

LITERATURE & THOUGHT

A HOUSE DIVIDED

AMERICA'S CIVIL WAR



TEACHER GUIDE

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Literature & Thought

A House Divided: America's Civil War

History/Social Studies Standards » Reading » Grades 6–8 (RH)	
Key Ideas and Details	
1. Cite specific textual evidence to support analysis of primary and secondary sources.	SB: pp. 60, 80, 112 TG: pp. 15–16, 19, 21, 25–26, 28–29, 33, 35, 36, 37–38, 45, 48–49, 52–53, 55, 56, 57, 64 IWL: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4
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.	SB: pp. 60, 112 TG: pp. 25–26, 40–41, 48–49, 52–53, 55, 56, 58 IWL: 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2
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).	TG: p. 19
Craft and Structure	
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.	SB: pp. 9–19 TG: pp. 17, 27, 30, 35, 36, 39, 42, 46, 50, 54, 60
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).	TG: pp. 19, 36
6. 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).	SB: p. 80 TG: pp. 19, 21, 33, 35, 37–38, 55 IWL: 2.3, 2.4
Integration of Knowledge and Ideas	
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	TG: pp. 24, 43
8. Distinguish among fact, opinion, and reasoned judgment in a text.	TG: p. 55
9. Analyze the relationship between a primary and secondary source on the same topic.	SB: pp. 60, 80 TG: pp. 25–26, 37–38, 52–53 IWL: 1.3, 1.4, 2.3, 2.4, 4.1, 4.2
Range of Reading and Level of Text Complexity	
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.	SB: The anthology includes texts of varying levels of complexity. TG: Suggestions for additional readings on page 69 include selections that are challenging, average, and easy.

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History/Social Studies Standards » Writing » Grades 6–8 (WHST)	
Text Type and Purposes	
<p>1. Write arguments focused on discipline-specific content.</p> <ul style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. 	<p>TG: pp. 33, 65</p>
<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. 	<p>SB: pp. 60, 112 TG: pp. 21, 25–26, 48–49, 61, 62–63 IWL: 1.3, 1.4, 3.3, 3.4</p>
<p>3. Not applicable as a separate requirement.</p>	<p>Not applicable as a separate requirement.</p>
Production and Distribution of Writing	
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>SB: p. 112 TG: pp. 48–49, 61, 62–63, 65, 66–68 IWL: 3.3, 3.4</p>
<p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p>TG: pp. 61, 62–63, 66–68</p>
<p>6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>	<p>TG: pp. 61, 62–63</p>
Research to Build and Present Knowledge	
<p>7. 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>TG: pp. 61, 62–63, 66–68</p>

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History/Social Studies Standards » Writing » Grades 6–8 (WHST)	
8. 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.	TG: pp. 61, 62–63, 66–68
9. Draw evidence from informational texts to support analysis, reflection, and research.	SB: p. 80 TG: pp. 37–38, 61, 62–63, 65, 66–68 IWL: 2.3, 2.4
Ranges of Writing	
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.	TG: pp. 61, 62–63, 65

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English Language Arts Standards » Reading: Literature » Grade 7 (RL)	
Key Ideas and Details	
1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	SB: pp. 60, 80, 112 TG: pp. 15–16, 18, 20, 22, 23, 24, 25–26, 28–29, 32, 34, 37–38, 43, 44, 48–49, 52–53, 64 IWL: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4
2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	SB: pp. 60, 112 TG: pp. 22, 25–26, 40–41, 43, 48–49, 52–53 IWL: 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	SB: p. 112 TG: pp. 32, 34, 43, 44, 48–49 IWL: 3.3, 3.4
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	SB: pp. 60, 112 TG: pp. 17, 18, 20, 23, 24, 25–26, 27, 30, 32, 34, 39, 42, 43, 44, 48–49, 50, 54, 59, 60 IWL: 1.3, 1.4, 3.3, 3.4
5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	TG: pp. 23, 34, 59
6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	TG: pp. 18, 44
Integration of Knowledge and Ideas	
7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	
8. (Not applicable to literature)	(Not applicable to literature)
9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	SB: pp. 60, 80, 112 TG: pp. 25–26, 28–29, 37–38, 48–49, 52–53 IWL: 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.3, 3.4, 4.1, 4.2
Range of Reading and Level of Text Complexity	
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	SB: The anthology includes texts of varying levels of complexity. TG: Suggestions for additional readings on page 00 include selections that are challenging, average, and easy.

