

The Lotus of the Muddy Waters

by **Ivy Kuo**

Illustration by **Santosh Oommen**

Curriculum developed by **Roz Brown**

Supplementary Curriculum and Copy Editing by **Léna Garcia**



OVERVIEW

Quick Glance 10 Points for Usage Guide

Student Population	
Age/Grade Level Appropriateness	<ul style="list-style-type: none"> • Ages 13 and up • Grades 8 and up
Genre/s	Narrative nonfiction, coming-of-age fiction
Length	3,588 words
Content Advisories	References to the torture, imprisonment, and slavery endured under the Khmer Rouge and the Cambodian Genocide.
One Sentence Summary	While struggling with the contrast between her parents' subsistent household and the abundant American lifestyles she sees at school and on TV, 12-year-old Chhouka learns to appreciate the horrors of the genocide her parents barely escaped and her name and identity, honoring her Cambodian roots.

Lesson Planning	
Topics & Key Themes Overview	Topics <ul style="list-style-type: none"> • History of the Khmer Rouge and the Cambodian Genocide • Class struggle in America • Courage • Respect • Parental relationships • Parent-child relationship • Personal identity • Family

Lesson Planning	
Topics & Key Themes Overview	<p>Themes</p> <ul style="list-style-type: none"> • Adolescent rebellion • Family conflict • Coming of age • TV versus real life • Income inequality • Search for cultural identity • Want versus need • Appreciating the freedoms we have • Immigrants/refugees adapting to a new life • Overcoming adversity
Historic Events / Time Periods for Study	<p>From 1975-1979 in Cambodia, Khmer Rouge Leader Pol Pot attempted to create a communist farming society that resulted in the genocide of 25 percent (1-3 million people) of the population due to starvation, overwork, disease, and execution.</p>
Complementary Classic and Historic Texts	<p><i>Children of Cambodia's Killing Fields: Memoirs by Survivors</i>, compiled by Dith Pran, Chapter One: https://www.nytimes.com/books/first/p/pran-cambodia.html</p> <p><i>New Girl Law: Drafting a Future for Cambodia</i>, by Anne Elizabeth Moore</p>
Author and Artists Information	<p>Ivy Kuo is an undergraduate student pursuing her English degree at UC Santa Barbara.</p> <p>Santosh Oommen is an artist living in Pasadena.</p>
Key Common Core Standards (found in detail following the curriculum)	<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.W.9-10.2, CCSS.ELA-LITERACY.RH.9-10.4, CCSS.ELA-LITERACY.W.9-10.4, CCSS.ELA-LITERACY.W.9-10.6, CCSS.ELA-LITERACY.W.9-10.7, CCSS.ELA-LITERACY.RL.9-10.1, CCSS.ELA-LITERACY.W.9-10.9, 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.RH.9-10.6, CCSS.ELA-LITERACY.RH.9-10.9, CCSS.ELA-LITERACY.L.9-10.4, CCSS.ELA-LITERACY.L.9-10.4.A, CCSS.ELA-LITERACY.L.9-10.5</p>

Author Biography

Ivy Kuo is a fourth-year English major at the University of California, Santa Barbara, who completed a year of English Literature studies at Queen Mary University of London. Her journalistic articles, prose, and poetry have appeared in American and English publications, and she is dedicated to furthering her passion for creative writing by practicing the craft and exploring the nuances of everyday life. She plans to continue publishing fiction and continues to experiment within various writing genres.

Artist Biography

Santosh Oommen is a storyteller who loves films, picture books, graphic novels, and music! Santosh is an animation-industry pro and long-time arts educator. His work in animation began as an assistant animator at Playhouse Pictures and evolved to working as an animator for a number of studios, such as Jim Henson Interactive, Flat Earth Productions, Netter Digital, IXL, S4 Studios, Station X, The Collective, Smashing Ideas, NBC Studios, and Disney Channel TV. He has worked on several TV projects and commercials, as well as games including Star Wars Episode III: Revenge of The Sith The Game for the original Xbox. He jumped into education in 2004, teaching at a number of schools including Platt College and Montecito Fine Arts. For four years, he served as a chairperson at Art Institute. He earned his MFA in story/storyboard at Academy of Art University. He works in storyboard for live action and animation. Currently, he is co-producing and co-writing a film and making his own epic graphic novel. Santosh is a board member of the Society of Illustrators of Los Angeles.

