short time frames for a range of discipline-specific tasks, purposes, and audiences.</i></p>

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READING LIKE A **HISTORIAN**

