

Lesson Plan: Sacrifice and Protest in World War I

This lesson was developed by Maine Historical Society in partnership with a Teaching with Primary Sources grant from the Library of Congress.

Objectives:

- Students will be able to describe the sacrifices were Americans called upon to make during WWI, as well as the objection some had to those sacrifices, using primary sources.
- Students will practice the skills involved in analyzing primary sources.
- Students will learn how to and practice using evidence from primary sources to support a point view.

Essential Questions: *What sacrifices were Americans called upon to make during World War I?*

Are citizens within their rights to object and protest when their country goes to war?

Materials:

primary source documents and questions – 1 set per student (see below)

primary source analysis tools (see links below)

computers with internet access for student use – will need to access Library of Congress (<https://www.loc.gov/>) and Maine Memory Network (www.mainememory.net).

writing paper

pen/pencil

timer (for debate)

Timeframe:

Will vary depending on length of class period, class size, etc.; 5-7 days/class periods recommended.

Procedure:

Part 1 – Initial Analysis

1. Ask students to consider the following questions and to brainstorm some answers; this can be done by students working as individuals, working with partners/small groups, or as a class.
 - a. *What sacrifices are citizens often called upon make when a country goes to war?*
 - b. *Are citizens obligated to “answer the call” if they are asked by their country to fight in or support a war?*
2. Ask students to share their answers; record and discuss their ideas as a class.
3. Explain that today students are going to take a closer look at some primary sources from World War I to try and answer the questions, ***What sacrifices were Americans called upon to make during World War I?*** and ***Are citizens within their rights to object and protest when their country goes to war?***
4. Distribute Documents 1-7 and primary analysis tools to students. You can use the primary source analysis tools or graphic organizers from the Maine Memory Network lesson plan [Using Primary Source Documents in the Classroom](#) or the Library of Congress' [Primary Source Analysis Tools](#).
5. Students can work to analyze the documents in a number of ways;
 - a. Analyze all documents individually.
 - b. Analyze all documents working with a partner or small group.
 - c. Randomly assign students to each analyze one of the documents and then instruct students to form jigsaw groups and share information on their assigned documents.

*Regardless of how you assign the documents, make sure that each student has a copy of *all* the documents.*
6. If students do not complete their analysis before the completion of the class period, assign completion of the assignment for homework.

Part 2 – Digging Deeper

1. Begin by reviewing with students the questions and their answers from the start of the previous lesson
2. Ask students to share their findings/ideas from their analysis of Documents 1-7. This can be done in jigsaw groups and/or as a class.
3. Once students have reviewed their primary findings and analysis, students should work to answer the questions for each individual document.
4. Review students' answers to the document questions. This can be done in small groups and/or as a class.
5. Ask students to consider how these primary sources help answer the questions

Part 3 – Debate Preparation

1. Instruct students that their next step in this unit will be to prepare and engage in a formal debate using primary sources. Students will work in teams; one team arguing the “pro” side of an issue/statement, the other team arguing the “con” side. Each student on each team will be responsible for a different part of the debate. See debate instructions below.
2. Students will be expected to cite/use at least two of Documents 1-7 as evidence in their debate. They will also need to locate at least one *third* primary source on the Library of Congress or Maine Memory Network to use as evidence.
3. Assign students to debate teams and distribute debate instructions/assignment. Within each team, pairs or small groups of students should be assigned to the different aspects of the debate: opening statement, evidence, rebuttal, closing statement (see debate instructions below). Whether you assign these pairs/groups or students do it themselves, make sure you have a record of who is responsible for each aspect of the debate for assessment purposes.
4. Allow students as much class time and time outside of class to research, prepare, and practice their debate as appropriate (at least two class periods and three days outside of class is recommended as a minimum). Factoring in this time, set a date for the debate and ensure that students understand they must be prepared to participate in the debate and turn in their written portion of the assignment.

