



THE NEW JERSEY ITALIAN HERITAGE COMMISSION



The *Foibe* Massacres 1943-1947

Grades 9-12

World History/ U.S. History
Genocide/Holocaust Studies
World Languages

Objectives:

Students will be able to:

1. Explain why Yugoslav, Communist partisans worked to eliminate all Italians from Istria and Dalmatia, considering historical perspective of the regions.
2. Determine why the Italian government (both left and right) wanted to cover-up the *Foibe* massacres until 2005, and why they eventually changed their approach to the atrocities.
3. Extrapolate from their research and deduce why some historical narratives might look to hide various acts of brutality, ethnic cleansings, and genocides, while giving copious attention to other acts of brutality and attempts at ethnic cleansing and even genocide.

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.

Abstract:

During and after World War II nearly 15,000 Italian citizens were imprisoned, tortured, and thrown alive into deep, narrow ravines called *Foibe* by Yugoslav Communists. Many have called this an act of ethnic cleansing of the regions known as Istria and Dalmatia. Thousands of Italian men and women were also sent to gulags while hundreds of thousands more were forcibly expelled from Istria and Dalmatia. The Communists also confiscated their properties. Students will investigate why both the Italian and the Yugoslavian governments hid these atrocities from investigation until recent times.

Key terms:

<i>Foibe</i>	An Italian word for the narrow ravines on the Carso plateau, behind Trieste and Istria. At the end of World War II, Communist partisans killed thousands of Italians by throwing them into the ravines. The atrocities are known as the Foibe massacres.
Yugoslavia	A country that existed from 1918 until 1941 and from 1945 until 1991. It was a union of the <i>Southern Slavs</i> from the countries of Slovenia, Croatia, Serbia, Bosnia-Herzegovina, Montenegro, and Macedonia.
Croatia	An ancient Slavic land that had adopted the Latin alphabet and the Roman Catholic faith. Croats are divided from their fellow Slavic neighbors in Serbia who use the Cyrillic alphabet and profess the Eastern Orthodox faith. They both speak a common Serbo-Croatian language
Marshall Tito	Communist dictator of the Socialist Federal Republic of Yugoslavia from 1943 until his death in 1980.
Annex	To absorb a territory into a country and make it part of the absorbing country.
Fascist	A member of the Fascist Party that originated in Italy, under Benito Mussolini. Fascists believed in a semi-socialist nation, with the economy controlled by a dictator. While the means of production remained in private hands, they were under the control of the state. Fascists emphasize the power of the state.
Communist	A member of the Communist Party, who believes in a socioeconomic system where there is common ownership of all means of production, under the control of the state. They believe in international socialism.

Background:

History books are replete with stories of man's inhumanity towards their fellow man; e.g., the Holocaust, the Rape of Nanking, the Armenian Genocide, the Great Hunger in Ireland, and more recently the Bosnian and Rwandan genocides. Various historical narratives, however, brush over many attempts at genocide or ethnic and religious cleansing for assorted political reasons. Few westerners realize the Boston marathon bomber, Tamerlan Tsarnaev was named after the fifteenth-century conqueror Timur, or Tamerlane, who had conquered Mongol and Muslim empires in western, southern, and central Asia. He was responsible for the deaths of over 17 million people, one-fifth of the world's population at that time, yet he is rarely discussed in world history class. Most Americans never learned of their World War II communist ally, Josef Stalin's elimination of millions of Soviet people. It is awkward that the U.S. was an ally of one of the greatest mass murderers of all time. To name just one example, in the 1930s Stalin created and oversaw a mass starvation of up to 8 million Ukrainians. Nor do American students study the deaths of hundreds of thousands of North Vietnamese peasants during Ho Chi Minh's redistribution of land campaign during the 1950s, and the escape of over 2 million North Vietnamese to the South during the 1950s into the 1960s. American students also do not spend much time on the Communist reeducation camps, the deaths of hundreds of thousands of South Vietnamese, and the escape of hundreds of thousands more on rickety boats in shark infested waters. They also pay little attention to the slaughter of 2 million Cambodians at the hands of the Communist Khmer Rouge after the Americans had left. The Khmer Rouge expelled millions of innocent people out the cities, eliminated institutions such as marriage, religion, family, and even neighborhoods, and slaughtered one-third of their entire population. Textbooks and classes tend to discuss massacres and

genocides that comfortably fit into a narrative. Butcheries and bloodbaths that raise awkward political questions are often deemphasized or ignored.

