

OREGON SOCIAL SCIENCES LESSON IDEAS for use with World Affairs Council Culture Boxes

*These Ideas are suited for the USA Culture Boxes, but can also be (mostly) used with other Culture boxes, and to align with the 1st Grade Oregon Social Sciences Standards (2011).

1	OREGON SOCIAL SCIENCES STANDARD #	STANDARD DESCRIPTION	CULTURE BOXES APPLICATION
1	Historical Knowledge	1.2. Compare the ways people lived in the community in the past with the way they live in the present.	Search a Culture Box for evidence of how people lived in the past and in the present. Use photos or artifacts to compare how people lived in the past versus the present. Tell, draw or write about your findings.
1	Historical Thinking	1.8. Identify and compare historical fact and fiction in folktales and legends.	Teacher: Find historical stories (folktales or legends) in a Culture Box. During a read-aloud session, challenge your students to identify facts versus fiction.
1	Geography	1.9. Describe ways people celebrate their diverse cultural heritages in the community. 1.12. Give examples of local natural resources and describe how people use them.	Look in the Culture Boxes for sources of information (for example artifacts, photos) that show how cultures celebrate their cultural heritage. Share what you find in a class display with labels to tell show what each artifact represents. Find a map or photos in the USA Culture Boxes that shows pictures or symbols of natural resources in that region or state. Research to find out how the resources are used. Choose one resource and create a poster about it to share with your class or school.
1	Civics and Government	1.16. Identify the United States and Oregon flags and other symbols.	Look in the USA Culture Boxes for the US and States flags. Try to guess why each state flag has the image it does, or the symbol. Teacher: Read the story (or another version) of the US Flag. Extra: Have each student create their own flag, to identify how they would like to be represented.
1	Social Science Analysis	1.21. Identify an issue or problem that can be studied.	Use the Culture Boxes as a source to identify a problem or issue. Share your findings in a class discussion or with a classmate.

OREGON SOCIAL SCIENCES LESSON IDEAS for use with World Affairs Council Culture Boxes

*These Ideas are suited for the USA Culture Boxes, but can be applied to others, to align with the 2nd Grade Oregon Social Sciences Standards (2011). In addition, the “Finding our Roots” box can be used to supplement the topics of community, traditions, immigration, etc.

GRADE LEVEL	OREGON SOCIAL SCIENCES STANDARD #	STANDARD DESCRIPTION	CULTURE BOXES APPLICATION
2	Historical Knowledge	2.3. Identify and describe community celebrations, symbols and traditions and explain why they are important to some people.	*This activity could be used with any of the Culture Boxes, ideally specific to a country associated with the student community. Using artifacts from the Culture Box of your choice, find and describe how a community celebrates or carries on traditions. Research why communities use specific symbols to represent their community. Create a display with labels to share your findings with your class or school.
2	Historical Thinking	2.4. Differentiate between events that happened in the recent and distant past.	Look in the Culture Boxes to find sources or evidence to show events that happened in the past. Determine if the event was recent or distant. Create a chart or poster or a timeline to show examples of each.
12	Geography	2.7. Use basic information on maps and other geographic tools to locate and identify physical and human features of the community.	Search and find maps of the USA in the Culture Boxes. Choose a region or community and explore the maps for clues to the community’s physical and human features. Re-create your own version of a map, or research in more detail a particular feature. Compare and contrast your findings with a classmate.
2	Social Science Analysis	2.20. Compare and contrast past and present situations, people, and events in neighborhoods and communities.	Search a Culture Box for evidence of how people lived in the past and in the present. Use photos or artifacts to compare and contrast how people lived in the past versus the present. An interesting example is the concept of “traditional dress,” as some communities and cultures use traditional dress still daily, while others use it only for ceremonies and celebrations.

OREGON SOCIAL SCIENCES LESSON IDEAS for use with World Affairs Council Culture Boxes

*These Ideas are suited for the USA Culture Boxes, to align with the 3rd Grade Oregon Social Sciences Standards.

*Also, consider borrowing resources from the Oregon Historical Society.