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English Language Arts Standards » Reading: Informational Text » Grade 7 (RI)	
Key Ideas and Details	
1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	SB: pp. 60, 80, 112 TG: pp. 15–16, 19, 21, 25–26, 28–29, 33, 35, 36, 37–38, 45, 46, 47, 48–49, 52–53, 55, 56, 64 IWL: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4
2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	SB: pp. 60, 112 TG: pp. 25–26, 40–41, 48–49, 52–53, 55, 58 IWL: 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2
3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	SB: p. 112 TG: pp. 15–16, 19, 33, 45, 48–49, 56, 58 IWL: 1.1, 1.2, 3.3, 3.4
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	SB: pp. 9–19 TG: pp. 17, 19, 27, 30, 31, 35, 36, 39, 42, 45, 46, 50, 54, 57, 60
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	SB: p. 60 TG: pp. 25–26, 36 IWL: 1.3, 1.4
6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	SB: p. 60 TG: pp. 19, 21, 25–26, 31, 35, 55 IWL: 1.3, 1.4
Integration of Knowledge and Ideas	
8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	SB: p. 80 TG: pp. 37–38, 55 IWL: 2.3, 2.4
9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	SB: pp. 60, 80, 112 TG: pp. 25–26, 37–38, 48–49, 52–53 IWL: 1.3, 1.4, 2.3, 2.4, 3.3, 3.4, 4.1, 4.2
Range of Reading and Level of Text Complexity	
10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	SB: The anthology includes texts of varying levels of complexity. TG: Suggestions for additional readings on page 69 include selections that are challenging, average, and easy.

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English Language Arts Standards » Writing » Grade 7 (W)	
Text Types and Purposes	
<p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. 	<p>TG: pp. 33, 65</p>
<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. 	<p>SB: pp. 60, 112 TG: pp. 21, 25–26, 48–49, 61, 62–63 IWL: 1.3, 1.4, 3.3, 3.4</p>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events. 	<p>SB: p. 80 TG: pp. 37–38, 44, 62–63 IWL: 2.3, 2.4</p>

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English Language Arts Standards » Writing » Grade 7 (W)	
Production and Distribution of Writing	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	SB: p. 112 TG: pp. 48–49, 61, 62–63, 65, 66–68 IWL: 3.3, 3.4
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	TG: pp. 61, 62–63, 66–68
6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	TG: pp. 61, 62–63
Research to Build and Present Knowledge	
7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	TG: pp. 61, 62–63, 66–68
8. 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.	TG: pp. 61, 62–63, 66–68
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	SB: p. 80 TG: pp. 37–38, 44, 61, 62–63, 65, 66–68 IWL: 2.3, 2.4
Range of Writing	
10. Write routinely over extended time frames (time for research, 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.	TG: pp. 22, 61, 62–63, 65

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English Language Arts Standards » Speaking and Listening » Grade 7 (SL)

Comprehension and Collaboration

<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<p>TG: pp. 20, 22, 24, 31, 32, 36, 46, 47, 56, 57, 58, 61, 62–63, 64</p> <p>IWL: 4.3, 4.4</p>
<p>2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>	<p>TG: pp. 61, 62–63</p>
<p>3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p>TG: pp. 32, 35, 36, 56, 61</p>
<h4 style="margin: 0;">Presentation of Knowledge and Ideas</h4>	
<p>4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>TG: pp. 20, 32, 36, 56, 61, 62–63, 66–68</p>
<p>5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<p>TG: pp. 31, 61, 62–63, 66–68</p>
<p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>TG: pp. 20, 22, 31, 33, 35, 61, 62–63, 66–68</p>

