

## West Coast Gumbo

By Jervey Tervalon

Illustrated by Tony Wong

Curriculum developed by Tiffany Owens and Rosalind Helfand

Supplementary curriculum and copy editing by Léna Garcia



**OVERVIEW**
**Quick-Glance 10 Points for Usage Guide**

<b>Student Population</b>	
Age/Grade-Level Appropriateness	14+, 9th+
Genre/s	<ul style="list-style-type: none"> <li>* Narrative essay</li> <li>* Memoir</li> <li>* Social commentary</li> </ul>
Length	* 816 words
Content Advisories	* Discussion of and allusion to ethnicity/race issues; stereotypes; geographic segregation; socio-economics.
One-Sentence Summary	Part memoir, part anthropological field-study, part historical narrative, Jervey Tervalon's "West Coast Gumbo" examines the changing nature of culture in his own past and present, from New Orleans to Los Angeles.
<b>Lesson Planning</b>	
Topics & Key Themes Overview	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>* Identity</li> <li>* Ethnicity</li> <li>* Heritage</li> <li>* Segregation</li> <li>* Multiethnicism</li> <li>* Multiculturalism</li> <li>* Migration for new opportunities</li> </ul> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>* Cultural change and evolution</li> <li>* Integration</li> <li>* Hope</li> </ul>
Historic Events/Time Period for Study	<ul style="list-style-type: none"> <li>* New Orleans of the 1960s and present day</li> <li>* Los Angeles of the 1960s and present day</li> <li>* LA Riots of the 1960s and 1992</li> <li>* Cultural fallout of 2005 Hurricane Katrina</li> </ul>
Complementary Classic & Historic Texts	<ul style="list-style-type: none"> <li>* Article: "Viewing Los Angeles Through a Creole Lens" by Farai Chideya: <a href="http://nyti.ms/2unTfj0">http://nyti.ms/2unTfj0</a> (<a href="http://nyti.ms/2unTfj0">http://nyti.ms/2unTfj0</a>)</li> <li>* Novel: <i>Jane Eyre</i> by Charlotte Brontë and Carol Atherton's essay on "The figure of Bertha Mason" in <i>Jane Eyre</i>: <a href="http://bit.ly/2uWzEDP">http://bit.ly/2uWzEDP</a> (<a href="http://bit.ly/2uWzEDP">http://bit.ly/2uWzEDP</a>)</li> <li>* Documentaries: "Race: The Power of an Illusion" and "LA92," both by PBS</li> </ul>
Author & Artist Information	<p><b>Jervey Tervalon</b> is an author living in Altadena, California and the founder and director of Locavore Lit LA.</p> <p><b>Tony Wong</b> is an artist living in Los Angeles, California.</p>

Key Common Core Standards (found in detail following the curriculum)	<p>CCSS.ELA-LITERACY.W.9-10.2; CCSS.ELA-LITERACY.W.9-10.3;          CCSS.ELA-LITERACY.W.9-10.3.A;          CCSS.ELA-LITERACY.W.9-10.3.D; CCSS.ELA-LITERACY.W.9-10.4;          CCSS.ELA-LITERACY.W.9-10.7; CCSS.ELA-LITERACY.W.9-10.9</p> <p>CCSS.ELA-LITERACY.SL.9-10.1; CCSS.ELA-LITERACY.SL.9-10.1.C;          CCSS.ELA-LITERACY.SL.9-10.1.D; CCSS.ELA-LITERACY.SL.9-10.4</p> <p>CCSS.ELA-LITERACY.L.9-10.4; CCSS.ELA-LITERACY.L.9-10.4.A;          CCSS.ELA-LITERACY.L.9-10.5</p> <p>CCSS.ELA-LITERACY.RH.9-10.6, CCSS.ELA-LITERACY.RH.9-10.9</p>
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### Author Biography

**Jervey Tervalon** was born in New Orleans and raised in the Jefferson Park neighborhood of Los Angeles, where he attended Foshay Junior High. He received his MFA in Creative Writing from UC Irvine and was a Disney Screenwriting fellow and a Shanghai Writers Association fellow. He is the founder and executive director of Locavore Lit LA, literary magazine and educational advocacy organization. He is also the co-founder and Literary Director of LitFest Pasadena. Currently he teaches fiction writing and literature at the College of Creative Studies at UC Santa Barbara. His latest novel is *Monster's Chef* published by Amistad/HarperCollins.