GRADE LEVEL	OREGON SOCIAL SCIENCES STANDARD #	STANDARD DESCRIPTION	CULTURE BOXES APPLICATION
3	Historical Thinking	3.5. Explain how some sources are more useful for answering historical questions than others.	Look through the USA Culture Boxes in search of sources of information about the history of Oregon. Also, look at other sources you have in your school or online. Which sources give you more useful information? Explain your reasoning to a classmate, or write a “review” of each source.
3	Geography	<p>3.10. Identify and compare physical features of Oregon and other Northwestern states.</p> <p>3.12. Identify and analyze Oregon’s natural resources and describe how people in Oregon and other parts of the world use them.</p>	<p>Find maps in the Culture Boxes that show physical features of the Northwest. Compare Oregon and the other states. Choose a way to show your findings- chart, poster, map, or your choice.</p> <p>Find the maps of Oregon and the Student Atlases of Oregon and the US in the USA Culture Boxes. Use these sources to identify which natural resources Oregon has. Create a poster or a chart to show how at least five of the resources are used in Oregon and other parts of the world. Further research: choose one resource and trace its origin to its destiny, using or creating maps.</p>
3	Social Science Analysis	3.18. Use a variety of historical sources including artifacts, pictures and documents to identify factual evidence.	Use the Culture Boxes as a resource for identifying historical evidence. Find at least three sources, including artifacts, pictures and documents to describe the historical context. Display the sources with labels, and share with your class or school.

OREGON SOCIAL SCIENCES LESSON IDEAS for use with World Affairs Council Culture Boxes

*These Ideas are suited for the Native American Northwest Culture Boxes, to align with the 4th Grade Oregon Social Sciences Standards.

*Also, consider borrowing resources from the Oregon Historical Society. WAC also has a collection of books on Native Americans that can be loaned. Please see Reference Library list (pg 19-21): <http://worldoregon.org/education/classroom-resources>

GRADE LEVEL	OREGON SOCIAL SCIENCES STANDARD #	STANDARD DESCRIPTION	CULTURE BOXES APPLICATION
4	Historical Knowledge 4.1	Identify and describe historic Native American Indian groups that lived in Oregon prior to contact with Europeans and at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment.	Find the maps in the Culture Boxes, which show the various Native American groups in the Northwest, particularly Oregon. As well, look for evidence in the artifacts that show how the groups adapted and interacted with the physical environment. For example, photos might show sources of food, housing materials, or landscape clues that determined where they lived. Create a display or diorama to show your findings.
4	Historical Thinking 4.7	Use primary and secondary sources to create or describe a narrative about events in Oregon history.	With the Culture Boxes, find a primary or secondary source which tells a story about an event in Oregon History, which relates to Native American groups. Create your own version of the story to retell the event.
4	Geography 4.9	Explain the influence of Oregon and the Northwest's physical systems on humans, including Native Americans.	Find a source in the Culture Boxes that gives you clues as to how Oregon's physical systems (land, sea, river, etc.) influenced Native American groups. Create a map with labels and a legend to show your explanation.
4	Social Science Analysis 4.21	Analyze historical accounts related to Oregon to understand cause-and-effect.	Search the Culture boxes for a source that describes a cause-and-effect account in Oregon's Native American history. Analyze the source to answer these questions: What is the context of the situation (who was involved, where did it take place, what events led up to the event?)? What steps or sequence of events occurred next? What were the effects of those developments (who was affected, what happened to the relationships between the groups, were there resulting physical changes to environment/people?)

OREGON SOCIAL SCIENCES LESSON IDEAS for use with World Affairs Council Culture Boxes

*These Ideas are suited for the Native American Northwest Culture Boxes, to align with the 5th Grade Oregon Social Sciences Standards.

