



## THE NEW JERSEY ITALIAN HERITAGE COMMISSION



### Alternatives to the Venetian Spice Monopoly

**Grades 6-12**

**Subjects:** World History / United States History / Economics

**Categories:** History and Society

**Standards:**

Please read the New Jersey Student Learning Standards on page 8 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:**

Students will be able to:

1. determine why the conquest of Constantinople at first benefited Venice, but eventually led to its demise as a major power.
2. assay why Spain and Portugal looked south and west instead of east to trade with the Orient.
3. predict why Italian captains would sail Western European ships to the New World.

**Abstract:**

Students will explore the rise and fall of Venice as a center of Mediterranean trade. With the fall of Christian Constantinople in 1453, Venice was able to establish a monopoly on the European spice trade through a treaty with Muslim Alexandria, Egypt. Alexandria place a 33% tariff on exports that the Venetians passed on to European nations. During the late 15<sup>th</sup> century, the Portuguese looked to sail around Africa to break the Venetian monopoly, while many Italian navigators look for patronage in Spain, France and England to sailed west to Asia. As we now know Italian navigators, such as, Columbus, Verrazano, Vespucci, Caboto, *inter alios*, ran into the then unknown continents in the New World and never made it to Asia. Instead, they made land claims for their sponsor nations who would subsequently colonize the Americas.

### **Key Terms:**

Cartographer	<i>Latin &amp; Greek</i>	One who makes maps.
Monopoly	<i>Latin from Greek</i>	Having exclusive control over a commercial activity.
Navigator	<i>Latin</i>	One who directs the course of a ship.
Orient	<i>Latin</i>	The East; Asia.

### **Background:**

In 1453, the Ottoman Turks finally defeated the last vestige of the Eastern Roman Empire, the second Rome, Constantinople. There had been an overland trade spice-route from the Orient that went through Constantinople and avoided a Venetian-Egyptian near monopoly of the spice trade from the East. Once the Turks closed the Constantinople spice-route, the Egyptians placed a 33% tariff on all Eastern trade. The Venetians still prospered through their virtual monopoly of the Egyptian spice trade, but states in Europe had to pay much more for goods. The Portuguese and Spanish looked for other ways to reach the Oriental spices. Italian sailors, cartographers, and navigators, particularly those on Italy's west coast, like the Genoans, started to offer their considerable skills as seamen to look for a western route to the Indies. Cristoforo Colombo was the first Italian to cross the Atlantic, but others such as Giovanni Caboto (John Cabot), Giovanni da Verrazano, Amerigo Vespucci, and many regular sailors shortly followed.

### **Procedures:**

- I. Explain the term "Monopoly" to the class.
- II. Have students look at the map of the medieval Mediterranean region.
  - a. [https://en.wikipedia.org/wiki/Age\\_of\\_Discovery#/media/File:Republik\\_Venedig\\_Handel\\_swege01.png](https://en.wikipedia.org/wiki/Age_of_Discovery#/media/File:Republik_Venedig_Handel_swege01.png)
  - b. Find Genoa; Venice (identified in German); Constantinople; Alexandria, Egypt; Spain, and Portugal.
- III. Give students; following scenario. "The Turks had captured Constantinople in 1453 and closed the overland spice-route from the Orient. The Venetians held a monopoly on all Oriental spice trade that went through Egypt. With Constantinople closed, The Egyptians placed a 33% tariff on spices going to Europe, knowing the Europeans had no other suppliers. Venice still had its monopoly on all Oriental spice going to European cities from Egypt. When monopolies exist and prices are too high, however, people look for alternative suppliers".
- IV. Inform students that most people did not want to travel west over the Atlantic. Most educated people believed the world was not flat, but many sailors were superstitious and afraid of the unknown waters to the west.
- V. Have students break up into five groups. Tell them they are sailors in Genoa, but Venice has control of most of the financially rewarding trade in the Mediterranean; thus, they are out of work. They know that the cities of Europe are desperate for spices at reasonable rates. They have probable customers, but they have to devise a way to meet the customers' needs.
- VI. Have each group come up with a way to get the spices. Tell each group to devise a structured plan with at least seven steps to get spices to Europe from the (East) Indies.
- VII. Have groups present each plan. Give them a thorough critique of whether their plan would be feasible.