### Artist Biography

**Tony Wong** is an illustrator and printmaker originally from "The Big Easy," the City of New Orleans, who is currently residing in the Los Angeles area. He is a teaching assistant for Printmaking at Pasadena City College, board member of The Society of Illustrators of Los Angeles, and a working illustrator. He has curated for and participated in gallery shows around the Los Angeles area.

## SYNOPSIS

Tracing an arc of reflection across six decades and 1,900 miles, Jervey Tervalon guides the reader through time and a cultural landscape that expands and contracts, gradually emerging as something new with each iteration. This essay explores the subtle complexities of ethnicity and the role context plays in how we see ourselves and how others see us. Tervalon draws a cultural and experiential comparison between Los Angeles and New Orleans, celebrating the warmth and diversity of the two cities. They seem quite different on the surface but are brimming with inclusion, acceptance, and adaptation to change, resulting in cultural strength and richness.

## CURRICULUM

### Pre-Reading & Themes Activity Options

#### Topic & Main Ideas

**Part One:** In your journal or a short-response paper to turn in (two to four paragraphs), explain what the concept of identity means to you. How do you define it? What factors make up our sense of identity? Is identity a concept that comes from inside of ourselves or from outside, or from the input of others?

**Part Two:** In small groups of three or four people, share your writing. Preferably, each read your writing out loud to the group. You may also trade papers and read each other's writing to yourself. After you have

read your teammates' various responses, discuss the following questions (look up the social science definitions of some of the terms used in the questions to ensure your team is working with a shared understanding of the terms):

1. How are ethnicity and race tied to our sense of identity?
2. How are socio-economics and geography tied to identity?
3. Does identity ever change or is it permanent? Why or why not? How?

### Passage-Specific Themes

Read the passage from “West Coast Gumbo” and address the questions that follow. The teacher may choose to have students do this as an individual written activity or as a whole-class discussion.

“...we grudgingly lost our Creole status and found the clarity of blackness.... Race wasn't contingent on appearance—it was a product of default. We might not have looked black, but we certainly weren't white.”

1. Based on this passage, what is Tervalon telling us about his own experiences with race?
2. In this passage, is race a fixed or fluid concept? Explain.
3. How can someone be black if they don't look black? What else might contribute to how a person is labeled ethnically and/or racially?
4. How is race being defined here? Who is defining it—the narrator or other people?

### Universal Themes

What is culture?

A major theme in this essay is the idea that culture is not fixed but changeable, and for Tervalon, the changes he has observed over time have been positive. As a whole class, discuss the meaning of culture, then brainstorm ways in which culture has changed for the better.

Chart your ideas on the board. You may discuss historical changes over time that you have learned about, as well as cultural changes that you have observed during your own lifetime. Do positive cultural changes have anything in common? Discuss.

### Key Vocabulary

Definitions are context-dependent. Make sure any definitions you look up or work from are the ones that most correctly fit in the context of the story.

Level One	Level Two	Level Three
reverence	tripping	segregationists
boom	melange	Creole (The term Creole describes the population of people who were born to settlers in French colonial

		<p>Louisiana, specifically in New Orleans. In the 18th century, Creoles consisted of the descendants of the French and Spanish upper-class that ruled the city. Over the years the term grew to include native-born slaves of African descent, as well as free people of color. Typically, the term French Creole described someone of European ancestry born in the colony, and the term Louisiana Creole described someone of mixed racial ancestry. – Huffington Post)</p>
exotics	expatriates	<p>eugenicists (Eugenics is a set of beliefs and practices that aims at improving the genetic quality of a group of individuals. A major criticism of eugenics policies is that they are susceptible to abuse because the criteria of selection are determined by whichever group is in political power at the time. Furthermore, eugenics is considered by many to be a violation of basic human rights, which include the right to reproduction. – Wikipedia)</p>
traditional	cautionary	<p>Miscegenated (Marriage or cohabitation between two people from different racial groups, especially, in the U.S., between a black person and a white person: <i>In 1968 the Supreme Court ruled unanimously that state laws prohibiting miscegenation were unconstitutional.</i> – Dictionary.com)</p>
formidable	phenomenon	<p><i>Jane Eyre</i> (A famous novel published in 1847 by the English writer Charlotte Brontë in which the character Bertha Mason is an insane woman of Creole heritage)</p>
multi-hued	exodus	New Orleans
mongrels	emblematic	