Debate tips:

- You may want to assign certain topics, ideas, or documents for students to stick to in order to better ensure they debate the same points.
- Encourage the teams to talk to each other, especially those working on “evidence” and “rebuttal”. While they students won’t necessarily want to give away strategy, remind them that the debate will be smoother for everybody if each team knows the talking points or evidence that the other team is using, not unlike how lawyers must disclose evidence and supply lists of witnesses to each other before going to trial. Everyone should be working with the same information.
- Remind students that their assessment will not be based on who “wins”, but rather on connecting arguments to evidence.
- Rebuttal is typically the aspect of debate that students struggle with the most; preparing rebuttal means trying to predict the arguments the other side will use *and* how to poke holes in those arguments. Make sure the students assigned to rebuttal have the tools and support they need.
- For students working in pairs/small groups, make sure they determine before the actual debate who will do the speaking for their portion during the debate.
- Encourage (or even require) students to practice the debate; like any presentation, it will go smoother if you practice for an audience (even just one person) first.
- Students will understandably want to know who “won” the debate after it’s over; consider bringing in a guest audience or judges panel of other students or teachers to listen to the debate and determine a winner. Be sure that students understand that determining a “winner” is not the same as an assessment of the assignment.

Part 4 - Debate

1. On the day of the debate, remind students of debate rules:
 - a. The debate will be presented in the following format:
 - i. Pro Opening Statement, Con Opening Statement
 - ii. Pro Evidence, Con Evidence
(quick break)
 - iii. Pro Rebuttal, Con Rebuttal
 - iv. Pro Closing Statement, Con Closing Statement
 - b. Each side is given a limited amount of time to speak (see assignment below).
 - c. The audience is to be respectful and quiet during the presentation. If you have a guest audience judging the debate, they should be taking notes.
 - d. After delivering his/her portion of the debate, each student must turn in a written/typed copy of his/her contribution.

2. After the debate, engage students in a whole class discussion on their personal feelings on the statement/idea that was being debated. What do they think the primary source evidence supports?

Alternatives/Extensions:

1. Instead of having students working in teams on the debate, assign them to work with a partner. In this format, a student is responsible for all aspects of one side in the debate (opening statement, evidence, etc.) as opposed to just one piece of one side. This may be easier to students to take on after having done one or two debates in teams.
2. The debate exercise can be easily modified into a persuasive essay format. Instead of having students debate in teams, have them take a stand on the statement/idea and compose a persuasive essay using the debate format.
3. Use the documents and instruct students to answer the essential questions as Document Based Questions (DBQs).
4. Have students create their own WWI propaganda piece (poster, film, etc.) calling for citizens to respond to and mobilize for war OR protest against the war.

Document 1: A Conscientious Objector (modified)

This excerpt is from a 1938 interview of the Federal Writer's Project. The interviewee, a conscientious objector during World War I, preferred to remain anonymous.

(from the Library of Congress, Manuscript Division, WPA Federal Writers' Project Collection; link to original document: <http://www.loc.gov/item/wpalh001687/>)

Unlike those who marched uncritically and **abjectly** into the slaughter, our stand, as **C.O's**, was such that we as yet cannot also strut, brag and swagger as heroes. Of course, as things turned out, a long depression, with the “heroes” favored on jobs and civil service, we may have been foolish not to have gone crazy along with all the rest. But we, despite what they say, were certainly not cowards. The joy-ride over to France, with the cheers of the business elements and the flattering attention from the ladies, even though after a training spell we were thrown into the trenches, was more alluring than the abuse and misunderstanding, the starvation and rotting away in solitary cells, that many of us knew awaited us as objectors. Don't kid yourself, nor let anyone else kid you, about the C.O's being afraid of fighting; it took a damned sight more guts o to resist the national hysteria than to fall in line with it. “And at that, there were times when we had no more assurance of emerging alive from the jails and penitentiaries than were the more glorified and **subservient** [?] / guys in the trenches. After all, our refusing to be fed as **fodder** to the bloody war, was a financial saving to Uncle Sam. When, with his pants down, and dizzy with the clamorous demands upon him in the heart of the depression, we, at least, didn't bother him for a bonus!

Vocabulary:

abjectly: hopeless or miserable

conscientious objector (C.O.): a person who for reasons of conscience will not serve in the military

subservient: servile, submissive

fodder: food for livestock, or people considered readily available and of little value



Document 1: A Conscientious Objector Questions

- 1.) Why does the interviewee say that conscientious objectors during WWI were not cowards?
- 2.) How were conscientious objectors of WWI treated?
- 3.) How did the interviewee view the war?