**Assessment:**

Critique each group's plan.

Have students answer the following questions in paragraph form.

1. Why did the Turkish conquest of Constantinople lead to the beginning of the demise of Venice as a major power?
2. If one of the groups' plans were to work, why might their success lead to the demise of Venice as a power?

Use the *New Jersey Registered Holistic Writing Rubric* to assess determinations and predictions

**Extension:**

Once students complete their assignment, show them that the Portuguese sailed south around Africa and established weigh-stations, then colonies in Africa, India, the East Indies, and eventually in China. Once Portugal had found the bottom of Africa, Columbus' plan to sail west looked inviting to the Spaniards. Columbus' plan especially became feasible once the Spaniards had finally expelled the Moslems from Iberia in 1492, after 700 years of Islamic occupation.

Ask students to reconvene their groups to see where they could sail from, once Columbus had discovered the New World. The Portuguese were using Portuguese captains and the Spanish would begin to use Spanish captains. What other states might want to use seasoned Italian captains to search for ways to get Oriental spices? Where else might there be a passage to the Indies?

This exercise can serve to segue way into an examination of Giovanni Caboto (John Cabot), Giovanni da Verrazano, and Amerigo Vespucci as part of World History or American History.

The lesson could also serve as an introduction to a lesson on Italian Navigation or even a lesson on Italian cuisine.

**Resource:**

Jacques Barzun. *From Dawn to Decadence: 500 of Western Cultural Life*. Hapers Collins, Publishers. 2000.



## Supplemental Information

### The Venetian Spice Trade

Originally Pope Urban II called for the Crusades in 1095 at the bequest of Emperor Alexis I of the Eastern Roman or Byzantine Empire. The Byzantines had been under attack from Turkish hordes out of Asia and had been losing territory. Twenty-four years earlier, Catholic Christian Normans had driven the Orthodox Christian Byzantines out of Italy at Bari. They severed the Eastern Roman Empire's last connection with the Italian mainland, since before the reign of Justinian during the sixth century AD. During that same week, Moslem Turks had defeated the superior forces of Emperor Romanus Diogenes at Manzikert in Asia Minor, through masterful battlefield tactics. After centuries of Moslem Arab and Turkish conquests, Alexis decided to ask his fellow Christian Pope Urban II to send Christian Norman mercenaries to help Byzantium fight the Turks. He wanted to win back the Christian Holy Lands that had earlier been taken from them by Arab Moslems and now by Turkish Moslems. Pope Urban, instead, called for a Crusade to take the Holy Land back from the Moslems and to set up an independent Latin Kingdom.

Besides the sincere religious nature of the Crusades, later Crusaders also looked to cash in on the lucrative spice trade. The Italian city-states of Venice and Genoa obtained landing facilities to establish trading centers on the shores of the Levant, once the Crusaders had set up states. Europeans quickly learned to trade with the Arabs, by bringing food, clothing, wool, and metal to the Near East. They exchanged the European goods for fruit, jewelry, and spices, which were brought back to Italy. From this trade, the Italian city-states greatly prospered.

The high point of Venice's prosperity came during the Fourth Crusade, in 1204. They had transported Crusaders and pilgrims to the Imperial city of Constantinople, and they convinced them to conquer the "2nd Rome." Venetian sailors began a plunder of the ancient capital of Eastern Christianity. As the Latins took control of the center of the Eastern Empire, they quickly appreciated that the source of the vast Byzantine wealth lay in its fantastic spice trade. With Venetians in control of Constantinople, the eastern trade tremendously increased Venice's wealth and commercial importance. The competence of Venetian sailors and merchants suddenly changed basic European eating habits. Not only did the upper classes experience these changes. The middle classes also easily obtained Oriental spices including pepper, nutmeg, cloves, and cardamom, along with new types of foods such as figs, raisins, almonds, lemons, oranges, sugar, and rice. The monumental economic growth and wealth that poured into Italian ports as Genoa, Pisa, and Venice came largely from the commerce brought about by the Crusades. Without the Crusades, Italian culture would have never have the financial means that later enabled the explosion of creativity that took place during the Renaissance.