SYNOPSIS

This nonfiction narrative is written from the point of view of Chhouka Khat, a sixth-grade Cambodian American girl growing up in two worlds. Her parents—who were refugees—have a strained relationship, work four jobs between them, and subsist on plain rice and canned vegetables donated to them by their local Buddhist temple. As an American teen, Chhouka wants the food, fun, and luxury she sees enjoyed by families at school and on television comedies. Following an emotional rant by Chhouka about her family’s living conditions, her mother escorts her to their local Buddhist temple and explains in detail the starvation, forced labor, torture, and genocide that the Khat family barely escaped. In a moment that transforms their relationship, Chhouka’s mother reveals she was pregnant with Chhouka at the time of her escape, as well as a sign from the Buddha of hope for the future, and the significance of Chhouka’s name and identity, which emerged from her Cambodian roots.

CURRICULUM

Pre-Reading & Themes Activity Options

Topic

Engage the class in a discussion about the subject of genocide. Have they ever heard of it? What do they know about it, and can they name any peoples who have been subjected to it? Instruct the students to conduct a Google search on the topic, list five populations who suffered genocide, and write a short essay comparing and contrasting the similarities and differences between at least two such groups.

Main Ideas

Step One: Popular media, such as television, often presents an idealized or distorted view of American households, which emphasizes excessive consumerism with no accounting for the cost or consequences. Write in your journal about a commercial advertisement or scene in a television show that caused you to feel inadequate or cheated out of something desirable (e.g., perfect hair, skin, or clothing; travel; living space; opportunities).

Step Two (optional): Write an itemized list of 10 such advantages in your journal, and research the actual cost of such items where you live. Add up the total cost. Find out the minimum hourly wage in your state and multiply how many hours one would have to work to fund the 10 items. Could you or your family members afford these items and also pay for basic living expenses (rent, food, utilities, transportation)? If you could, would it be worth the effort? Is it even possible to look like that, dress like that, or behave like that?

Write a short essay answering these questions and comparing and contrasting the fantasy with the reality. Do you feel differently about the fantasy now?

Passage-Specific Themes

Read the passage:

“Just—just STOP talking about Cambodia!’ Chhouka stood up from her seat abruptly, bringing her small fists to the table. ‘Oh you guys had to walk for miles with no shoes and went hungry—yes, I know, you’ve told me about a million times! I get it, okay! But I am not Cambodian—I am American! Do you know what Amy and her friends called me at recess today? They pushed me to the floor and said, “Chhouka

sounds like choke, which means Chhouka’s going to die early!” Why couldn’t you just give me a normal American name? Chhouka, what a stupid name! What were you guys even thinking?”

Why are our names so important to us? Is it important to respect one another’s names? Discuss these questions as a class. Then, reflect in your journals about how Chhouka must have felt when she was bullied about her name. Should Chhouka be proud of her name? Should you be proud of your name? Why?

Universal Themes

What is income inequality? Have you noticed income inequality in your neighborhood or city? After discussing these questions as a class, think of times that you’ve noticed this issue and write about three instances in your journal. Break into pairs and discuss your examples with your partner.

Key Vocabulary

Definitions are very context-dependent. Make sure that 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
skid	dusky	navigate vocabularies
hunched	smear	migrant camp
pasta	ebony	chopsticks
dissatisfied	fragmented	duck skin
defiant	labyrinth	genocide
fury	foundation	Khmer (and Khmer Rouge)
conflicted	dozed	pork bellies
embarrassed	muttered	rice paddies
indignation	frantically (versus frantically)	Cambodia
harsh	humiliation	deities
scoffed	circumstances	scriptures
struggling	toxic	monastery
extremely	agricultural	monk
abruptly	courageous	Eastside (LA)
tortured	seething	

Level One	Level Two	Level Three
triumphant	cherished	
persisted	divinity	
elegant	serenity	
bicker	external	
hollow	symphony	
stomped	agitation	
temple	protruding	
engulfing	recoiling	
aghast	vulnerability	
tersely		

Vocabulary Activity Options

1. Create a three-column chart with the following headings: personal, political, and spiritual. For each category, select five words from the story. Write them under your heading of choice, and discuss with your choices with your class. How might each word also fit well in one of the other two categories? Then write a check mark next to each term you “have experienced”; a plus sign next to each term you “would like to experience”; and a minus sign next to each term you “would not like to experience.” Write one sentence about why you would like or not like to experience each of the terms on your lists. Make sure to incorporate the terms you’re discussing into your sentences. Then, write a final sentence about the terms you have experienced and how you feel about them.
2. Identify terms from the story that describe the Khat parents’ experience while living in and escaping Cambodia.
3. Instruct students to research and write in their journals about the symbolic meaning of the lotus flower in various Asian cultures and in the City of LA.

Extension: Using 10-ounce plastic drinking cups, pink- and green-colored paper for petals and leaves, tacky glue for adhesive, and battery-operated tea lights, make lotus-themed candle holders. Turn out the classroom lights. Turn on the tea lights, and observe a moment of silence in tribute to all who died in Cambodia’s killing fields and all victims of genocide everywhere.