Document 2: transcript of recording by Frank A. Vanderlip, "One Hundred Million Soldiers"

Frank A. Vanderlip was the president of National City Bank from 1909-1919 and one of the founders of the Federal Reserve System. He previously served as assistant Secretary of the Treasury under President William McKinley. He recorded this speech in 1918.

(Library of Congress link to original document:

[http://memory.loc.gov/cgi-bin/query/r?ammem/nfor:@field\(DOCID+@range\(90000042+90000043\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/nfor:@field(DOCID+@range(90000042+90000043))))

Fellow countrymen, to win this war, Congress pledged the resources of the United States to the last man and the last dollar. When you applauded that, you agreed that we would be a united nation, prepared to make every sacrifice necessary to win this fight. Have we the strength of character to carry out that pledge? We ought clearly to comprehend that this is a war of equipment. Our men may be as brave as any heroes ever were, but they cannot successfully fight this sort of fight barehanded. They must have the equipment of guns great and small, of ammunition, of a sky full of airplanes, and of a bridge of ships across the Atlantic. The cost of that, together with the cost of what we must manufacture for our allies, will represent of money value of nearly 19 billion dollars.

We cannot fight a war without money, that we all know. But after all we cannot win a war with money. You could dress a soldier in dollar bills and he would still be cold. It is the output of the workshop that we must have. We are just now seeing that money will not build a fire in a furnace. That needs coal, and money will not secure coal where the coal cannot be transported. We are learning that **appropriations**, and treasury credit do not equip the army, unless there are other raw materials -- the workshop, and the manpower -- which that money can command. Sticking a label on a bottle does not fill the bottle; making an appropriation does not build a ship. There are not men enough to make for us our ordinary comforts and luxuries and at the same time build the ships and fighting equipment needed. If we will recognize that fact, we will then see why each one of us must give up some of our ordinary comforts and luxuries. If we do not, the army cannot be equipped in time.

So we must see to it that every one of our hundred million Americans enlist in that great army back of our soldiers. We must all serve. The responsibility is upon you to decide how you will serve. Whether in the army in **khaki** or in the larger army -- the hundred million army. You must go or forego. You must fight or sacrifice. You are the **Kaiser's** ally if you make men work for you manufacturing luxuries while guns are still unforged and ships unbuilt. Join the hundred million army. Then mark your service by foregoing unnecessary things and bringing, buying with the money you save bonds of the United States, big bonds if you can, buy bonds in any event. Buying war saving stamps means equipping the army, means saving the lives of American soldiers, means whipping the **Huns**, and redeeming the world for civilization.

Vocabulary:

appropriations: authorizing money for a special use

khaki: dull, yellow/brown cotton cloth

Kaiser: German emperor

Hun(s): offensive slang to refer to a German



Document 3: letter from Raymond Stowell to his parents

Raymond W. Stowell (1896-1962), an American soldier serving in WWI, wrote to his parents in Freeport, Maine, on June 19, 1918 describing in detail his brother, John Arthur Stowell's (1894-1918) death three days previously, on June 16, 1918, on the front lines in France.

(Maine Memory Network link to original document: <https://www.mainememory.net/artifact/20416>)

My dearest Folks:—

Yesterday I sent the telegram ,telling of Artie's heroic death. He volunteered to go to the front line to bring in a wounded man. While there he was struck by shrapnel about the legs and back. this was Sunday morning early. He died in the afternoon about four o'clock. He suffered very little but his strength gradually left him. After repeating the Lord's Prayer to the Chaplin, his spirit joined little John's on the right hand of God. While he was lying wounded he insisted on giving his chance to be carried out to another fellow, who was more severely wounded. Perhaps this delay cost him his life; The motive was the same at any rate. "Greater love hath no man than this, that he lay down his life for another." I did not see him before he died but I have talked with all who did. All say he suffered hardly at all.

Yesterday I went to his grave on the outskirts of Toul. It is a beautiful spot ,right at the edge of the forest, safe from all depredation. his body will rest there until after the war when it will be sent to us in America. I t is an American yard. The grave is buried from the abundance of flowers. No death in the regiment has called forth such concern.