GRADE LEVEL	OREGON SOCIAL SCIENCES STANDARD #	STANDARD DESCRIPTION	CULTURE BOXES APPLICATION
5	Historical Knowledge 5.3	Explain the religious, political, and economic reasons for movement of people from Europe to the Americas and describe instances of both cooperation and conflict between Native American Indians and European settlers.	<p>Search the Culture Boxes (and supplement with research from other sources) for evidence of either cooperation or conflict between the Native American groups and the European settlers.</p> <p>Show your understanding of this relationship by writing a short story or a simple picture book.</p>
5	Historical Thinking 5.6	Use primary and secondary sources to formulate historical questions, to examine an historical account about an issue of the time, and to reconstruct the literal meaning of the passages by identifying who was involved, what happened, where it happened, and what events led to these developments and what consequences or outcomes followed.	<p>Examine the Culture Boxes to find primary or secondary source(s), which describes a historical issue or event. Develop a set of your own questions from your examination. Here are some guiding questions to help: Who was involved in the event/issue? What was the physical context or where did it take place? Can you determine the sequence of events leading to a development? What were the consequences or outcomes that followed?</p> <p>Post your questions as a display in your classroom, along with the source(s) you found in the Culture Box. Invite classmates to write their own questions.</p>
5	Civics and Government 5.13	Describe and summarize how colonial and new states' governments affected groups within their population (e.g., citizens, slaves, foreigners, nobles, women, class systems, tribes).	<p>Find a source in a Culture Box that identifies the effects of colonial or new states government on the Native American tribes.</p> <p>Create a mini play, write a poem, or create a visual representation of one of the effects. Display in classroom or school hallway to educate others.</p>
5	Social Science Analysis 5.20	Gather, use and document information from multiple sources (e.g., print, electronic, human, primary, secondary) to examine an event, issue, or problem through inquiry and research.	<p>Using the Culture Boxes as a multiple resource, examine an event, issue of problem that arose for the Native American groups when the European settlers arrived.</p> <p>Document the resources you used with specific reference details. Display your list alongside the boxes sources in your classroom.</p>

OREGON SOCIAL SCIENCES LESSON IDEAS for use with World Affairs Council Culture Boxes

*These Ideas are suited for the World Affairs Council Culture Boxes, to align with the 6th Grade Oregon Social Sciences Standards.

GRADE LEVEL	COMMON CORE STANDARD #	COMMON CORE STANDARD DESCRIPTION	CULTURE BOXES APPLICATION	RELATED OREGON SOCIAL SCIENCES STANDARDS
6	RH.1 RH.2	1. Cite specific textual evidence to support analysis of primary and secondary sources. 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.	Choose two articles or information cards in a Culture box to read and compare. Determine if each is a Primary or Secondary source. Summarize each source, without using prior knowledge or opinions. Write a brief review of each article to share or display in your class or school.	6.23. Interpret documents and data from multiple primary and secondary sources (art, artifacts, eyewitness accounts, letters and diaries, real or simulated historical sites, charts, graphs, diagrams, written texts).
6	RH.3	Identify key steps in a text's description of a process related to history/social studies.	In one of the Culture boxes, find an article, information card or appropriate text that details a process. Create a "how-to" booklet, a game or video that identifies key steps and shows the development of the process.	6.16. Explain how technological developments, societal decisions, and personal practices influence sustainability in the Western Hemisphere.
6	RH.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).	Find examples in the boxes that show examples of different text presentations. Create a Venn diagram, a flow chart or cause and effect model to explain a correlation of information. Share it with a classmate.	6.8. Analyze cause-and-effect relationships, including the importance of individuals, ideas, human interests and beliefs.
6	RH.7	Integrate visual information (e.g. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	Find a map, video or photograph in a Culture Box that you can use to apply to information you find in the print or digital source. Share or display in classroom or compare with a classmate's findings.	6.22. Gather, interpret, document, and use information from multiple sources, distinguishing facts from opinions and recognizing points of view.

OREGON SOCIAL SCIENCES LESSON IDEAS for use with World Affairs Council Culture Boxes

GRADE LEVEL	COMMON CORE STANDARD #	COMMON CORE STANDARD DESCRIPTION	CULTURE BOXES APPLICATION	RELATED OREGON SOCIAL SCIENCES STANDARDS
6	WHST.1 Write arguments focused on <i>discipline-specific content</i> .	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.	Using at least one primary source text from a Culture Box, write an article that argues a cultural perspective. Source at least three points of evidence from the texts.	6.9. Differentiate between fact and interpretation in historical accounts and explain the meaning of historical passages by identifying who was involved, what happened, where it happened, and relating them to outcomes that followed and gaps in the historical record.
6	WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes	b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	Explore a Culture Box to find an artifact or primary source that shows or explains a process. Using definitions, quotes and facts from the source, write an explanatory essay. Creative alternatives: transform your essay into a poem, play or info-gram to share your findings with your class or school.	6.3. Describe the rise; the political, technological, and cultural achievements; and the decline of ancient civilizations in Europe, Asia, and Africa prior to the Roman Empire.
6	WHST.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.	Find a topic of interest in a Culture Box to create a research project. Use multiple artifacts (i.e. from the Daily Life box) to inform your question. Create a timeline to show events and outcomes. OR Write a short story or play. Share it.	6.6. Create and compare timelines that identify major people, events and developments in the history of individual civilizations and/or countries that comprise the Americas.

