



Teaching *Children of Willesden Lane*: Alignment with the Common Core State Standards

Facing History and Ourselves' mission aligns with the intent of the Common Core State Standards to prepare students to be college- and career-ready. Our *Children of Willesden Lane* study guide emphasizes close reading of challenging texts; critical analysis; and the development of critical thinking, writing, and speaking skills.

Facing History is working with teachers, schools, and districts across the country as they implement the Common Core State Standards. **We help educators make the key instructional shifts** called for by the standards, using our primary and secondary sources and underlying pedagogy.

Facing History's program supports Common Core Standards for:

- **Reading:** In a Facing History classroom, students read widely from primary and secondary sources, and use evidence to present careful analyses, well-defended claims, and clear information.
- **Writing:** Facing History classrooms routinely incorporate writing in many forms, including rigorous writing assessments, argumentative essays, journals, and narrative writing.
- **Speaking and Listening:** Facing History classrooms model the skills needed for diverse groups to discuss complex topics in a respectful and academic way.
- **Media Skills:** Facing History helps teachers and students to utilize media and technology, while teaching students to assess the quality and validity of sources.

For more information about how Facing History's program meets the standards, links to specific Common Core-aligned resources, and examples of how Facing History is working with schools and districts, visit facinghistory.org/commoncore

Facing History Resources Support the Common Core Instructional Shifts

The Facing History and Ourselves TEACHER'S RESOURCE TO *The Children of Willesden Lane* is designed to deepen and enrich students' understanding of both the book and the CD. It can also be used to support teachers in meeting the Instructional Shifts called for by the Common Core State Standards for Literacy in the Content Areas (*adapted from achievethecore.org*).

Shift 1: Regular practice with complex text and academic language

How Facing History Helps Teachers Achieve This Shift: Facing History texts are indeed complex and highly sophisticated. Most texts used by Facing History are rigorous and appropriate for middle and high school readers. Because of their complexity, there are moments when Facing History recommends close reading activities, where a teacher will ask students to read a text several times to facilitate understanding. In addition, Facing History materials include activities that ask students to develop and find definitions for key academic vocabulary.

Shift 2: Reading, writing and speaking grounded in evidence from text, both literary and informational

How Facing History Helps Teachers Achieve This Shift: This shift emphasizes using evidence to present careful analyses, well-defended claims, and clear information, whether students are writing an essay or discussing a reading. Many Facing History strategies ask students to develop opinions and defend them in a formal discussion or debate. When employing these strategies, it is essential to ask students to use evidence from a text in explaining and defending their point of view. Facing History teachers believe there is a time and place for students to make connections to their own lives, and Facing History materials encourage students to read a particular document for both what it says specifically about a history and how it speaks to universal issues of humanity, morality, and ethics.

Shift 3: Building knowledge through content-rich nonfiction

How Facing History Helps Teachers Achieve This Shift: To achieve this shift, students read more nonfiction than previously, including memoir and literary nonfiction. This Facing History publication includes collections of informational texts, including primary and secondary sources, as well as an in-depth model for exploring a memoir.

The following charts show how the TEACHER'S RESOURCE TO *The Children of Willesden Lane* can be used to support students' development of Literacy in History/Social Studies as outlined by the Common Core State Standards.

CCSS ELA Standards • Literacy in History/Social Studies • Gr. 9–10

<i>Study Guide Activities</i>	CCSS RH.9–10.2	CCSS RH.9-10.4	CCSS RH.9-10.6
"Outlining a 'Universe of Obligation'" (p. 14–15)	X		
"Defining the Word <i>Refugee</i> " (p. 15), <i>resilience</i> (p. 33), <i>resistance</i> (p. 33)		X	
"Stepping Back in Time" (p. 16)	X		
"Exploring what Lisa means when she says..." (p. 26)		X	
"A Matter of Perspective" (p. 27)			X
"Making a Difference": Ask students to explain the last sentence of "A Rescuer's Account" (p. 30)		X	
"Cast Out" (p. 17) and "A Rescuer's Account" (p. 31)			X

**Focus Standards in the TEACHER'S RESOURCE TO *The Children of Willesden Lane*
English Language Arts Standards • Literacy in History/Social Studies • Gr. 9–10**

Key Ideas and Details

CCSS.ELA-Literacy.RH.9-10.2

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.

Craft and Structure

CCSS.ELA-Literacy.RH.9-10.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-Literacy.RH.9-10.6

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Range of Reading and Level of Text Complexity

CCSS.ELA-Literacy.RH.9-10.10

By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

CCSS ELA Standards • Writing • Gr. 9–10

<i>Study Guide Activities</i>	CCSS WHST. 9-10.1	CCSS WHST. 9-10.2	CCSS WHST. 9-10.4	CCSS WHST. 9-10.5	CCSS WHST. 9-10.7	CCSS WHST. 9-10.9	CCSS WHST. 9-10.10
Reporting <i>Kristallnacht</i> (p. 24)		X					
Consistent use of “Writing Ideas” and “Journal Suggestions” from each section of the guide, e.g., “A Difficult Decision” (p. 24)							X
Gathering evidence to support an argument — “Exploring London” (p. 27), Timeline (p. 18, 25), “The Blitz” (p. 32)		X				X	
How do you account for the American Response? Wagner-Rogers Bill (p. 30)	X						
Find out about: other rescuers (p. 30), similar responses in other countries and at other times in history (p. 34)					X		
“Uprooted” — <i>Exploring the emotions...</i> using evidence from the book (p. 26)						X	
“Family Stories” (p. 44)			X	X			

For more information about Facing History and Ourselves, visit facinghistory.org.