Literacy Design Collaborative: Template Tasks and Sample Prompts
Standard RHSS3 Grades 6-12: History and Social Studies

The LDC team received feedback from many teachers in the field seeking template tasks more tightly referencing the specific language of the common core state standards. Accordingly, we have created examples of possible LDC "CCSS-Language" template tasks for the community to review. If feedback is positive, our team will create a full complement of "CCSS-Language" template tasks on the LDC website.

RHSS3 6-8: 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).

Template: (Insert optional question) After reading_____(text/s), write _____(product) in which you identify key steps in_____(text/s) description of _____(process related to history/social studies). Be sure to support your ____with evidence from the text/s.

Sample: How is a law made? After reading *Ben's Guide to Government* and one other source, write a pamphlet for your local library in which you identify key steps in the legislative process. Be sure to support your discussion with evidence from the texts. http://bensguide.gpo.gov/9-12/lawmaking/index.html

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RHSS3 9-10: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Template: (Insert optional question) After reading_____(text/s), write _____(product) in which you analyze in detail a/the series of events described in_____(text/s) and determine whether earlier events caused later ones or simply preceded them.

Sample: Was it strategic brilliance that caused the Union army to win, or luck? After reading Haskell's account of the Battle at Gettysburg, write an essay for the Concord Review in which you analyze in detail the series of events described by Haskell that lead to the Union's victory and determine whether earlier events caused later ones or simply preceded them.

RHSS3 11-12: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Template: (Insert optional question) After reading_____(text/s), write _____(product) in which you evaluate various explanations for _____(actions or events) and determine which explanation best accords with_____(textual evidence), acknowledging where _____(text/s) leave/s matters uncertain.

Sample: After reading arguments presented in *Barnes v. Zaccari*, write a brief to a court judge in which you evaluate various explanations for activism and the protection student rights and determine which explanation best accords with textual evidence, acknowledging where arguments leave matters uncertain.

The hard-wired standards are in bold. Choose W1 or W2 to match the type of writing demanded in the teaching task.

RH 1	W1	**L1**
RH 2	W2	**L2**
RH 3	**W4**	**L3**
RH 4	**W5**	L4
RH 5	**W6**	L5
RH 6	W7	**L6**
RH 7	W8	
RH 8	W9	
RH 9	**W10**	
RH10		

Assessment Tasks for Classroom Use: (RHSS3)
Texts should be short enough to be read within 10-15 minutes to allow for time to write a response.

RH3 6-8:

Template: (Insert optional question) After reading_____(text/s), write a short response in which you identify key steps in the _____(text/s) description of _____(process related to history/social studies).

RH3 9-10:
Template: (Insert optional question) After reading_____(text/s), write a short response in which you analyze the main series of events described in_____(text) and provide an explanation based on the text why earlier events caused later ones or simply preceded them.

RH3 11-12:
Template: (Insert optional question) After reading_____(text/s), write a short response in which you briefly provide an explanation for _____(actions or events) and explain why it accords with_____(textual evidence), acknowledging where _____(text/s) leave/s matters uncertain.