OREGON SOCIAL SCIENCES LESSON IDEAS for use with World Affairs Council Culture Boxes

*These Ideas are suited for the World Affairs Council Culture Boxes, to align with the 7th Grade Oregon Social Sciences Standards.

GRADE LEVEL	COMMON CORE STANDARD #	COMMON CORE STANDARD DESCRIPTION	CULTURE BOXES APPLICATION	RELATED OREGON SOCIAL SCIENCES STANDARDS
7	RH.1 RH.2	1. Cite specific textual evidence to support analysis of primary and secondary sources. 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.	Choose two articles or information cards in a Culture Box to read and compare. Determine if each is a Primary or Secondary source. Summarize each source, without using prior knowledge or opinions. Write a brief review of each article to share or display in your class or school.	7.24. Analyze current and historical sources (e.g., artifacts, eyewitness accounts, letters and diaries, real or simulated historical sites, charts, graphs, diagrams, and written texts) for accuracy and point of view while forming questions.
7	RH.3	Identify key steps in a text’s description of a process related to history/social studies.	In one of the Culture boxes, find an article, information card or appropriate text that details a process. Create a “how-to” booklet, a game or video that identifies key steps and shows the development of the process.	7.2. Examine the importance of trade routes and trace the rise of cultural centers and trade cities in Europe, Asia, and Africa.
7	RH.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).	Find examples in the boxes that show examples of different text presentations. Create a Venn diagram, a flow chart or cause and effect model to explain a correlation of information. Share it with a classmate.	7.4. Explain how and why cultures in the Eastern Hemisphere record history in different ways.
7	RH.7	Integrate visual information (e.g. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	Find a map, video or photograph that you can use in a Culture Box to apply to information you find in the print or digital source. Share or display in classroom or compare with a classmate’s findings.	7.10. Interpret maps and other geographic tools to find patterns in human and physical systems in the Eastern Hemisphere.

OREGON SOCIAL SCIENCES LESSON IDEAS for use with World Affairs Council Culture Boxes

GRADE LEVEL	COMMON CORE STANDARD #	COMMON CORE STANDARD DESCRIPTION	CULTURE BOXES APPLICATION	RELATED OREGON SOCIAL SCIENCES STANDARDS
7	WHST.1 Write arguments focused on <i>discipline-specific content</i> .	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.	Using at least one primary source text from a Culture Box, write an article that argues a cultural perspective. Source at least three points of evidence from the texts.	7.12. Compare and analyze human characteristics (e.g., population, land use, language, and religion) of places and regions in the Eastern Hemisphere.
7	WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes	b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	Explore a Culture Box to find an artifact or a primary source that shows or explains a process. Using definitions, quotes and facts from the source, write an explanatory essay. Creative alternatives: transform your essay into a poem, play or info-gram to share your findings with your class or school.	7.3. Analyze the interconnections of people, places and events in the economic, scientific and cultural exchanges of the European Renaissance that led to the Scientific Revolution, voyages of discovery and imperial conquest.
7	WHST.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.	Find a topic of interest in a Culture Box to create a research project. Use multiple artifacts (i.e. from the Daily Life box) to inform your question. Create a timeline to show events and outcomes. OR Write a short story or play. Share it.	7.5. Create and compare timelines that identify major people and events and developments in the history of civilization and/or countries of Africa, Asia and the Southwest Pacific.

OREGON SOCIAL SCIENCES LESSON IDEAS for use with World Affairs Council Culture Boxes

*These Ideas are suited for the World Affairs Council Culture Boxes, to align with the 8th Grade Oregon Social Sciences Standards.