Eventually the Byzantine Christians were able to regain control of Constantinople from the Latin Christians, and they again served as a conduit for the lucrative overland spice trade between the East and Europe, through the Silk Road. The Silk Road had once connected ancient China with the Roman Empire, over one thousand years earlier. Venice, nonetheless, was still able to dominate the major spice trade route that brought spices up the Red Sea and to Egypt. The bags of spices were transported to Cairo and then went onto the Italian trading settlements in Alexandria, Egypt.

In Alexandria spices were bought by the Venetians and the Genoese and then shipped to Europe. The massive spice trade met the demands of medieval palates. The trade was great in volume but moreover, it was great in value. A large Venetian *galeasse* (merchant galley), coming from Alexandria with the holds full, would often carry a cargo valued at over 200,000 ducats (European gold coins).

Although Venice and other Italian maritime city-states enjoyed this arrangement, the rest of Europe strongly resented what came to be called the Muslim Curtain, --- the dividing line between the Islamic empires and Christendom. The Europeans also strongly resented the Venetian monopoly and enthusiastically looked for alternate means of trade. The straw that broke the camel's back for most Europeans came in 1453, when the Moslem Ottoman Turks were able to take Constantinople and extinguish the Eastern Empire and the center of Eastern Christianity. The fall of Constantinople shut down the small overland trade route that had previously evaded the Egyptian-Venetian monopoly. The Egyptians, gatekeepers of the trade with Venice, quickly realized that they were the only source of spices for European appetites. They were confident enough to impose a tariff amounting to one third of the value of spices passing through their cities. The new tariff did not hurt the Venetian market, as they just passed the tax onto their European customers. With no Byzantium alternative, the Europeans were at the Egyptian-Venetian monopoly's mercy.

Salvation for the tastes and exchequers of European kings lay in finding an alternative sea route to the Indies. When markets become dominated by one or a few providers who squeeze the customers, customers will vigorously explore alternatives. The European reaction to the Egyptian-Venetian monopoly was no different. Europeans eagerly began to search for the near mythical, Malacca, the most important source in the spice trade and the fabled gateway to the Spice Islands. Spain and Portugal, many times hiring Italian seaman and navigators, financed dozens of expeditionary parties in its general direction; over half would never make it home. The rationale for this expense and danger was simple: "He who is lord of Malacca has his hand on the throat of Venice."

Portugal's Vasco da Gama finally rounded Africa's Cape of Good Hope to reach India in 1498. As the Portuguese explorers began to return to Lisbon with large cargos of the coveted spices, the Venetians and the Egyptians were devastated. The price of pepper in Lisbon fell to less than one-fifth of the price in Venice. The monopoly had been broken.

The Spanish, however, did not initially experience the great success of the Portuguese. The Genoan-born explorer, Christopher Columbus did not find a western route to the Indies. Instead, he landed in the previously unknown, Western Hemisphere. Columbus immediately named the native inhabitants, Indians, assuming that he had landed in the Indies. He also named their sacred spice, the *chiles*-- "red pepper."

The Spanish, at first, had no idea how valuable Columbus' discovery would be. Disappointed, they looked at the Portuguese success and even sent Ferdinand Magellan on a fatal (for him) trip around the world. The profits of the Asian pepper trade were enormous, and there were several attempts to corner the market. The Portuguese were at the forefront of these efforts. After da Gama had rounded the Cape of Good Hope, the Portuguese believed they would now have control of the precious spice trade. Nevertheless, the shrewd merchants of Venice were not going to sit idly and watch their financial and commercial empire crumble away. By 1504 the spice trade in Alexandria and in Beirut had dried up because the Portuguese had diverted so much of the spice in the Indian Ocean and shipped it onto Lisbon. Also, the use of spices had increased measurably during the sixteenth century, primarily in northern countries, much more so than in the Mediterranean cities, so the lucrative market had thus moved. In response to these observations, the Venetians moved their famous spice market and the *Fondaco dei Tedeschi* (German warehouse) to Antwerp and then to Amsterdam to begin to dominate the northern trade.