I was allowed to take what I wished from his personal things; the remainder will be sent to you. I took the pen, lighter and pictures of you folks .I will send the contents of his **barrack** bag sometime later.

Everybody has been very kind to me. The officers are as considerate as I could wish. You may be rest assured if any **furloughs** are given home, I will be among the first for the sake of you folks.

Now, dear Ma, and dear Sister Dace, no bitterness, only pride. That you have had a son and a brother who was not afraid to die. You, dear Dad, and you, Brother Johnny, will not be cast down. For a few years his presence has been taken from us but his memory will tide us over that brief gap until we shall meet in our Father's Home.

I have not wept a tear. I am filled with pride that I am a brother of such a hero. I lay down to sleep in my little tent with my comrades at night and I am conscious of God's presence. I feel that Art sees me always and approves as I go on my way with my head high without a downcast countenance. We will have some pictures of the grave taken.

May God comfort you as He has me and may your return letters be without bitterness or pity but just pride and love.

With a son's and a brother's love,

Raymond

Vocabulary:

barrack: a building for lodging soldiers

furlough: vacation or leave for someone in the military



Document 3: letter from Raymond Stowell to his parents Questions

1.) What does Raymond say was his brother's motive for the way he acted?

2.) How does Raymond instruct his family to respond to John's death?

3.) In your opinion, was John Arthur Stowell a hero? Why or why not?

Document 4: World War I poster, c. 1917

A World War I poster entitled, "Food--don't waste it" poster about the civilian food supply during World War I, c. 1917 advised civilians on how to eat and conserve food.

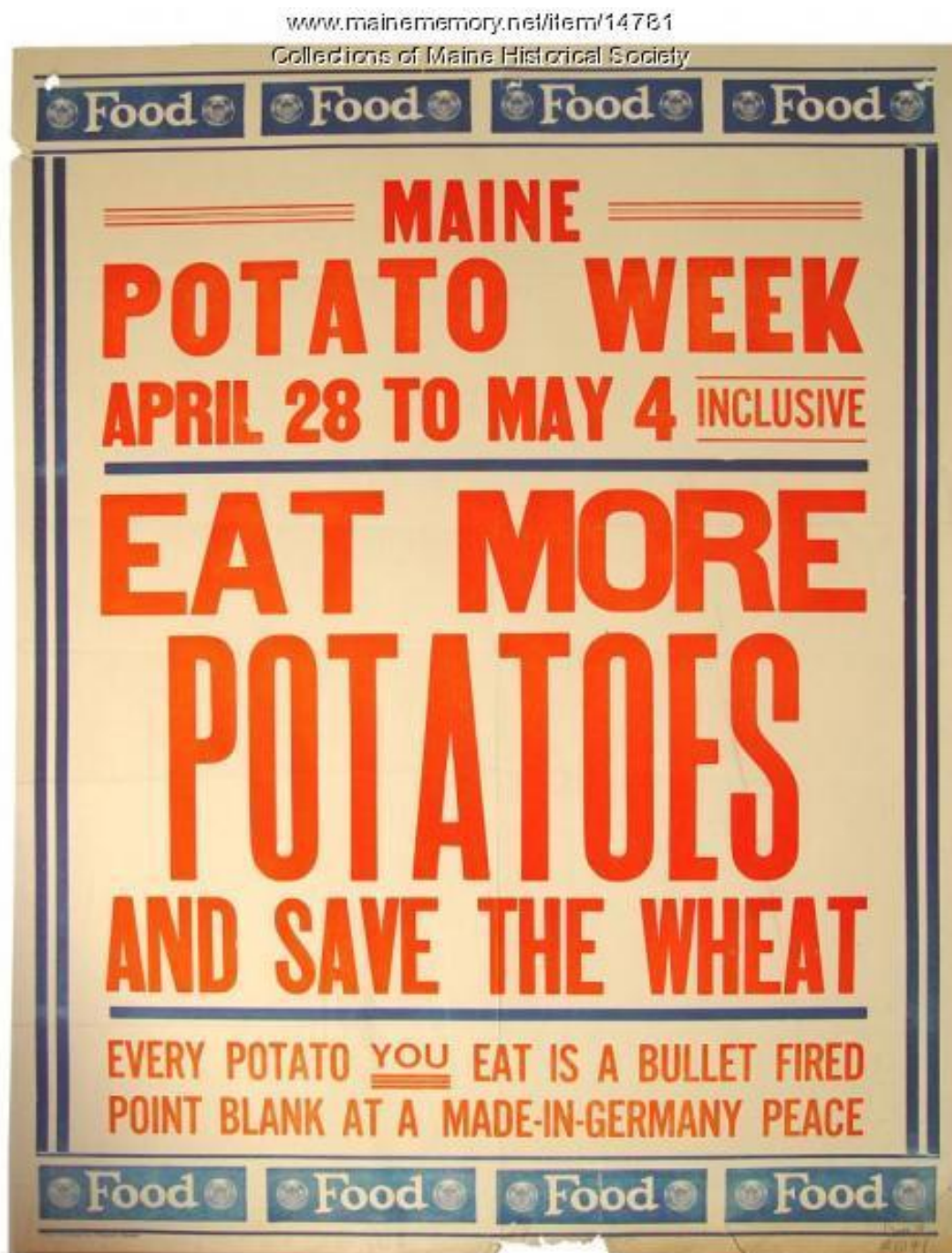
(Maine Memory Network link to original document: <https://www.mainememory.net/artifact/15116>)