		<p>rice rocket (Slang term for a fast Japanese aeroplane, motorcycle, or car; (also deprecatie) an inexpensive Japanese car that has been modified to give the impression of speed and power. – Oxford Dictionary)</p>
bumpiness	homogenous	<p>racially restrictive property covenant (Restrictive covenants can limit a variety of options for homeowners, from landscaping to structural modifications to circumstances of sale or rental. Racially restrictive covenants, in particular, are contractual agreements among property owners that prohibit the purchase, lease, or occupation of their premises by a particular group of people, usually African Americans. – Encyclopedia of Chicago)</p>
grudgingly	exclusion	<p>cultural anthropologist (Anthropology is the scientific study of humans and their cultural, social, biological, and environmental aspects of life in the past and the present. Cultural anthropology is one of four areas of study in the broader field of anthropology (archeology, physical or biological anthropology, and linguistics being the other three). Cultural anthropologists specialize in the study of culture and peoples' beliefs, practices, and the cognitive and social organization of human groups. Cultural anthropologists study how people who share a common cultural system organize and shape the physical and social world around them, and are in turn shaped by those ideas, behaviors, and physical environments.</p> <p>Cultural anthropology is hallmarked by the concept of culture itself. While many definitions of "culture" have been offered and discussed in the academic literature for 100 years, a simple, yet complete definition of culture is "the knowledge</p>

		people use to live their lives and the way in which they do so” (Handwerker 2002).—National Park Service)
homelands	proximity	nuclear family (A nuclear family is a family group consisting of two parents and their children (one or more). It is in contrast to a single-parent family, to the larger extended family, and to a family with more than two parents. Nuclear families typically center on a married couple; the nuclear family may have any number of children. – Wikipedia)
contingent (noun)	centric	modern society (Modern society is a byproduct of Western industrialization. As machines were being invented and built that enabled mass production, there was an increasing need for centralization of both capital (for the machines were very expensive) and a workforce (to run the machines). Extended families from pre-modern communities were broken up as the younger members of the family were lured by the prospect of money and material possessions to the new urban centers of industry. Of even greater importance (especially in modern American life) was the creation of a new form of community—called the suburb. Often identified as “the sultans of sprawl,” William Levitt, James Rouse, and Robert Moses led the way following World War II by creating the first large-scale housing developments (Levittown, New York), commercial malls (Rouse,) and expressways (Moses) to connect the suburbs to one another and the urban centers that employed the suburbanites. – The Professional School of Psychology)
dicey		cultural trait (A characteristic of human action that is acquired by people socially and transmitted to one

		another via various modes of communication, such as toasting and saying, “Cheers,” at weddings or other events. – Study.com)
perverse		<p>culture</p> <p>(Culture is the social behavior and norms found in human societies. Culture is a central concept in anthropology, encompassing the range of phenomena that are transmitted through social learning in human societies. Some aspects of human behavior, such as language, social practices such as kinship and marriage, expressive forms such as art, music, dance, ritual, and religion, and technologies such as tool usage, cooking, shelter, and clothing are said to be cultural universals, found in all human societies. The concept of material culture covers the physical expressions of culture, such as technology, architecture and art, whereas the immaterial aspects of culture such as principles of social organization (including practices of political organization and social institutions), mythology, philosophy, literature (both written and oral), and science comprise the intangible cultural heritage of a society. – Wikipedia)</p>
junction		
abundance		
souped-up (slang)		
alienation		

### Vocabulary Activity Options

1. What terms and phrases does Tervalon use to refer to discrimination towards people based on their race or ethnicity? Take time to figure out the less obvious terms and phrases by using the context in which they appear, as well as by looking them up. Then, in a short essay, discuss not only what the terms mean, but also how they relate to each other.
2. What does it mean to be Creole? Research the history and the different contexts in which this word might appear and write a short essay discussing your findings.



