



THE NEW JERSEY ITALIAN HERITAGE COMMISSION



Archaeology in Modern Italy

Choosing Between the Past and the Present

Grade Level: 9-12

Subjects: World History

Categories: History and Society / Modern Italy

Standards:

Please read the New Jersey Student Learning Standards on page 11 before conducting the lesson. They will help you give explicit instructions to your students and help you create rubrics most appropriate for your class.

Objectives:

The students will be able to:

1. describe some of the difficulties of doing archaeological research in modern Italy.
2. explain the conflicting interests and values that often interfere with the archaeological study of Italian history and culture.
3. consider the competing needs of archaeology and modern land use and collaborate as a group to develop plans to meet the needs of all as effectively as possible.

Abstract:

This lesson addresses the balances and compromises that must be struck between the need to excavate and study archaeological sites discovered in Italy and the need to minimize the disruption and expense that such investigations cause to the modern communities. Often current populations and businesses are active at the same locations as the archaeological sites in this increasingly urban environment.

In this lesson, students will learn of one of these major archaeological sites located in a major city. It is the maritime harbor of ancient Pisa, discovered under a modern railroad station in modern Pisa. They will study the information and value of this site to history and how it had been excavated. They will also read about the disruption it has caused to the construction of the new railroad terminal. Next they will learn about some new technologies that can be used to study the archaeological site while causing minimal disruption to modern-day activities at the site. As a culminating activity, students will role play a situation in which a historical site has been discovered and the people involved in the site, both the archaeologists and the other people living and working at the site, have to work out how they can co-exist and all meet their own needs.

Key Terms:

Archaeology	n.	The study of past cultures by means of physically locating, examining, and analyzing artifacts of these cultures in the context of the locations where they are found.
Artifact	n.	A physical object used by a society that can provide information about the society that produced it.
Dating Techniques	n.	Technologies used to determine how old an artifact might be.
Excavation	n.	A standard method used by archaeologists to locate artifacts in the ground.
Geophysical Surveying Systems	n.	Technology that allows researchers to examine and identify features of archaeological sites without having to physically excavate them or remove more modern structures that have been built over them.
Virtual Reality	n.	A computerized 3D picture of what originally existed on the site of an archaeological dig generated by using discovered artifacts and past knowledge to project on the computer what this site originally was like.

Background:

As one of the oldest and most extensive societies of the ancient European world, it might be expected that current scholars have a great deal of information about ancient Roman civilization, and that there are many traces of this civilization that have survived the centuries and remain available to us. Though that is true to a certain extent, it does not at all mean that our knowledge and understanding of this culture and people are complete. A gap of about 2,000 years can leave room for much misinformation and myth to creep into our knowledge of the ancient Romans, and, thanks to the work of many scholars and others interested in the subject, new information and interpretations of the ancient Roman experience reach the public on a regular basis.

One of the main sources of this new knowledge is archaeology. Italy is clearly one of the most archaeologically rich countries in the world. At sites in Rome and other famous locations like Pompeii, people can stroll down ancient streets and go into 2,000-year-old homes and enjoy the interior decorating. These established sites have ongoing research where students from all over the world can hone their skills in archaeology and add to the knowledge base about the ancient Romans.

But the many archaeological sites and restorations that are easily accessible to tourists, students and history buffs are only the tip of the iceberg. Since Italy has had a lively and growing society since the Roman Empire up to the present, modern Italy is sitting on top of an enormous storehouse of archaeological material. The problem is to reach the ancient remains of buildings and artifacts, we have to clear away what is on top of it. The owners of these homes, businesses and other structures usually have a problem with that. Another problem is that we don't necessarily know where these ancient remains are. Discoveries often result from people involved in construction or some other activity happening across something that catches their eye and prompts further investigation by professional archaeologists.

Since this has happened so often in Italy, the government has laws and regulations in place so that when a potential archaeological site is discovered, it is protected and efforts are made to study it. Even so, there are always compromises that must be made. Often, efforts to excavate and study a site seriously interfere with the other uses of the site, inconveniencing people and costing them money. Because archaeological research does not necessarily generate high profits, there is often not enough money available to adequately compensate the people being asked to cooperate with the research.

In many Italian cities, it can almost literally be said that there are layers of archaeological remains of previous cities underneath extensive areas of the present-day cities. Obviously, they are not going to bulldoze modern Rome, for instance, to study the archaeological remains of ancient Rome. There are technologies, however, that do offer the ability to look beneath the ground and show us some of what is there without picking up a shovel. There is great potential with these new sensing devices, and more advanced technology will surely be coming in the future.