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History/Social Studies Standards » Reading » Grades 6–8 (RH)	
Key Ideas and Details	
1. Cite specific textual evidence to support analysis of primary and secondary sources.	SB: pp. 60, 80, 112 TG: pp. 15–16, 19, 21, 25–26, 28–29, 33, 35, 36, 37–38, 45, 48–49, 52–53, 55, 56, 57, 64 IWL: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4
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.	SB: pp. 60, 112 TG: pp. 25–26, 40–41, 48–49, 52–53, 55, 56, 58 IWL: 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2
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).	TG: p. 19
Craft and Structure	
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.	SB: pp. 9–19 TG: pp. 17, 27, 30, 35, 36, 39, 42, 43, 46, 50, 54, 60
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).	TG: pp. 19, 36
6. 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).	SB: p. 80 TG: pp. 19, 21, 31, 33, 35, 37–38, 55 IWL: 2.3, 2.4
Integration of Knowledge and Ideas	
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	TG: p. 24
8. Distinguish among fact, opinion, and reasoned judgment in a text.	TG: p. 55
9. Analyze the relationship between a primary and secondary source on the same topic.	SB: pp. 60, 80 TG: pp. 25–26, 37–38, 52–53 IWL: 1.3, 1.4, 2.3, 2.4, 4.1, 4.2
Range of Reading and Level of Text Complexity	
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.	SB: The anthology includes texts of varying levels of complexity. TG: Suggestions for additional readings on page 69 include selections that are challenging, average, and easy.

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History/Social Studies Standards » Writing » Grades 6–8 (WHST)	
Text Type and Purposes	
<p>1. Write arguments focused on discipline-specific content.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an 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 claim(s), 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>TG: pp. 33, 65</p>
<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>SB: pp. 60, 112 TG: pp. 21, 25–26, 48–49, 61, 62–63 IWL: 1.3, 1.4, 3.3, 3.4</p>
<p>3. Not applicable as a separate requirement.</p>	<p>Not applicable as a separate requirement.</p>
Production and Distribution of Writing	
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>SB: p. 112 TG: pp. 48–49, 61, 62–63, 65, 66–68 IWL: 3.3, 3.4</p>
<p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p>TG: pp. 61, 62–63, 66–68</p>
<p>6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>	<p>TG: pp. 61, 62–63</p>
Research to Build and Present Knowledge	
<p>7. 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>TG: pp. 61, 62–63, 66–68</p>

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History/Social Studies Standards » Writing » Grades 6–8 (WHST)	
8. 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.	TG: pp. 61, 62–63, 66–68
9. Draw evidence from informational texts to support analysis, reflection, and research.	SB: p. 80 TG: pp. 37–38, 61, 62–63, 65, 66–68 IWL: 2.3, 2.4
Ranges of Writing	
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.	TG: pp. 61, 62–63, 65

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All Standards Correlated by Selection: Grade 7