Document 5: Maine Potato Week World War 1 poster, ca, 1917

This World War I poster encouraged Mainers to substitute potatoes for wheat products.

(Maine Memory Network link to original document: <https://www.mainememory.net/artifact/14781>)






Document 6: Joan of Arc Saved France, World War I poster, c. 1819

This WWI poster, entitled, "Joan of Arc saved France--Women of America, save your country--Buy War Savings Stamps," encouraged the purchase of war bonds.

(Maine Memory Network link to original document: <https://www.mainememory.net/artifact/14805>)



Documents 4, 5, and 6: WWI posters Questions

			
<p>What is the goal of the maker(s) of the poster?</p>			
<p>Describe the imagery and language used.</p>			
<p>How effective do you think this poster was? Explain your answer.</p>			

Document 7: I Didn't Raise My Boy To Be A Soldier

One of the first anti-war songs, "I Didn't Raise My Boy To Be A Soldier" was written by lyricist Alfred Bryan and composer Al Piantadosi in 1915.

Library of Congress link to original document:

([http://memory.loc.gov/cgi-bin/query/r?ammem/awhbib:@field\(NUMBER+@od1\(musmisc+awh0045\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/awhbib:@field(NUMBER+@od1(musmisc+awh0045))))

Ten million soldiers to the war have gone,
Who may never return again,
Ten million mother's hearts must break
For the ones who dies in vain:
Head bowed down in sorrow
In her lonely years
I heard a mother murmur thro' her tears

CHORUS:

I didn't raise my boy to be a soldier,
I brought him up to be my pride and joy,
Who dares to place a musket on his shoulder,
To shoot some other mother's darling boy?
Let nations **arbitrate** their future troubles,
It's time to lay the sword and gun away,
There'd be no war today,
If mothers would say,
I didn't raise my boy to be a soldier.

What victory can cheer a mother's heart,
When she looks at her blighted home?
What victory can bring her back
All she cared to call her own.
Let each mother answer
In the years to be,
Remember that my boy belongs to me!
(CHORUS)

Vocabulary:

arbitrate: to decide between opposing sides



World War I Debate

Objective: Describe the different sacrifices Americans were called upon to make during World War I and the different ways Americans responded to this call.

Essential Questions: What sacrifices were Americans called upon to make during World War I? Were citizens within their rights to object?

Assignment:

Work with a partner/team to prepare a debate that addresses the statement **“In times of war, citizens must make sacrifices to benefit the greater good and support their country; those who do not answer that call are in the wrong and unpatriotic.”** You and your partner or the opposing team will each take on a role in this debate; one will argue the **pro** position (Yes, in times of war citizens must make sacrifices for the greater good; those who do not are unpatriotic), the other will argue the **con** position (No, in times of war citizens are not obligated to make sacrifices for the greater good; not making sacrifices does not make a person unpatriotic). Your debate must follow the outlined format. Your debate script must be typed and turned in after your debate is presented to the class.