One such bloodbath that gets very little exposure is the slaughter of thousands of Italian citizens who had lived on the Istrian Peninsula, across the Adriatic Sea from the Italian Peninsula. Since the Middle Ages, Italian and Slavic peoples have both occupied the Istria and Dalmatia regions. They lived in relative peace, with Italians living in the urban areas, such as Trieste, and Slavs living primarily in the countryside. To combat developing Italian nationalism during the early post-Napoleonic period, the Austrian Hapsburg Empire had encouraged Slavs to settle in the coastal cities. They even brought in a German bureaucratic population to settle in the cities. After World War I and the breakup of the Hapsburg Empire, Italy was able to annex Istria, while the new nation of Yugoslavia (Land of the southern Slavs) annexed Dalmatia. The Italians worked to Italianize the non-Italian population of Istria and the Yugoslavs looked to Slavize Dalmatia. During World War II, Italy and Germany conquered Yugoslavia and the Fascist Italian government moved many Slavs into concentration camps. Between 7,000 and 11,000 Slavs lost their lives in the Italian camps. When Marshall Josip Tito's communist partisans took over the regions in 1943, the Communists rounded up many of the Italian Fascists and even Italian Communist partisans and had them executed. This continued under Tito's Communist Yugoslav government after the fall of Italian dictator Benito Mussolini in 1945. Tito even executed Croatian and Slovene Slavs who had favored Fascist governments. Tito's carnage in Istria and Dalmatia is known as the *Foibe* massacres. Yugoslavs threw thousands of unfortunate Italians off mountains into the very narrow ravines, called *foibe* in Italian. As many as 15,000 Italian victims were subject to these horrific slaughters that many now label ethnic cleansing. They placed many more Italians in gulags (concentration camps) and confiscated the property of hundreds of thousands of others, forcing them to move to Italy. Through such efforts, Tito's Communists cleared the regions of their Italian population.

After World War II, both the Italian and the Yugoslav governments chose not to pursue revenge for both the Italian Fascist maltreatment of Slavs and the Yugoslav Communist slaughter of Italian nationals during and after the war. They signed a peace treaty in 1947; that agreement was followed in 1975 by the Osimo Treaty, which settled all border disputes and issues that had not been resolved in 1947. It was in the interest of both neighboring nations that they maintain cordial relations. Furthermore, the Italian government wanted to distance itself from Italy's Fascist past and from its alliance with Nazi Germany. Investigations into the *Foibe* massacres brought Yugoslav charges against the former Italian government. Italian political parties on the right, such as the Christian Democrats, wanted to keep a clear distance from the Fascists (which many labeled a right wing party), while Italian parties on the left, such as the Socialists and the Communists did not want to bring charges against fellow leftists in Yugoslavia.

After breakup of Yugoslavia in 1991, people felt freer to begin asking questions. In 2005, Italian Prime Minister Silvio Berlusconi's right of center government discussed the issue in Parliament. They initiated the National Memorial Day of the Exiles and the *Foibe* on February 10, 2005. All of Italy took part in the memorial. The Italian left soon joined the Italian right in condemning the *Foibe* massacres and the exile of Italians from Istria. In 2007, the former Communist Italian President Giorgio Napolitano created a firestorm by saying, "There was therefore a movement of hate and bloodthirsty fury, and a Slavic

annexationist design, which prevailed above all in the peace treaty of 1947, and assumed the sinister shape of ethnic cleaning.” In response, the President of Croatia (one of the Yugoslav successor states) stated, “It was impossible not to see overt elements of racism, historical revisionism and a desire for political revenge in Napolitano’s words.”

The die had been cast. Both the Italians and the Croatians viewed the events in Istria during the 1940s very differently. Although, both nations worked out the impasse and Croatia was admitted to the European Union in 2013, many issues remained unsettled, including the question of whether the Italians exiled were due reparations. Below students will investigate the issues and the politics that evolved after the war. They will see that history is never objective and is heavily influenced by politics as they respond to the following question: *Why would both the Italian and the then Yugoslavian governments hide these atrocities when they established diplomatic and trading relations in 1947 and keep them hidden until 2005?*

Activity 1

During and after World War II nearly 15,000 Italian citizens were imprisoned, tortured, and thrown alive into deep, narrow ravines called *Foibe* by Yugoslav Communists. Many have called this an act of ethnic cleansing of the regions known as Istria and Dalmatia. Thousands of Italian men and women were also sent to gulags while hundreds of thousands more were forcibly expelled from Istria and Dalmatia. The Communists also confiscated their properties. Pose this question to the class: *Why would both the Italian and the then Yugoslavian governments hide these atrocities as they established diplomatic and trading relations in 1947 and keep them hidden until 2005?*

Break the class into seven groups.