Post-Reading Class Discussion Options

1. Do you always get along with your parent(s) or guardian? Why or why not? Was there a time when you came to understand your parent(s) or guardian better? Write a response to these questions, then break into groups and share your answers.

2. What does it mean to put yourself in someone else’s shoes? Have you put yourself in someone else’s shoes? Write about the experience in your journal then discuss in class.
3. At what point do we become adults or independent from our parent(s) or guardian? What distinguishes adolescents from adults?

Part Two: Does this vary from one culture to another? Research this question and various cultural rites of passage (e.g., Bar/Bat Mitzvah, Quinceañera, Confirmation, etc.) and write a list of three such traditions. Discuss your findings in class.

Text-Dependent Question Options

1. Chhouka’s father asks his daughter, “Do you think we were braver than the ones who didn’t make it?” Were they? Why or why not? Cite examples from the text to support your thinking.

2. Read the following passage from the story:

“They soon approached the Buddhist monastery, Serenity Temple, and despite her unhappiness, Chhouka looked up at it with the same awe that washed over her every time she stood before the building. No number of visitations would ever erode the sense of wonder she held as she stared up at the spellbinding architecture. On the golden roof sat four elegant dragons, the Guardians of the Four Directions. Their scaly emerald bodies curled around the building, meeting at the entryway and forming the four borders of the doorway.”

Research “The Four Directions” (also sometimes called The Four Heavenly Kings, The Four Guardians, or The Four Elements) in the context of Buddhism and other cultures. Is this strictly a Buddhist concept? What other diverse cultures refer to them and how?

3. Read the following passage from the story:

“When Chhouka woke up that morning in a fury of hot sweat, she attempted to recall the last time Ma and Ba engaged in any physical affection with one another—or even with Chhouka—but she couldn’t remember. In fact she realized she’d never heard the word “love” in their vocabularies before.”

Review the story and cite three passages which express any of the characters’ love for one another by some means other than verbal. Then discuss whether you believe Chhouka’s parents love one another.

4. The illustration features Chhouka outside the ornate entrance of the Buddhist temple. Reread the passage from the story that corresponds to this image. What about this moment may have inspired the illustrator to choose it?
5. What does it mean to be an American? Can one be American and belong to another place at the same time? Cite examples from the text that indicate Chhouka is American—and evidence that her identity belongs to Cambodia as well.

Extension: What is your identity? Do you think of yourself as American or as more than one nationality? Explain.

6. Is the Khat family wealthy or poor? Compare their economic circumstances before the Khmer Rouge, while fleeing the occupation, and as immigrants in America. Describe each circumstance in terms of the laughing Buddha raising his empty rice bowl in the temple. In each case, how was the family simultaneously hollow and full?
7. Does Chhouka feel differently after learning the meaning of and reason for her name? Explain the literal and figurative significance of the story’s title, “Lotus of the Muddy Waters,” and Chhouka’s name, as they pertain to the following: Chhouka’s experience at the temple, her mother’s experience in the killing fields, and Chhouka’s dual Cambodian-American identity.

Writing Exercise Options

Narrative

Re-read the following passage from the story:

“Before, Chhouka never wondered why they ate supper so early and had always accepted her family’s unusual way of doing things—gathering to eat in between her parents’ busy shifts, as they each worked two jobs; their chipped, stained bowls and old bamboo chopsticks that oftentimes shed splinters in their food; their simple dinners of dry white rice and canned vegetables donated by the temple—and, if they were lucky, pork belly or duck skin.”

And then read this passage from the story:

“‘In Cambodia, during the genocide, we had no food,’ Ma said in Cambodian, with great difficulty. ‘The government tried to starve us out. My own Ma found bark and dirt for my six siblings and I to eat. If we were lucky, we were able to eat from dirty wrappers or old leaves, and we pretended like we were in our kitchen, back in our own house. We had no plates or chopsticks or cups.’”

Write an internal dialogue from Ma’s point of view considering Chhouka’s thoughts and feelings.

Follow this with a second internal dialogue from Chhouka’s point of view considering Ma’s thoughts and feelings.

Descriptive

Re-read Chhouka’s description of how she views the grounds and buildings of the Buddhist temple. Look for her thoughts, feelings, and associations. Then think of a special place you have visited, such as a museum, library, place of worship, or civic building.

Write a paragraph in your journal describing the decor, details, and design in such a way that your reader will not only visualize what you saw, but also feel the emotions the place evoked within you.

Analysis

Chhouka asks her parents to give her \$400 for a school trip to Washington, D.C. Do you consider this a reasonable request? Review the story and write a short argumentative essay advocating for why or why not her parents should do this for her. Acknowledge the possible positive and negative consequences of either choice.

Complementary Reading Text Option

The following exercise is appropriate for grades 9 and up. It should be conducted once students have had an introduction to the Cambodian genocide.