Timeline: You will have ____ class periods to work both with your partner and independently to prepare your debate. You must also use your own time outside of class to prepare.

Due date: _____

Debate format

Question:

To answer the question, you must address **two** of the following main ideas:

Round 1

1. Opening Statement
 - a. Explain background, why is topic important, think “big picture”, appeal to passion (1 paragraph)
2. Evidence
 - a. Present data, case studies, evidence for each argument, think “specific”, appeal to intellect (2 paragraphs)

Round 2

1. Rebuttal
 - a. Attack opposing side’s arguments, reiterate your side’s arguments, appeal to passion and intellect
 - b. May ask questions of opponent (1 paragraph)
2. Closing statement
 - a. Summarize your position and evidence, take the moral high ground (1 paragraph)

Suggested Assessment Rubric

CATEGORY	4	3	2	1
Understanding of Topic	The student clearly understood the topic in-depth and presented their information forcefully and convincingly.	The student clearly understood the topic in-depth and presented their information with ease.	The student seemed to understand the main points of the topic and presented those with ease.	The team did not show an adequate understanding of the topic.
Information	All information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear and accurate, but was not usually thorough.	Information had several inaccuracies OR was usually not clear.
Use of Facts/Statistics	Every major point was well supported with several relevant facts, statistics and/or examples.	Every major point was adequately supported with relevant facts, statistics and/or examples.	Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable.	Every point was not supported.
Debate Format	Debate format was followed consistently throughout the debate.	Debate format was mostly followed.	The debate format was only partly followed.	The debate format was rarely or not followed.
Script Format	Script format was followed; typed, double spaced, size 12 Times New Roman font.	Script format was mostly followed.	Script format was partially followed.	Script format was not followed.
Mechanics and Grammar	Few to no errors in mechanics and grammar.	Few errors in mechanics and grammar.	Several errors in mechanics and grammar.	Many errors in mechanics and grammar.

Maine Learning Results:

Grade Level: PreK-2; Content Area: Social Studies: HISTORY (A1a, A1b, A1c, A1d, A1e, A3, E1a, E1b, E1e, E2a, E2b)

Grade Level: 3-5; Content Area: Social Studies: HISTORY (A1a, A1c, A1d, A1e, A3, E1a, E1b, E1c, E2a, E2b)

Grade Level: 6-8; Content Area: Social Studies: HISTORY (A1a, A1b, A1c, A1d, A1e, A1f, A1g, A1h, A1k, A1l, A3, E1a, E1b, E1d, E2a, E2b, E2c)

Grade Level: 9-Diploma; Content Area: Social Studies: HISTORY (A1a, A1b, A1c, A1d, A1e, A1i, A1j, A3, E1a, E1b, E1d, E2a, E2b)

Common Core State Standards:

Anchor Standards: COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING ([CCSS.ELA-Literacy.CCRA.R.7](#)); COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR WRITING ([CCSS.ELA-Literacy.CCRA.W.2](#), [CCSS.ELA-Literacy.CCRA.W.3](#), [CCSS.ELA-Literacy.CCRA.W.4](#), [CCSS.ELA-Literacy.CCRA.W.5](#), [CCSS.ELA-Literacy.CCRA.W.6](#), [CCSS.ELA-Literacy.CCRA.W.7](#), [CCSS.ELA-Literacy.CCRA.W.8](#)); COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR SPEAKING AND LISTENING ([CCSS.ELA-Literacy.CCRA.SL.2](#), [CCSS.ELA-Literacy.CCRA.SL.4](#), [CCSS.ELA-Literacy.CCRA.SL.5](#)); COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE ([CCSS.ELA-Literacy.CCRA.L.1](#), [CCSS.ELA-Literacy.CCRA.L.2](#))