GRADE LEVEL	COMMON CORE STANDARD #	COMMON CORE STANDARD DESCRIPTION	CULTURE BOXES APPLICATION	RELATED OREGON SOCIAL SCIENCES STANDARDS
8	RH.1 RH.2	1. Cite specific textual evidence to support analysis of primary and secondary sources. 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.	Choose two articles or information cards in a Culture Box to read and compare. Determine if each is a Primary or Secondary source. Summarize each source, without using prior knowledge or opinions. Write a brief review of each article to share or display in your class or school.	8.9. Construct or evaluate a written historical argument demonstrating an understanding of primary and secondary sources.
8	RH.3	Identify key steps in a text’s description of a process related to history/social studies.	In one of the Culture boxes, find an article, information card or appropriate text that details a process. Create a “how-to” booklet, a game or video that identifies key steps and shows the development of the process.	8.23. Describe how industrialization changes production and how it creates shifts in the market.
8	RH.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).	Find examples in the boxes that show examples of different text presentations. Create a Venn diagram, a flow chart or cause and effect model to explain a correlation of information. Share it with a classmate.	8.27. Examine the various characteristics, causes, and effects of an event, issue, or problem.
8	RH.7	Integrate visual information (e.g. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	Find a map, video or photograph that you can use in a Culture Box to apply to information you find in the print or digital source. Share or display in classroom or compare with a classmate’s findings.	8.8. Evaluate information from a variety of sources and perspectives.

OREGON SOCIAL SCIENCES LESSON IDEAS for use with World Affairs Council Culture Boxes

GRADE LEVEL	COMMON CORE STANDARD #	COMMON CORE STANDARD DESCRIPTION	CULTURE BOXES APPLICATION	RELATED OREGON SOCIAL SCIENCES STANDARDS
8	WHST.1 Write arguments focused on <i>discipline-specific content</i> .	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.	Using at least one primary source text from a Culture Box, write an article that argues a cultural perspective. Source at least three points of evidence from the texts.	8.25. Critique data for point of view, historical context, distortion, or propaganda and relevance.
8	WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes	b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	Explore a Culture Box to find an artifact or a primary source that shows or explains a process. Using definitions, quotes and facts from the source, write an explanatory essay. Creative alternatives: transform your essay into a poem, play or info-gram to share your findings with your class or school.	8.14. Explain rights and responsibilities of citizens.
8	WHST.7	Conduct short research projects 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.	Find a topic of interest in a Culture Box to create a research project. Use multiple artifacts (i.e. from the Daily Life box) to inform your question. Create a timeline to show events and outcomes. OR Write a short story or play. Share it	8.11. Identify and describe patterns and networks of economic interdependence, migration, and settlement.

OREGON SOCIAL SCIENCES LESSON IDEAS for use with World Affairs Council Culture Boxes

AS HIGH SCHOOL TEACHERS KNOW THEIR SCHOOL, STUDENTS AND CURRICULUM ON AN INDIVIDUAL BASIS, THE FOLLOWING DOES NOT OFFER LESSON PLAN IDEAS, BUT INSTEAD ALIGNS A SAMPLING OF THE CCSS, NCSS AND OSSS STANDARDS, WITH THE CULTURE BOXES AVAILABLE TO LOAN FROM WAC.

GRADE LEVEL	COMMON CORE STANDARD #	COMMON CORE STANDARD DESCRIPTION (CCSS)	NATIONAL CURRICULUM STANDARDS FOR SOCIAL STUDIES (NCSS)	RELATED OREGON SOCIAL SCIENCES STANDARDS (OSSS)
9-10	RH.9	Compare and contrast treatments of the same topic in several primary and secondary sources.	Culture: Ask questions related to culture and find, select, organize and interpret data from research to address research questions;	HS.11 Gather and analyze historical information, including contradictory data, from a variety of primary and secondary sources, including sources on the Internet, to support or reject hypotheses.
9-10	RH.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	Time, Continuity, and Change: Research and analyze past periods, events, and recurring issues, using a variety of primary sources, as well as secondary sources; validate and weigh evidence for claims, check the usefulness and degree of reliability of sources, and evaluate different interpretations in order to develop their own interpretation supported by the evidence;	HS.12 Construct and defend a written historical argument using relevant primary and secondary sources as evidence.
9-10	RH.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	Culture: Evaluate how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference;	HS.12 Construct and defend a written historical argument using relevant primary and secondary sources as evidence.