Content	Pages	RL <i>ELA Reading Literature</i>	RI <i>ELA Reading Informational Text</i>	W <i>ELA Writing</i>	SL <i>ELA Speaking and Listening</i>	RH <i>HSS Reading</i>	WHST <i>HSS Writing</i>
Concept Vocabulary	SB: p. 20	RL.7.4	RI.7.4			RH.6–8.4	
Cluster One: 1861–1862: What Were They Fighting For?							
Teaching the Critical Thinking Skill: Analyzing	TG: pp. 15–16 IWL: 1.1, 1.2	RL.7.1	RI.7.1 RI.7.3			RH.6–8.1	
Cluster One Vocabulary	TG: p. 17	RL.7.4	RI.7.4			RH.6–8.4	
Fort Sumter Falls: Excerpt from a Wartime Journal, Mary Boykin Chesnut	TG: p. 18	RL.7.1 RL.7.4 RL.7.6					
Reflections on the Civil War, Bruce Catton	TG: p.19		RI.7.1 RI.7.3 RI.7.4 RI.7.6			RH.6–8.1 RH.6–8.3 RH.6–8.5 RH.6–8.6	
The Pickets, Robert W. Chambers	TG: p.20	RL.7.1 RL.7.4			SL.7.1 SL.7.4 SL.7.6		
First Battle of Bull Run, William Howard Russell	TG: p. 21		RI.7.1 RI.7.6	W.7.2		RH.6–8.1 RH.6–8.6	WHST.6–8.2
The Drummer Boy of Shiloh, Ray Bradbury CCSS Exemplar Author	TG: p. 22	RL.7.1 RL.7.2		W.7.10	SL.7.1 SL.7.6		
Shiloh: A Requiem, Herman Melville CCSS Exemplar Author	TG: p. 23	RL.7.1 RL.7.4 RL.7.5					
The Colored Soldiers, Paul Laurence Dunbar	TG: p. 24	RL.7.1 RL.7.4			SL.7.1	RH.6–8.7	
Responding to Cluster One Writing Activity: Justification of War	SB: p. 60 TG: pp. 25–26 IWL: 1.3, 1.4	RL.7.1 RL.7.2 RL.7.4 RL.7.9	RI.7.1 RI.7.2 RI.7.5 RI.7.6 RI.7.9	W.7.2		RH.6–8.1 RH.6–8.2 RH.6–8.9	WHST.6–8.2
Cluster One Vocabulary Test	TG: p. 27	RL.7.4	RI.7.4			RH.6–8.4	

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All Standards Correlated by Selection: Grade 7							
Content	Pages	RL ELA Reading Literature	RI ELA Reading Informational Text	W ELA Writing	SL ELA Speaking and Listening	RH HSS Reading	WHST HSS Writing
Cluster Two: 1863: A Turning Point?							
Teaching the Critical Thinking Skill: Comparing and Contrasting	TG: pp. 28–29 IWL: 2.1, 2.2	RL.7.1 RL.7.9	RI.7.1			RH.6–8.1	
Cluster Two Vocabulary	TG: p. 30	RL.7.4	RI.7.4			RH.6–8.4	
Freedom to Slaves!, James McPherson	TG: p. 31		RI.7.4 RI.7.6		SL.7.1 SL.7.5 SL.7.6	RH.6–8.6	
A Debt of Honor, F. Scott Fitzgerald <i>CCSS Exemplar Author</i>	TG: p. 32	RL.7.1 RL.7.3 RL.7.4			SL.7.1 SL.7.3 SL.7.4		
The Great Draft Riots, Susan Hayes	TG: p. 33		RI.7.1 RI.7.3	W.7.1	SL.7.6	RH.6–8.1 RH.6–8.6	WHST.6–8.1
Gettysburg, Gary Paulsen	TG: p. 34	RL.7.1 RL.7.3 RL.7.4 RL.7.5					
The Gettysburg Address, Abraham Lincoln <i>CCSS Exemplar Text</i>	TG: p. 35		RI.7.1 RI.7.4 RI.7.6		SL.7.3 SL.7.6	RH.6–8.1 RH.6–8.4 RH.6–8.6	
William Clarke Quantrill	TG: p. 36		RI.7.1 RI.7.4 RI.7.5		SL.7.1 SL.7.3 SL.7.4	RH.6–8.1 RH.6–8.4 RH.6–8.5	
Responding to Cluster Two Writing Activity: A Letter Home	SB: p. 80 TG: pp. 37–38 IWL: 2.3, 2.4	RL.7.1 RL.7.9	RI.7.1 RI.7.8 RI.7.9	W.7.3 W.7.9		RH.6–8.1 RH.6–8.6 RH.6–8.9	WHST.6–8.9
Cluster Two Vocabulary Test	TG: p. 39	RL.7.4	RI.7.4			RH.6–8.4	
Cluster Three: 1864–1865: What Were the Costs of War?							
Teaching the Critical Thinking Skill: Summarizing	TG: pp. 40–41 IWL: 3.1, 3.2	RL.7.2	RI.7.2			RH.6–8.2	
Cluster Three Vocabulary	TG: p. 42	RL.7.4	RI.7.4			RH.6–8.4	