In this lesson, students will learn about the concerns and compromises that must be made when an archaeological site is discovered. They will have the opportunity to wrestle with the conflicting interests involved and come to some consensus that allows development and study of the sight while minimizing the economic and logistical problems for other users of the area.

Procedures:

Day One

- I. Anticipatory Set:
 - a. Answer this question: Your family is moving to a new area. You must be there in four months for your parents to start at new jobs. You have arranged for a house to be built in this area. When the builders start digging the foundation, they discover a number of artifacts that indicate this was the site of a 17th century trading post. What should be done now?
 - b. Briefly discuss possible answers with students (5 minutes).

- II. Teacher will explain that the class will be looking at a more complicated example of the same sort of problem that happened in Italy in the early 21st century, and how they handled that situation.

- III. Students will read the account of the discovery of the shipwrecks of ancient Pisa's harbor. See attached reading or go to the following web sites:
www.archaeology.org/9907/etc/pisa.html
www.archaeology.org/9905/newsbriefs/pisa.html
www.newsweek.com/id/67475?GT1=10547

- IV. Students will have a few minutes for questions and clarification from the teacher about material in the reading.

- V. Students will answer the following questions, either in writing or in class discussion, at the discretion of the teacher:

1. How was the ancient harbor at Pisa and its shipwrecks discovered?
2. Why were the ships, cargo and human remains in such a good state of preservation?
3. Why was this site considered so important to historians and archaeologists?
4. What modern-day activities have been interrupted by the archaeological work?
5. What are the specific problems to be overcome with this particular project?
6. What limitations have been put on the project?

VI. Students will each read about the new technologies being used in archaeology on one of the following web sites. Teacher should assign them in a way that guarantees an equal number of readers for each site:

www.archeologymapping.com/systems.htm

www.learningsites.com/Support_pages/BFS_VRinA_intro.html

VII. Students will orally answer the following teacher-directed questions based on which web site they read:

1. How did the technologies you read about work?
2. How do they present the information they produce?
3. How would they be useful in overcoming some of the problems with archaeological excavation?

Homework:

In tomorrow's class, we are going to try to resolve some of the problems presented by the archaeological exploration of the ancient harbor of Pisa. To do that we will have teams made up of the various groups affected by the dig and an Italian government committee charged with working out the best solution. Each group will be asked to come up with a workable plan. Teacher will assign students to be members of one of the following groups:

1. Archaeologists
2. Officials from the railroad
3. Representatives of the unions representing the railroad workers and the construction workers.
4. City government
5. Citizen group representing taxpayers
6. Citizen group representing rail commuters
7. Committee from the Italian national government

For Homework, each student will write a list of suggestions for their group.

Day Two:

- I. Students will break up into their respective groups to work out what their recommendations will be for continuation of the archaeological work at Pisa.
- II. All groups will meet together as a whole to present and negotiate the best way to proceed with the project.

- III. The Committee from the Italian national government will decide what the future plan will be, based on input from this meeting, and present it to the class.

Assessment:

- Each student will write a brief description of the difficulties encountered in doing archaeological research in a densely populated country-like environment like Italy today.
- Each student will write a one-paragraph essay explaining why they agreed or disagreed with the plan developed by the group in the simulated meeting done during Day 2. This essay will be evaluated on the basis of how well the student understood the problems and conflicts surrounding archaeological research being done in urban areas.

Supplemental Information

A Maritime Pompeii

Pisa is famous for its leaning tower, but archeologists there are now uncovering an amazing fleet of ancient ships, some complete with crew and cargo.

By Barbie Nadeau

NEWSWEEK WEB EXCLUSIVE

November 1, 2007

The San Rossore train station on the edge of Pisa, Italy, is a lonely stop. Tourists who visit this city to see its famous leaning tower generally use the central station across town. But San Rossore is about to be recognized as one of the country's most significant archeological digs. For nearly a decade archeologists have been working near and under the tracks to unearth what is nothing short of a maritime Pompeii.

So far the excavation has turned up 39 ancient shipwrecks buried under nine centuries of silt, which preserved extraordinary artifacts. The copper nails and ancient wood are still intact, and in many cases cargo is still sealed in the original terra cotta amphorae, the jars used for shipment in the ancient world. They have also found a cask of the ancient Roman fish condiment known as *garum* and many mariners' skeletons — one crushed under the weight of a capsized ship. One ship carried scores of pork shoulder hams; another carried a live lion, likely en route from Africa to the gladiator fights in Rome.