3. What is a cultural anthropologist? What do they do for their career? Research this field and journal about your findings, then share what you learned in a class discussion.

### Post-Reading Class Discussion Options

1. What does the opening quote of the essay mean? *L.A. is the new New Orleans: a spicy melange of cultures that improves life for all.* Break into small groups of three to four and discuss what the quote means in terms of culture both in New Orleans and Los Angeles.
2. What are the ways in which Tervalon chose to make Los Angeles his home? What does he appreciate and love about Los Angeles's culture—particularly its multiculturalism? In a short journaling exercise, discuss these questions, then create a list of 10 things you love about Los Angeles's diversity of cultures. Share your responses about Los Angeles's culture in a class discussion.
3. Do you see the peoples and cultures of Los Angeles as segregated still or as integrated? Debate whether LA is segregated, integrated, or a combination of the two.

### Text-Dependent Question Options

1. Read the following passage from “West Coast Gumbo”: Back in the day, the Holiday Bowl bowling alley on Crenshaw hinted at what Los Angeles was to become. It had to be the only place in town where you could get sushi, sashimi, and grits under one roof. How is the combination of foods mentioned representative of “what Los Angeles was to become”? Discuss using further examples from the essay.
2. What does Tervalon mean when he refers to “modern society” in his essay? Research the social and historic issues that this term embodies, then discuss Tervalon's use of the term in the context of his essay, citing examples from the text.
3. When is Tervalon sharing his own thoughts and feelings about multiculturalism, and when is he voicing the thoughts and feelings of others? Explain your answer citing examples from the text.
4. Is there a typical or stereotypical Angeleno in “West Coast Gumbo”? How do you know? Explain your answer citing examples from the text.
5. Read the following quote from “West Coast Gumbo”: In New Orleans, people had been tripping over those formidable divides of race and class for centuries, and the tumbles they took produced a multi-hued folk who—even if they came close to whiteness—were not white. How does Tervalon use metaphor and double entendre to make his point in this sentence? In your own terms, explain what his point is here.
6. What are the different items in the artwork for “West Coast Gumbo,” and what do they represent? Explain your answer referring to the text.

### Writing Exercises

#### Narrative

Write a short fiction story about a child coming to live in Los Angeles from another part of the United States or from another part of the world. How and why does the child come to Los Angeles? Where do they come from? Create a rich character and set of experiences in your story by including what cultural

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practices the child brings to LA that, when shared, will enhance life for others and what aspects of Los Angeles culture will enrich the child's life the most.

### **Descriptive**

In "West Coast Gumbo," Tervalon says, "It's hard not to notice the crazy quilt of culture that we've become."

Write a poem that reflects this notion. Include vivid imagery that denotes a quilt that is made of Los Angeles's many cultures.

### **Analysis**

How is the theme of hope woven throughout "West Coast Gumbo" from start to finish? Specifically, how does this theme manifest in Tervalon's various references to both present day America (as in, "what it would become") and America's future?

In a short essay, discuss the ways in which Tervalon chooses to identify hope for Los Angeles and for the nation. What you believe he means when he talks about both positive transformations that have already occurred and the hopeful direction people are headed in now.

### **Complementary Reading Text**

Read the *New York Times* article by Farai Chideya, "Viewing Los Angeles Through a Creole Lens": <http://nyti.ms/2unTfj0> (<http://nyti.ms/2unTfj0>)

### **Writing Exercise**

Write a one- to two-page essay that compares and contrasts the following in "West Coast Gumbo" and "Viewing Los Angeles Through a Creole Lens":

- \* The themes, and how they are communicated, in the two pieces
- \* The main points of the two pieces
- \* The reasons cited in both pieces for people migrating from New Orleans to Los Angeles
- \* The writers' voices
- \* The journeys described

### **Activity Options**

#### **Classroom Activity One**

One: Host a culinary culture fair. Ask students to each bring a traditional family dish from home for other students to sample. The students should create labels for their dishes that list the name of the dish, its history and family cultural significance, and the ingredients (in case of any food allergies).