Children of Cambodia’s Killing Fields: Memoirs by Survivors, compiled by Dith Pran.

Writing Exercise

Read the Cambodian Genocide account in Chapter One of *Children of Cambodia’s Killing Fields: Memoirs by Survivors*, compiled by Dith Pran: <https://www.nytimes.com/books/first/p/pran-cambodia.html>

Write a short essay comparing and contrasting the Chapter One account with that of Ma’s account in “The Lotus of the Muddy Waters.” Does the narrative nonfiction counterpart convey the same mood as the selected actual memoir? How do they differ?

Activity Options

Classroom Activity One

Using a navigation or travel app, create a visual, annotated chart of a journey from Cambodia's capital city, Phnom Penh, to LA. Create a travel budget for transportation, food, and lodging, and attach it to the image.

Then, investigate how to enter LA as a refugee. Discuss the process with your class, noting the differences between travel for leisure and for immigration.

Classroom Activity Two

Instruct students to research their respective ethnic and cultural origins. Then, have them create an identity collage fashioned around their names using cuttings from magazines and travel brochures.

Home Activity One

Instruct students to ask a parent, adult relative, or guardian about their family history and how and why they or their ancestors came to the U.S. Have them write a report on their findings and how they feel about what they learned.

Home Activity Two

Instruct students to research the history and meaning of their names (first, middle, and last). Ask the students to write a short essay describing how they conducted their investigation, what they learned, and what struck them as significant.

Home Activity Three

Watch the film *The Killing Fields* for an in-depth portrayal of the Cambodian genocide. Research the real people and events the film was based on, then write a review critically analyzing the main points, the experiences of the main characters, the historical significance of the genocide, and the justification used by Pol Pot and the Khmer Rouge for perpetrating the killings. Make sure to discuss how the film and reality were the same and different from one another.

Guest Speaker

1. Contact the nonprofit organization Lotus Outreach International in Beverly Hills. Explain about the story you're teaching, and invite a member to visit your classroom to speak about the work that they do in Cambodia and how they engage communities in LA to support their work.

2. Invite illustrator Santosh Oommen to visit your class and discuss the relationship between stories told with words versus stories told with pictures. As a learning tool, take an informal poll and determine each class member's preference.
3. Invite author Ivy Kuo to visit your class and discuss the content of and inspiration for "Lotus of the Muddy Waters," her budding career as a writer, advice for the students in researching their roots, and the importance of cultural preservation.

Field Trip

Schedule a class visit to Echo Park Lake in LA and visit the largest lotus bed outside of mainland China. Bring sketchpads and charcoal, pastels, or other two-dimensional art supplies, and sketch the lotus beds in the lake. When you return to the classroom, post the drawings around the room and discuss how it felt to visit the park and see the lotuses first hand.

OR

Visit the Wat Khmer Buddhist Temple (1720 Beverly Boulevard, LA). Call in advance, and ask to arrange a guided tour and explanation about the practices, symbolism, and artifacts the students will encounter. After the tour, sketch or take pictures of the artwork and statuary. Write a one-word response to what you associate with each image, and share with your class those that you admired the most and why. Did any resemble those described in the story?

Optional Summer School Activity: Attend the Lotus Festival at Echo Park Lake. This annual event usually takes place on a weekend in July.

SUPPLEMENTARY CURRICULUM FOR TEST PREPARATION

Stories

The Lotus of the Muddy Waters, by Ivy Kuo

Timed Writing Exercise

In Ivy Kuo's *The Lotus of the Muddy Waters*, is Chhouka's emotional rant against her parents justifiable, unjustifiable, or both? Within 40 minutes, write a one- to two-page argument defending one perspective. Be sure to draw on concrete details from the story.

Online Component

Within the 40-minute deadline, ask students to post their response on the class website or turn in the assignment on Turnitin.com.

If handwriting your response, please use the box below:

Pre-Editing Activity

Students exchange digital or hard-copy responses.

Editing Activity

At your peer tutoring job, a student asks you for feedback on this response. Focus on the student's use of textual evidence to support their argument. Are the quotes introduced and contextualized? Is the argument structured logically? If not, write a brief email to the student discussing areas in which the response needs revision. Be sure to address the response's overall strengths, as well as one area in which the student could improve.

Core Standards

CCSS.ELA-LITERACY.W.8.1: Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-LITERACY.W.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

COMMON CORE STANDARDS REFERENCE

Pre-Reading & Themes Activity Options

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.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.RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.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.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

CCSS.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.

Vocabulary Activity Options

CCSS.ELA-LITERACY.RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.W.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

CCSS.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.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.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.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.)

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 standards 1-3 above.)

CCSS.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.

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 standards 1-3 above.)

Complementary Reading Text Writing Exercise

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.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.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.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.

CCSS.ELA-LITERACY.SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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.