What's most dramatic about the discovery of this maritime graveyard is that the ships date from different centuries both before and after the advent of the Christian era, meaning the shipwrecks did not happen simultaneously but over time in the same area. Researchers say that starting around the 6th century B.C. the cargo docks of the port of Pisa were accessed by a canal that made a loop connecting the harbor to the open sea. Every hundred years or so during the course of nearly a thousand years, tsunami-like waves violently flooded the waterway and capsized and buried ships, their cargo and their passengers and crew, alongside uprooted trees and even tiny birds and animals. The 39 shipwrecks, of which 16 have been age-dated and partially or fully excavated so far, date from around the fifth century B.C. to the fourth century A.D. Random artifacts, for which the archeologists have not yet found ships, date back even further. "The ships represent life in motion," says Elena Rossi, an archeologist who has worked on the site since it was first discovered. "Some may have foundered, others sunk in storms, and others went to the bottom in a flood."

The shipwrecks represent a significant piece of a puzzle that archeologists and anthropologists have struggled to understand for centuries. Studying the oldest boats' contents and the way those ships were built, archeologists now better understand just who the Romans and Etruscans traded with and how they lived and utilized the Mediterranean Sea. Some of the oldest ships belonged to the Greeks and the Phoenicians, which implies that the mysterious and little-understood Etruscans were in fact active traders. One ship

carried amphorae sealed with sand from both Spain and from the volcanic regions of Campania in Italy, giving scientists vital clues to where these ships traveled.

Other ships carried various types of cutlery and crockery, from utilitarian ware used by the seamen to more expensive, signed pieces. None of the vessels examined so far were warships, and back then passenger boats did not exist. Researchers have concluded that it was common practice for wealthy citizens to effectively rent space on cargo ships, which explains why some of the vessels had expensive personal effects obviously not belonging to the crews. One boat thought to be a 15-yard riverboat was found still moored to a sunken pile with perfectly preserved rope. It contained a wide range of personal belongings, from fine jewelry and hand-carved pottery to simple tools. One of the rowing benches on this ship still bears the faint inscription, in the Greek alphabet, of the word *akedo*, the Latin word for seagull, which is believed to have been the name of the ship. Another ship, known as the *Chiatta*, was capsized in a storm and lies upside down, perfectly preserving the mast and upper reaches of the boat.

The first nine ships were discovered in 1998, when Trenitalia, Italy's national train company, broke ground at San Rossore to build a new control center for the Rome-Genoa line. Within a few months remnants of more than a dozen shipwrecks were identified. Even a year later, when archeologists finally made the site an official state-funded excavation, they understood so little about Pisa's marine history that they accidentally bisected an ancient ship with metal bulkheads put in place to cordon off the dig. Half of the ship still lies undiscovered outside the work area, the steel barrier left in place across the ancient vessel. Part of another ship has been located under the train tracks, which will mean significant disruption to regional train service if they choose to excavate it. Archeologists on the project say that even more ancient ships lie buried under this part of modern-day Pisa.

An aggressive plan to recover and restore these ships is daunting and time-consuming. The land between modern-day Pisa and the sea has a high water table, in places more than three feet above sea level, which keeps the ground spongy. This porous soil helped preserve the boats in their watery clay graves — and the same soft soil contributed to the slant of the city's famous tower. But excavating the boats is a juggling act. Exposure to oxygen is detrimental to the ancient wood, but since some of the ships are 20 feet or more underground, the ground water has to be pumped away to allow the excavation to progress. The ships that have been identified but not excavated have been covered with removable asphalt on which the outline of the boats is painted in bright yellow, blue or white, depending on the age of the ship.

So far, only a few ships have actually been removed from the ground. Their ancient wood fragments are cleaned and then soaked in a bath of water and a fungicidal solution to stop the effects of exposure to oxygen from dehydrating the perishable organic materials. The boats are extracted and treated in small sections to keep exposure to the elements minimal. Ancient wood restorers then consolidate the fragments with the larger pieces of the original boats and wrap the reconstructed vessels in a plastic film, and finally in a fiberglass material called vitroresin. Humidity and exposure to light are carefully controlled, and the ships are hung from vinyl straps to allow circulation and drainage during the preservation stages. Three major ships are now wrapped and hanging in a laboratory in Pisa and will have to soak for several years before they are stable enough to display to the public outside their fiberglass shells. Workers have shared

technology with researchers in Stockholm, Sweden, who recently unveiled a multimillion-dollar museum for the only other ship of similar origin ever found.