1. Two groups will investigate the atrocities that took place.
 - a. One of those groups will investigate the maltreatment of Slavs by the Italian Fascists during World War II.
 - b. The other group will investigate Yugoslav partisans’ and the Yugoslav governments’ mistreatment of Italian nationals in Istria and Dalmatia from 1943 to 1949 in what has been called the *Foibe* massacres.
2. A third group will investigate how the Yugoslav government under Marshall Tito controlled those regions and how things changed after he died in 1980 and Yugoslavia broke up in 1992.
3. Two other groups will investigate how the Italian government kept a lid on exposing the massacres to the Italian people and to the world.
 - a. One of the two groups will investigate the reasons why the Italian right (such as the Christian Democrats) wanted to keep a lid on the massacres.
 - b. The other group will investigate the Italian left (*e.g.* Socialists, Communists, etc.) and why they worked to cover up the atrocities.
4. A sixth group will explore why the Italian government, both left and right, want to tell the story of *Foibe* now.

5. The seventh group will explore the Croatian reaction to the Italian National Memorial Day of the Exiles and *Foibe* that began in 2005.

Activity 2

Students will put together a mock news show discussion. Students in groups will decide which members will complete various assignments. All members will conduct research of their own topic.

1. They will elect a coordinator for their individual group (He or she will be responsible for doing work also).
2. Another member of each group will be the research coordinator.
 - a. The research coordinator will report to the coordinator.
 - b. The research coordinator, along with the rest of the group, will locate information.
 - i. The research coordinator will compile the information coherently for the next phase of the project.
3. Another group member will coordinate writing the group's paper or script.
4. The writing coordinator will work with the research coordinator, analyzing, and synthesizing the research material.
 - a. All members will contribute ideas to the writing phase of the project.
 - b. Groups must cite their sources.
 - c. The groups' papers will be collected and graded by the teacher for form and content.
 - d. The teacher can then return the papers to the students with corrections and suggestions.

Activity 3

Students will revise their papers for the discussion. Each group will pick a member to present the material on the mock show.

The teacher will ask the audience: "*Why would both the Italian and the then Yugoslavian governments hide these atrocities when they established diplomatic and trading relations in 1947 and keep them hidden until 2005?*"

A representative of each group will sit in a round table type format, as they do on Sunday morning TV News shows.

1. First, the two groups who investigated Yugoslav and Italian atrocities during World War II will present their findings.
2. The third group will report on how the Yugoslav government under Marshall Tito controlled those regions and how things changed after he died and Yugoslavia broke up.
3. The two other groups that investigated how the Italian government kept a lid on exposing the massacres to the Italian people and to the world will present next.

- a. The group who investigated the reasons why the Italian right wanted to keep a lid on the massacres will report.
 - b. The other group who investigated the Italian left and why they worked to cover up the atrocities will report next.
4. Next, the group who explored why the Italian government, both left and right, wanted to tell the story of *Foibe* after 2005 will report.
 5. Finally, the seventh group who explored the Croatian reaction to the Italian National Memorial Day of the Exiles and *Foibe* will report.

As the moderator, the teacher can ask the speakers some questions based on their research.

Activity 4

Students may want to videotape the show. The class may then want to view the production and offer critiques. The teacher may use the show as a model for later projects, or in subsequent years.

Have the students evaluate their individual and group work. They may discuss their opinions within the group and arrive at a consensus. Some students may decide to respectfully dissent from the consensus. Have students record their opinions as notes.

The teacher can give copies of the groups' papers to each student. Students can review the papers, and then view the production. The teacher will then assign a five-paragraph essay on the initial question: *Why would both the Italian and the then Yugoslavian governments hide these atrocities when they established diplomatic and trading relations in 1947 and keep them hidden until 2005?*

In their concluding paragraph, also, ask students to extrapolate on their research and deduce why historical narratives might look to hide various acts of brutality, ethnic cleansings, and genocides, while giving copious attention to other acts of brutality and attempts at ethnic cleansing and even genocide.