Option Two: As a class, research the history of and ingredients for the famed Louisiana dish, Gumbo. Then make Gumbo as a class and serve it up. (Note: For vegetarian/began students, research and make a vegetarian/vegan option. If using meat, have students investigate sustainable and more humane meat sources from which to acquire the meat.)

**Classroom Activity Two**

What is a cultural trait? After investigating this term, write about a cultural trait that you’ve acquired from someone or from somewhere else. Create an illustration for this trait and present the artwork to your class before displaying it in your classroom.

**Home Activity**

Interview at least three friends or family members about what they love most about living in a multicultural city. Is it the food, the festivals, their neighbors, or something else? Make sure to brainstorm at least five interview questions and to ask each interviewee the same questions so that afterwards you can compare their answers.

Write a short essay comparing and contrasting your findings.

**Guest Speaker**

Option One: Invite the author, Jervey Tervalon, and/or the illustrator to come and speak with your class.

Option Two: Invite a cultural anthropologist who specializes in the culture of Los Angeles to speak with your class.

**Field Trip**

Many restaurants around Los Angeles serve Creole food. Take a class trip to one of these restaurants. Take time to closely explore the menu before making your choice. If possible, ask the restaurant owner or head chef to speak with the class about serving up Creole food in Los Angeles and the dishes they feature.

Writing activity: In a journaling exercise, discuss your experience. What types of dishes were prevalent on the menu? What strikes you as a distinctive feature of Creole food compared to other types of food you have experienced? What do you see as unique about Creole cuisine?

**TEST PREPARATION COMPONENT**

**Instructions: Closely read “West Coast Gumbo,” using the graphic organizer to develop your thoughts.**

<p><b>Who is telling the story and why?</b></p> <p>What is their point of view?</p> <p>Their tone?</p>	<p><b>Unpack a few resonant words the author uses to tell her story:</b></p> <p>What other rhetorical choices are made and why?</p>
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**COMMON CORE STANDARDS REFERENCE**

*This story and its exercises are appropriate for 9-12th grade. Ninth- and tenth-grade standards are cited.*

**Pre-Reading & Themes Activity Options**

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.)

CCSS.ELA-LITERACY.W.9-10.9 (<http://www.corestandards.org/ELA-Literacy/W/9-10/9/>): Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.SL.9-10.1.D: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CCSS.ELA-LITERACY.L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

**Vocabulary Activity Options**

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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 Text Type and Purposes standards 1-3.)

CCSS.ELA-LITERACY.W.9-10.7 (<http://www.corestandards.org/ELA-Literacy/W/9-10/7/>): Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.L.9-10.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.9-10.4.A: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS.ELA-LITERACY.L.9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

### **Post-Reading Class Discussion Options**

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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 Text Type and Purposes standards 1-3.)

CCSS.ELA-LITERACY.W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.SL.9-10.1.D: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

### **Text-Dependent Question Options**

CCSS.ELA-LITERACY.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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 Text Type and Purpose standards 1-3.)

CCSS.ELA-LITERACY.W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Writing Exercise Options**

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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 Text Type and Purpose standards 1-3.)

### **Complementary Reading Text (Comparative Writing Exercise)**

CCSS.ELA-LITERACY.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.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 Text Type and Purpose standards 1-3.)

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

CCSS.ELA-LITERACY.RH.9-10.9: Compare and contrast treatments of the same topic in several primary and secondary sources.

### **Activity Options**

CCSS.ELA-LITERACY.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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 Text Type and Purpose standards 1-3.)

CCSS.ELA-LITERACY.W.9-10.7 (<http://www.corestandards.org/ELA-Literacy/W/9-10/7/>): Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.SL.9-10.1.D: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CCSS.ELA-LITERACY.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.