Kindergarten: WRITING ([CCSS.ELA-Literacy.W.K.2](#), [CCSS.ELA-Literacy.W.K.3](#), [CCSS.ELA-Literacy.W.K.6](#), [CCSS.ELA-Literacy.W.K.7](#)); LANGUAGE ([CCSS.ELA-Literacy.L.K.1](#), [CCSS.ELA-Literacy.L.K.2](#))

Grade 1: WRITING ([CCSS.ELA-Literacy.W.1.2](#), [CCSS.ELA-Literacy.W.1.6](#), [CCSS.ELA-Literacy.W.1.7](#), [CCSS.ELA-Literacy.W.1.8](#)); LANGUAGE ([CCSS.ELA-Literacy.L.1.1](#), [CCSS.ELA-Literacy.L.1.2](#))

Grade 2: WRITING ([CCSS.ELA-Literacy.W.2.2](#), [CCSS.ELA-Literacy.W.2.6](#), [CCSS.ELA-Literacy.W.2.7](#)); LANGUAGE ([CCSS.ELA-Literacy.L.2.1](#), [CCSS.ELA-Literacy.L.2.2](#), [CCSS.ELA-Literacy.L.2.3](#))

Grade 3: WRITING ([CCSS.ELA-Literacy.W.3.2](#), [CCSS.ELA-Literacy.W.3.2.a](#), [CCSS.ELA-Literacy.W.3.6](#), [CCSS.ELA-Literacy.W.3.7](#)); LANGUAGE ([CCSS.ELA-Literacy.L.3.1](#), [CCSS.ELA-Literacy.L.3.2](#), [CCSS.ELA-Literacy.L.3.3](#))

Grade 4: WRITING ([CCSS.ELA-Literacy.W.4.2](#), [CCSS.ELA-Literacy.W.4.2.a](#), [CCSS.ELA-Literacy.W.4.2.b](#), [CCSS.ELA-Literacy.W.4.6](#), [CCSS.ELA-Literacy.W.4.7](#), [CCSS.ELA-Literacy.W.4.8](#), [CCSS.ELA-Literacy.W.4.9](#)); LANGUAGE ([CCSS.ELA-Literacy.L.4.1](#), [CCSS.ELA-Literacy.L.4.2](#), [CCSS.ELA-Literacy.L.4.3](#))

Grade 5: WRITING ([CCSS.ELA-Literacy.W.5.2](#), [CCSS.ELA-Literacy.W.5.2.a](#), [CCSS.ELA-Literacy.W.5.2.b](#), [CCSS.ELA-Literacy.W.5.6](#), [CCSS.ELA-Literacy.W.5.7](#), [CCSS.ELA-Literacy.W.5.8](#), [CCSS.ELA-Literacy.W.5.9](#)); LANGUAGE ([CCSS.ELA-Literacy.L.5.1](#), [CCSS.ELA-Literacy.L.5.2](#), [CCSS.ELA-Literacy.L.5.3](#))

Grade 6: WRITING ([CCSS.ELA-Literacy.W.6.2](#), [CCSS.ELA-Literacy.W.6.6](#), [CCSS.ELA-Literacy.W.6.7](#), [CCSS.ELA-Literacy.W.6.8](#), [CCSS.ELA-Literacy.W.6.9](#)); LANGUAGE ([CCSS.ELA-Literacy.L.6.1](#), [CCSS.ELA-Literacy.L.6.2](#), [CCSS.ELA-Literacy.L.6.3](#))

Grade 7: WRITING ([CCSS.ELA-Literacy.W.7.2](#), [CCSS.ELA-Literacy.W.7.6](#), [CCSS.ELA-Literacy.W.7.7](#), [CCSS.ELA-Literacy.W.7.8](#), [CCSS.ELA-Literacy.W.7.9](#)); LANGUAGE ([CCSS.ELA-Literacy.L.7.1](#), [CCSS.ELA-Literacy.L.7.2](#), [CCSS.ELA-Literacy.L.7.3](#))

Grade 8: WRITING ([CCSS.ELA-Literacy.W.8.2](#), [CCSS.ELA-Literacy.W.8.6](#), [CCSS.ELA-Literacy.W.8.7](#), [CCSS.ELA-Literacy.W.8.8](#), [CCSS.ELA-Literacy.W.8.9](#)); LANGUAGE ([CCSS.ELA-Literacy.L.8.1](#), [CCSS.ELA-Literacy.L.8.2](#), [CCSS.ELA-Literacy.L.8.3](#))