Activity Five

Research to answer the following thinking questions:

1. Explain why during the 1947 Paris Peace talks, Italian Prime Minister Alcide DeGasperi did not work to save Istria from Yugoslav dictator Marshall Josip Broz Tito, by asking the Allied victors for a plebiscite to prove that the Italian population in the Venezia Giulia was far larger than the Slavs and wanted to remain in Italy.
2. What were the reasons for the cruelty and brutal killings that Tito's Communists inflicted on Italians, when they occupied Trieste on May 1, 1945? The occupation lasted forty days. In those forty days, after WWII had ended, the Communists massacred a great number of civilians in the *Foibe*, tortured others, and took some Italians away to die in prison camps.
3. Why was there an Allied rush to occupy Trieste even before taking over Istria? Why did the New Zealand troops not stop those atrocities while in the city?

4. Why didn't the European Union (EU) demand that a team of EU historians investigate the *Foibe* located in the carsick area of Istria and Slovenia, before allowing both countries to become a member of organization?

Have students support their suppositions with textual evidence.

Some sources for students to use in research

- Italy-Croatia WWII massacre spat
<http://news.bbc.co.uk/2/hi/europe/6360429.stm>
- Italy marks WW2 'Foibe' massacres
<http://www.italianinsider.it/?q=node/3660>
- Partisans: War in the Balkans 1941 – 1945
http://www.bbc.co.uk/history/worldwars/wwtwo/partisan_fighters_01.shtml
- Topic: Italy and Croatia reopen old war wounds
<https://www.theguardian.com/world/2007/feb/13/italy.iantraynor>
- Italians mark war massacre
<http://www.theguardian.com/world/2005/feb/11/italy.secondworldwar>
- Pits of death give up their grisly secret
<http://www.independent.co.uk/news/world/pits-of-death-give-up-their-grisly-secret-1361227.html>
- The Day of Remembrance: The Foibe Massacres and the Julian-Dalmatian Exodus
<https://istria-fiume-dalmatia.blogspot.com/2018/02/the-day-of-remembrance-foibe-massacres.html>

How to Write the Papers

The papers' structure:

1. Make sure there is a proper title page.
2. Bibliography - Use at least eight sources in the paper and six sources in the propaganda sheet (no encyclopedias or Wikipedia).
 - Sources cited in your bibliography MUST also appear in your endnotes, or they do not count.
3. Footnotes or endnotes - Use at least ten endnotes in both of your papers.
 - All note sources MUST be listed in your bibliography, or they do not count.
4. Number all pages except the title page and the first page.
 - Start numbering page 2 and on.
5. Left margins should be three-fourths of one inch. Right margin should be one and one-fourth inch. (or, standard computer page margins)
6. The paper must be double-spaced (not singled, not tripled).
7. Top and bottom margins should be one inch.
 - You should start the first page three lines down from the one inch mark.
8. Lettering should be at twelve pitch (or standard typewriter pitch).
 - Your letters should be the size of the letters you are now reading.
9. Do not use a plastic cover; the cover page will suffice.
10. Do not staple your pages; use a paper clip for your official copy.
 - I will staple the copies that will be disseminated to the class.
11. Do NOT use the justify control on your computer.
 - Leave the right margin jagged.

Structure of both papers:

1. Establish your thesis, explaining why the Italian and Yugoslav governments covered up *Foibe*, and why the Italians changed their approach in 2005.
2. Use the next three paragraphs to provide details to support your thesis, using textual evidence from your classmates' work, or from their texts.
3. In the final paragraph, restate your thesis, (not verbatim). Then extrapolate on your research and deduce why historical narratives might look to hide various acts of brutality, ethnic cleansings, and genocides, while giving copious attention to other acts of brutality and attempts at ethnic cleansing and even genocide.

Thesis statement: a proposition, or controlling idea, advanced in the first paragraph of your essay and maintained by argument.
You are to give your thesis statement in the introductory paragraph.

Example one: Topic — Who do we call heroes?

Thesis statement: ***“If the Greeks are right, and they usually are, then a discussion about heroes and heroism is essentially an exercise in self-discovery and cultural introspection; and in choosing to honor certain persons as heroes and certain actions as heroic, we invest those persons and actions with ideals that we ourselves value and admire.”***

- from Peter J. Gomes’ *Forward* to Peter H. Gibbon’s *A Call to Heroism: Renewing America’s Vision of Greatness*.