OREGON SOCIAL SCIENCES LESSON IDEAS for use with World Affairs Council Culture Boxes

GRADE LEVEL	COMMON CORE STANDARD #	COMMON CORE STANDARD DESCRIPTION	NATIONAL CURRICULUM STANDARDS FOR SOCIAL STUDIES	RELATED OREGON SOCIAL SCIENCES STANDARDS
9-10	WH.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Time, Continuity, and Change: Formulate research questions to investigate topics in history, identify possible answers, and use historical methods of inquiry and literacy skills to select, organize, analyze, synthesize, and interpret sources, and present findings;	HS.11 Gather and analyze historical information, including contradictory data, from a variety of primary and secondary sources, including sources on the Internet, to support or reject hypotheses.
9-10	WH.9	Draw evidence from informational texts to support analysis, reflection, and research.	Culture: Research and present a position paper on a current or past problem or issue through an analysis of the cultural patterns of the groups involved and the ways in which these contribute or present obstacles to finding solutions.	HS.12 Construct and defend a written historical argument using relevant primary and secondary sources as evidence

OREGON SOCIAL SCIENCES LESSON IDEAS for use with World Affairs Council Culture Boxes

AS HIGH SCHOOL TEACHERS KNOW THEIR SCHOOL, STUDENTS AND CURRICULUM ON AN INDIVIDUAL BASIS, THE FOLLOWING DOES NOT OFFER LESSON PLAN IDEAS, BUT INSTEAD ALIGNS A SAMPLING OF THE CCSS, NCSS AND OSSS STANDARDS, WITH THE CULTURE BOXES AVAILABLE TO LOAN FROM WAC.

GRADE LEVEL	COMMON CORE STANDARD	COMMON CORE SOCIAL STUDIES STANDARD DESCRIPTION (CCSS)	NATIONAL CURRICULUM STANDARDS FOR SOCIAL STUDIES (NCSS)	RELATED OREGON SOCIAL SCIENCES STANDARDS (OSSS)
11-12	RH. 1	Cite specific textual evidence to support analysis of primary and secondary, connecting insights gained from specific details to an understanding of the text as a whole.	Time, Continuity, and Change: Research and analyze past periods, events, and recurring issues, using a variety of primary sources, as well as secondary sources; validate and weigh evidence for claims, check the usefulness and degree of reliability of sources, and evaluate different interpretations in order to develop their own interpretation supported by the evidence;	HS.12 Construct and defend a written historical argument using relevant primary and secondary sources as evidence.
11-12	RH.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	Time, Continuity, and Change: Compare historiographical interpretations of a period or event by explaining differences among historians in their purpose, perspective, and use of evidence.	HS.10 Evaluate an historical source for point of view and historical context.
11-12	RH.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	Culture: Ask and find answers to geographic questions related to regions, nations, and the world in the past and present;	HS.11 Gather and analyze historical information, including contradictory data, from a variety of primary and secondary sources, including sources on the Internet, to support or reject hypotheses.

OREGON SOCIAL SCIENCES LESSON IDEAS for use with World Affairs Council Culture Boxes

AS HIGH SCHOOL TEACHERS KNOW THEIR SCHOOL, STUDENTS AND CURRICULUM ON AN INDIVIDUAL BASIS, THE FOLLOWING DOES NOT OFFER LESSON PLAN IDEAS, BUT INSTEAD ALIGNS A SAMPLING OF THE CCSS, NCSS AND OSSS STANDARDS, WITH THE CULTURE BOXES AVAILABLE TO LOAN FROM WAC.

GRADE LEVEL	COMMON CORE STANDARD #	COMMON CORE SOCIAL SCIENCE STANDARD DESCRIPTION (CCSS)	NATIONAL CURRICULUM STANDARDS FOR SOCIAL STUDIES (NCSS)	RELATED OREGON SOCIAL SCIENCES STANDARDS (OSSS)
11-12	WH.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Culture: Research and present a position paper on a current or past problem or issue through an analysis of the cultural patterns of the groups involved and the ways in which these contribute or present obstacles to finding solutions.	HS.11 Gather and analyze historical information, including contradictory data, from a variety of primary and secondary sources, including sources on the Internet, to support or reject hypotheses.
11-12	WH.9	Draw evidence from informational texts to support analysis, reflection, and research.	Time, Continuity and Change: Write a paper based on primary and secondary sources showing how important national developments in the past affected people in their locality or region, and evaluating the implications of their research for the interpretation of these national developments;	HS.12 Construct and defend a written historical argument using relevant primary and secondary sources as evidence.