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All Standards Correlated by Selection: Grade 7

Content	Pages	RL ELA Reading Literature	RI ELA Reading Informational Text	W ELA Writing	SL ELA Speaking and Listening	RH HSS Reading	WHST HSS Writing
The Blue and Gray: A Hospital Sketch , Louisa May Alcott <i>CCSS Exemplar Author</i>	TG: p. 43	RL.7.1 RL.7.2 RL.7.3 RL.7.4				RH.6–8.4	
At Chancellorsville: The Battle of the Wilderness , Andrew Hudgins	TG: p. 44	RL.7.1 RL.7.3 RL.7.4 RL.7.6		W.7.3 W.7.9			
Lee Surrenders to Grant , Horace Porter <i>CCSS Exemplar Text</i>	TG: p. 45		RI.7.1 RI.7.3 RI.7.4			RH.6–8.1	
Farewell Order to the Army of Northern Virginia , Robert E. Lee	TG: p. 46		RI.7.1 RI.7.4		SL.7.1	RH.6–8.4	
Death of Lincoln , Gideon Welles	TG: p. 47		RI.7.1		SL.7.1		
Responding to Cluster Three Writing Activity: Summarizing the Civil War	SB: p. 112 TG: pp. 48–49 IWL: 3.3, 3.4	RL.7.1 RL.7.2 RL.7.3 RL.7.4 RL.7.9	RI.7.1 RI.7.2 RI.7.3 RI.7.9	W.7.2 W.7.4		RH.6–8.1 RH.6–8.2	WHST.6–8.2 WHST.6–8.4
Cluster Three Vocabulary Test	TG: p. 50	RL.7.4	RI.7.4			RH.6–8.4	
Cluster Four: Thinking on Your Own							
Teaching the Critical Thinking Skill: Synthesizing and Integrating	TG: pp. 52–53 IWL: 4.1, 4.2	RL.7.1 RL.7.2 RL.7.9	RI.7.1 RI.7.2 RI.7.9			RH.6–8.1 RH.6–8.2 RH.6–8.9	
Cluster Four Vocabulary	TG: p. 54	RL.7.4	RI.7.4			RH.6–8.4	
Petition from Kentucky Citizens on Ku Klux Klan Violence	TG: p. 55		RI.7.1 RI.7.2 RI.7.6 RI.7.8			RH.6–8.1 RH.6–8.2 RH.6–8.6 RH.6–8.8	

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All Standards Correlated by Selection: Grade 7

Content	Pages	RL ELA Reading Literature	RI ELA Reading Informational Text	W ELA Writing	SL ELA Speaking and Listening	RH HSS Reading	WHST HSS Writing
Still a Shooting War, Tony Horwitz	TG: p. 56		RI.7.1 RI.7.3		SL.7.1 SL.7.3 SL.7.4	RH.6–8.1 RH.6–8.2	
Change of Heart, Patrick Rogers	TG: p. 57		RI.7.4		SL.7.1	RH.6–8.1	
Slavery in Sudan, Hilary Mackenzie	TG: p. 58		RI.7.2 RI.7.3		SL.7.1	RH.6–8.2	
At Gettysburg, Linda Pastan	TG: p. 59	RL.7.4 RL.7.5					
Cluster Four Vocabulary Test	TG: p. 60	RL.7.4	RI.7.4			RH.6–8.4	
Additional Teacher Guide Resources							
Research, Writing, and Discussion Topics	TG: p. 61			W.7.2 W.7.4 W.7.5 W.7.6 W.7.7 W.7.8 W.7.9 W.7.10	SL.7.1 SL.7.2 SL.7.3 SL.7.4 SL.7.5 SL.7.6		WHST.6–8.2 WHST.6–8.4 WHST.6–8.5 WHST.6–8.6 WHST.6–8.7 WHST.6–8.8 WHST.6–8.9 WHST.6–8.10
Assessment and Project Ideas	TG: pp. 62–63			W.7.2 W.7.3 W.7.4 W.7.5 W.7.6 W.7.7 W.7.8 W.7.9 W.7.10	SL.7.1 SL.7.2 SL.7.4 SL.7.5 SL.7.6		WHST.6–8.2 WHST.6–8.4 WHST.6–8.5 WHST.6–8.6 WHST.6–8.7 WHST.6–8.8 WHST.6–8.9 WHST.6–8.10
Answering the Essential Question	TG: p. 64 IWL: 4.3, 4.4	RL.7.1	RI.7.1		SL.7.1	RH.6–8.1	
Essay Test	TG: p. 65			W.7.1 W.7.4 W.7.9 W.7.10			WHST.6–8.1 WHST.6–8.4 WHST.6–8.9 WHST.6–8.10
Rubrics for Project Evaluation	TG: pp. 66–68			W.7.4 W.7.5 W.7.7 W.7.8 W.7.9	SL.7.4 SL.7.5 SL.7.6		WHST.6–8.4 WHST.6–8.5 WHST.6–8.7 WHST.6–8.8 WHST.6–8.9
Related Literature	TG: p. 69	RL.7.10	RI.7.10			RH.6–8.10	