In order to increase imports of pepper and spices from the Levant, Venice granted permission in 1514 for spices to leave their trading stations and be transported by any vessel, instead of only

Venetian *galee da mercato* (merchant galleys). The Portuguese efforts in capturing the spice trade were finally not successful and the Levantine spice trade survived. The major markets in the Levant were in Syria, especially in the former Crusader towns of Aleppo and Tripoli.

Trading with the kingdoms and states of the Levant was always quite precarious and the trade went through many stages. Peppercorns would be harvested on the islands of Moluccas. From there, once on the Indian subcontinent, it was shipped by caravan to Tripoli on the east shore of the Mediterranean. It would then be transported by ship to Venice and then carried over the Alps to be enjoyed on a Duke's table in Saxony, or sent by ship to Antherp.

The commercially adroit Venetians were able to overcome the Portuguese challenge. Nevertheless, the Spanish discovery of a New World would eventually lead to Venice's decline. Though the New World did not have all of the spices the Europeans coveted, it did process other treasures, along with the climate to grow much of the East Indian produce. Like other times throughout history, people will use innovations to overcome monopolies and unfair businesses practices. Conversely, the skillful businessperson will make adjustments to maintain or regain their market share. If they are not flexible, they will crumble as so many "impregnable" monopolies have in the past.

**Sources:**

W. B. Bartlett. *God Wills It: An Illustrated History of the Crusades*. Sutton Publishing, 1999.

How did Venice's monopoly of ancient trade routes to the East set the course of subsequent human history?

<https://www.quora.com/How-did-Venices-monopoly-of-ancient-trade-routes-to-the-East-set-the-course-of-subsequent-human-history>

Venice Monopoly: The Age of Discovery

<https://venicenotes.blogspot.com/2006/11/venice-monopoly-age-of-discovery.html>

## New Jersey Student Learning Standards Social Studies

6.2.12.B.1.b Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.

6.2.12.C.1.e Determine the extent to which various technologies, (e.g., printing, the marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.

### English Language Arts

SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.6.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.6.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

SL.6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

SL.6.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.7.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.7.1b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.7.1c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

SL.7.1d Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.8.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.8.1b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.8.1c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

SL.8.1d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 [here](#) for specific expectations.)

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.9-10.1.d. 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, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.9-10.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.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.

SL.11-12.1.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.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

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.

W.6.1 Write arguments to support claims with clear reasons and relevant evidence.

W.6.1.a. Introduce claim(s) and organize the reasons and evidence clearly.

W.6.1.b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

W.6.1.c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

W.6.1.d. Establish and maintain a formal/academic style, approach, and form.

W.6.1.e. Provide a concluding statement or section that follows from the argument presented.

W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.6.2.a. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.

W.6.2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.6.2.c. Use appropriate transitions to clarify the relationships among ideas and concepts.

W.6.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.6.2.e. Establish and maintain a formal/academic style, approach, and form.

W.6.4 Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

W.7.1 Write arguments to support claims with clear reasons and relevant evidence.

W.7.1.a Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

W.7.1.b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W.7.1.c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

W.7.1.d. Establish and maintain a formal style/academic style, approach, and form.

W.7.1.e. Provide a concluding statement or section that follows from and supports the argument presented.

W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.7.2 a. Introduce a topic; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.

W.7.2 b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.7.2 c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

W.7.2 d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.7.2 e. Establish and maintain a formal style/academic style, approach, and form.

W.7.2 f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.7.4 Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W.8.1 Write arguments to support claims with clear reasons and relevant evidence.

W.8.1a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

W.8.1.b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W.8.1.c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

W.8.1.d. Establish and maintain a formal style/academic style, approach, and form.

W.8.1.e. Provide a concluding statement or section that follows from and supports the argument presented.

W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.8.2.a. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).

W.8.2.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

W.8.2.c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

W.8.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.8.2.e. Establish and maintain a formal style/academic style, approach, and form.

W.8.2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.8.4 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.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

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.9-10.1.a. 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.

W.9-10.1.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.9-10.4 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.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.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. 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.11-12.4 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.11-12.5 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 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.