Grade 6-8: HISTORY AND SOCIAL STUDIES ([CCSS.ELA-Literacy.RH.6-8.1](#), [CCSS.ELA-Literacy.RH.6-8.2](#), [CCSS.ELA-Literacy.RH.6-8.3](#), [CCSS.ELA-Literacy.RH.6-8.4](#), [CCSS.ELA-Literacy.RH.6-8.5](#), [CCSS.ELA-Literacy.RH.6-8.6](#), [CCSS.ELA-Literacy.RH.6-8.7](#), [CCSS.ELA-Literacy.RH.6-8.8](#), [CCSS.ELA-Literacy.RH.6-8.9](#))

Grade 9-10: WRITING ([CCSS.ELA-Literacy.W.9-10.2](#), [CCSS.ELA-Literacy.W.9-10.2.a](#), [CCSS.ELA-Literacy.W.9-10.2.b](#), [CCSS.ELA-Literacy.W.9-10.2.c](#), [CCSS.ELA-Literacy.W.9-10.2.d](#), [CCSS.ELA-Literacy.W.9-10.2.e](#), [CCSS.ELA-Literacy.W.9-10.2.f](#), [CCSS.ELA-Literacy.W.9-10.6](#), [CCSS.ELA-Literacy.W.9-10.7](#), [CCSS.ELA-Literacy.W.9-10.8](#), [CCSS.ELA-Literacy.W.9-10.9](#)); HISTORY/SOCIAL STUDIES ([CCSS.ELA-Literacy.RH.9-10.1](#), [CCSS.ELA-Literacy.RH.9-10.2](#), [CCSS.ELA-Literacy.RH.9-10.3](#), [CCSS.ELA-Literacy.RH.9-10.4](#), [CCSS.ELA-Literacy.RH.9-10.5](#), [CCSS.ELA-Literacy.RH.9-10.6](#), [CCSS.ELA-Literacy.RH.9-10.7](#), [CCSS.ELA-Literacy.RH.9-10.8](#), [CCSS.ELA-Literacy.RH.9-10.9](#), [CCSS.ELA-Literacy.RH.9-10.10](#)); LANGUAGE ([CCSS.ELA-Literacy.L.9-10.1](#), [CCSS.ELA-Literacy.L.9-10.2](#), [CCSS.ELA-Literacy.L.9-10.3](#))

Grade 11-12: WRITING ([CCSS.ELA-Literacy.W.11-12.2](#), [CCSS.ELA-Literacy.W.11-12.2.a](#), [CCSS.ELA-Literacy.W.11-12.2.b](#), [CCSS.ELA-Literacy.W.11-12.2.c](#), [CCSS.ELA-Literacy.W.11-12.2.d](#), [CCSS.ELA-Literacy.W.11-12.2.e](#), [CCSS.ELA-Literacy.W.11-12.2.f](#), [CCSS.ELA-Literacy.W.11-12.6](#), [CCSS.ELA-Literacy.W.11-12.7](#), [CCSS.ELA-Literacy.W.11-12.8](#), [CCSS.ELA-Literacy.W.11-12.9](#)); HISTORY/SOCIAL STUDIES ([CCSS.ELA-Literacy.RH.11-12.1](#), [CCSS.ELA-Literacy.RH.11-12.2](#), [CCSS.ELA-Literacy.RH.11-12.3](#), [CCSS.ELA-Literacy.RH.11-12.4](#), [CCSS.ELA-Literacy.RH.11-12.5](#), [CCSS.ELA-Literacy.RH.11-12.6](#), [CCSS.ELA-Literacy.RH.11-12.7](#), [CCSS.ELA-Literacy.RH.11-12.8](#), [CCSS.ELA-Literacy.RH.11-12.9](#), [CCSS.ELA-Literacy.RH.11-12.10](#)); LANGUAGE ([CCSS.ELA-Literacy.L.11-12.1](#), [CCSS.ELA-Literacy.L.11-12.2](#), [CCSS.ELA-Literacy.L.11-12.3](#))