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History/Social Studies Standards » Reading » Grades 6–8 (RH)	
Key Ideas and Details	
1. Cite specific textual evidence to support analysis of primary and secondary sources.	SB: pp. 60, 80, 112 TG: pp. 15–16, 19, 21, 25–26, 28–29, 33, 35, 36, 37–38, 45, 48–49, 52–53, 55, 56, 57, 64 IWL: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4
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.	SB: pp. 60, 112 TG: pp. 25–26, 40–41, 48–49, 52–53, 55, 56, 58 IWL: 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2
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).	TG: p. 19
Craft and Structure	
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.	SB: pp. 9–19 TG: pp. 17, 27, 30, 35, 36, 39, 42, 46, 50, 54, 60
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).	TG: pp. 19, 36
6. 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).	SB: p. 80 TG: pp. 19, 21, 33, 35, 37–38, 52–53, 55 IWL: 2.3, 2.4, 4.1, 4.2
Integration of Knowledge and Ideas	
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	TG: pp. 24, 43
8. Distinguish among fact, opinion, and reasoned judgment in a text.	TG: p. 55
9. Analyze the relationship between a primary and secondary source on the same topic.	SB: pp. 60, 80 TG: pp. 25–26, 37–38, 52–53 IWL: 1.3, 1.4, 2.3, 2.4, 4.1, 4.2
Range of Reading and Level of Text Complexity	
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.	SB: The anthology includes texts of varying levels of complexity. TG: Suggestions for additional readings on page 69 include selections that are challenging, average, and easy.

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History/Social Studies Standards » Writing » Grades 6–8 (WHST)	
Text Type and Purposes	
<p>1. Write arguments focused on discipline-specific content.</p> <ul style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. 	<p>TG: pp. 33, 65</p>
<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. 	<p>SB: pp. 60, 112 TG: pp. 21, 25–26, 48–49, 61, 62–63 IWL: 1.3, 1.4, 3.3, 3.4</p>
<p>3. Not applicable as a separate requirement.</p>	<p>Not applicable as a separate requirement.</p>
Production and Distribution of Writing	
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>SB: p. 112 TG: pp. 48–49, 61, 62–63, 65, 66–68 IWL: 3.3, 3.4</p>
<p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p>TG: pp. 61, 62–63, 66–68</p>
<p>6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>	<p>TG: pp. 61, 62–63</p>
Research to Build and Present Knowledge	
<p>7. 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>TG: pp. 61, 62–63, 66–68</p>

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History/Social Studies Standards » Writing » Grades 6–8 (WHST)	
8. 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.	TG: pp. 61, 62–63, 66–68
9. Draw evidence from informational texts to support analysis, reflection, and research.	SB: p. 80 TG: pp. 37–38, 61, 62–63, 65, 66–68 IWL: 2.3, 2.4
Ranges of Writing	
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.	TG: pp. 61, 62–63, 65