Optimistic workers on the Pisa project hope they will also have a museum dedicated to their 39 ships by 2015, inside Pisa's nearby Arsenal museum. They hope to showcase the ships' contents and display many of the preserved ships — even if they are still hanging in fiberglass casings or soaking in glass-sided liquid basins, if that's required to preserve the artifacts. But many of the ships may never be recovered from their graves due to lack of funds and other resources it takes to preserve these ancient relics.

For now visitors can gaze down at the dig site from above for about \$9, and those who pass through the sleepy San Rossore train station can always just look down from the tracks to see what is easily one of the most exciting ancient discoveries in recent history.

URL: <http://www.newsweek.com/id/67475>

Name _____

Date _____

Pisa Harbor Dig

1. How was the ancient harbor at Pisa and its shipwrecks discovered?
2. Why were the ships, cargo and human remains in such a good state of preservation?
3. Why was this site considered so important to historians and archaeologists?
4. What modern-day activities have been interrupted by the archaeological work?
5. What are the specific problems to be overcome with this particular project?
6. What limitations have been put on the project?

Answer Key - The Pisa Harbor Dig

1. How was the ancient harbor at Pisa and its shipwrecks discovered?
Workers excavating for renovations to the railroad station found one of the ships and some artifacts.
2. Why were the ships, cargo and human remains in such a good state of preservation?
The way they were sunk by tidal waves and covered by silt prevented them from the usual amount of decay.
3. Why was this site considered so important to historians and archaeologists?
It provided information on the way ships were constructed, the trade routes they followed, and the types of food available at several different time periods in history.
4. What modern-day activities have been interrupted by the archaeological work?
Construction of the railroad station, train traffic, jobs, and financial issues were affected.
4. What are the specific problems to be overcome with this particular project?
Preventing the deterioration of the wooden portions of the ships once exposed to the air was a major problem. The same would be true of human and animal remains found and food materials in the ships' cargoes.
6. What limitations have been put on the project?
The amount of money available for the project has limited salvage to 16 of the 39 ships on the site. There may well be more. Excavation under existing railroad and other buildings is not possible for financial and other reasons.

New Jersey Student Learning Standards

Social Studies

6.2.12.B.6.a Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.

Visual and Performing Arts

1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

English Language Arts

RI.9-10.1 RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain

RI.9-10.2 Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

RI.9-10.7 Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.8 Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RI.9-10.9 Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

RI.11-12.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2 Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.8 Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises [...]

RI.11-12.9 Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

W.9-10.1.b. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

W.9-10.1.c. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.9-10.1.d. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented.

W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.2.a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.9-10.2.b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.9-10.2.c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.9-10.2.d Use precise language and domain-specific vocabulary to manage the complexity of the topic.

W.9-10.2.e. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

W.9-10.2.f. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and wellstructured event sequences.

W.9-10.3.a Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.9-10.3.b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.9-10.3.c Use a variety of techniques to sequence events so that they build on one another to create a coherent, complete and comprehensive piece.

W.9-10.3.d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.9-10.3.e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative

W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 [here](#).)

W.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

W.9-10.9 Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1.a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

W.11-12.1.b. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.

W.11-12.1.c. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.11-12.1.d. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.1.e. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.2.a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.11-12.2.b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

W.11-12.2.c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11-12.2.d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11-12.2.e. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.2.f. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.3a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.11-12.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.11-12.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

W.11-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.11-12.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12.)

W.11-12.6 Use technology, including the Internet, to produce, share and update writing products in response to ongoing feedback, including new arguments or information

W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research..

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

SL.9-10.1 a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.9-10.1.b. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.

SL.9-10.1.c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SL.9-10.1d. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. (See grades 9–10 Language standards 1 and 3 for specific expectations.)

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. A. Come to discussions prepared, having read and researched material

SL.11-12.1.b. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.

SL.11-12.1.c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

SL.11-12.1.d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11-12.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience

SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

RH.9-10.1 Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2 Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.9-10.3 Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

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 and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH.9-10.6 Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claim.

RH.9-10.9 Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts..

RH.11-12.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole

RH.11-12.2 Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

RH.11-12.3 Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH.11-12.6 Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.8 Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources..

RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.