Example two: Topic — Greek and Roman influences on American Founders?

Thesis statement: ***“That the ancient Greeks and Romans influenced immeasurably the political philosophy of the American Founders should be a historical truism.”***

- from Bruce S. Thornton’s *Founders as Framers: The Greek Georgic Tradition and the Founders*.

The content of your essay will give evidence to support your thesis.

Conclusion: Leaves the reader with a clear understanding of the significance of the research. A quality conclusion should do one or more of the following:

- review important points made and draw a final conclusion.
- explain how the research changed or confirmed the writer’s thinking about the subject.
- not introduce any new material on your topic.
- extrapolate, bringing your conclusion on a local event to the universal.
- explain why your conclusion can apply to the larger, global picture in general terms.

Requirements in writing:

1. Never use contractions in a formal paper (unless quoting).
2. Spell out all numbers under 101, along with all two-word numbers, e.g., five hundred.
 - a. Dates: Spell out the month; use numerals for the day and the year.
3. Do not use abbreviations, unless common, e.g., U. S.
4. First spell out full name and show your abbreviation in parentheses, e.g., United States (U. S.).
 - a. You may use abbreviations when the abbreviation is more common, e.g., Mr., Mrs., Fr., Sr., Rev., Lt., Dr., etc.
5. If you must hyphenate a word, do so only at the end of syllable.

- a. There really should not be any hyphenations with word processors.
6. Always use a person's full name and title the first time you introduce him/her. e.g., General Anthony Wayne
 - a. You may then use the last name "Wayne."
7. Never use just a person's first name.
8. Do not use slang.
9. Try not to use the same adjective or adverb twice in the same paragraph; use a thesaurus.
10. Avoid one or two sentence paragraphs.
11. Do not begin a sentence with And, But, or However.
12. Avoid BUT; instead, use however, nevertheless, yet, though, moreover, still, furthermore, besides, rather, etc.
13. Do not use run-on sentences.
14. Use the proper tenses and be consistent.
15. Avoid the passive voice.
16. Use two spaces after a period.
17. Always write in the third person.
18. Avoid "being" verbs. Use action or concrete verbs.
19. Always get someone to proofread your paper.

Grading: You will be graded on your content and research.
Did you fully prove your thesis statement?
Did you thoroughly produce evidence to back up your thesis?
Did you bring the essay to a proper conclusion, bringing the reader back to the thesis?
Is the content of your research relevant to the thesis?
Did you cite your sources properly?
The paper's structure will also be graded.
You will also be graded on spelling, grammar, and punctuation.

New Jersey Student Learning Standards

Social Studies

6.2.12.A.5.d Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, and Sudan), and evaluate the responsibilities of the world community in response to such events.

English Language Arts

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.9-10.6. 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.9-10.7. Integrate quantitative or technical analysis (e.g., charts research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

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.9-10.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

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

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

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

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.9-10.1d. 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.9-10.1e. 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.9-10.2a. 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.9-10.2b. 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.9-10.2c. 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.9-10.2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

W.9-10.2e. 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.9-10.2f. 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 well-structured event sequences.

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

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

W.9-10.3e. 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. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9-10.5. 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 9–10).

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.11-12.1a. 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.11-12.1d. 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.11-12.1e. 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.11-12.2a . 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.11-12.2b. 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.11-12.2c. 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.11-12.2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11-12.2e. 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.11-12.1f. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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.)

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.9-10.7. 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.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.11-12.7 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.

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

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

WHST.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.

WHST.9-10.1.e. Provide a concluding paragraph or section that supports the argument presented.

WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.9-10.2.a. Introduce a topic and organize 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.

WHST.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.

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

WHST.9-10.2.d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

WHST.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.

WHST.11-12.1. Write arguments focused on discipline-specific content.

WHST.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 the claim(s), counterclaims, reasons, and evidence.

WHST.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.

WHST.11-12.1.e. Provide a concluding paragraph or section that supports the argument presented.

WHST.11-12.2. Write informative/explanatory texts, including the narration of historical

events, scientific procedures/ experiments, or technical processes.

WHST.11-12.2.a. Introduce a topic and 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.

WHST.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

WHST.11-12.2.c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships and complex ideas and concepts.

WHST.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; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

WHST.11-12.2.e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

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

WHST.11-12.5 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.