



*Educating for Global Understanding*

## **Supporting the Common Core State Standards**

In the English Language Arts Anchor Standards for Reading, the **Common Core State Standards** make explicit that readings are to be chosen from a wide variety of global sources, stating “To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries ” (*A Note on Range and Content of Student Reading, p.10*). *China Since 1644* includes hundreds of activities based on primary sources that support the literacy component of the **Common Core State Standards for ELA and Literacy in History/Social Studies** by providing a multitude of rich informational texts for analysis.

*China Since 1644* supports the Common Core principle that exposure to global perspectives and insights is part of the motivating spirit of the standards, and an integral part of readiness for twenty-first century life and work. Another consistent theme in the standards is the importance of fostering students' skills in understanding complex informational texts. Documents issued by the authors of the Common Core standards define informational texts in broad terms, to include historical accounts, oral histories, memoirs, opinion pieces, journalistic accounts, essays, debates, speeches, government and NGO reports, and blogs—the very sort of texts in which *China Since 1644* abounds. The book also provides literary texts such as short stories, poetry, excerpts from novels, and song lyrics—all of which support the Common Core standards for literature. To create this collection of materials, Primary Source has sorted through a vast array of China-related texts to select those that we believe are accessible (with support), compelling, and illuminating; engaging with these sources will significantly deepen students' skills while enhancing their knowledge.

Many of the activities in *China Since 1644* are closely aligned with an approach featured in several Common Core standards which involves juxtaposing primary sources with different perspectives and in different media, allowing students to compare their arguments, structure, and tone. Additionally students are asked to explore sequences of events and ideas and analyze how they develop. Writing and debating activities require them to marshal evidence from the texts to support their arguments, which is perhaps the central goal imbuing the whole set of standards. The use of maps, charts, and photographs support visual literacy components, while research tasks allow students to practice evaluating sources, prioritizing information, and integrating information across texts to develop a coherent understanding of an issue. Literary sources offer a host of opportunities to analyze cultural experiences depicted in works from outside the United States, while building students' understanding of craft and structure. All sources in the book build students' knowledge of academic and domain-specific vocabulary appropriate for the secondary and college levels.