

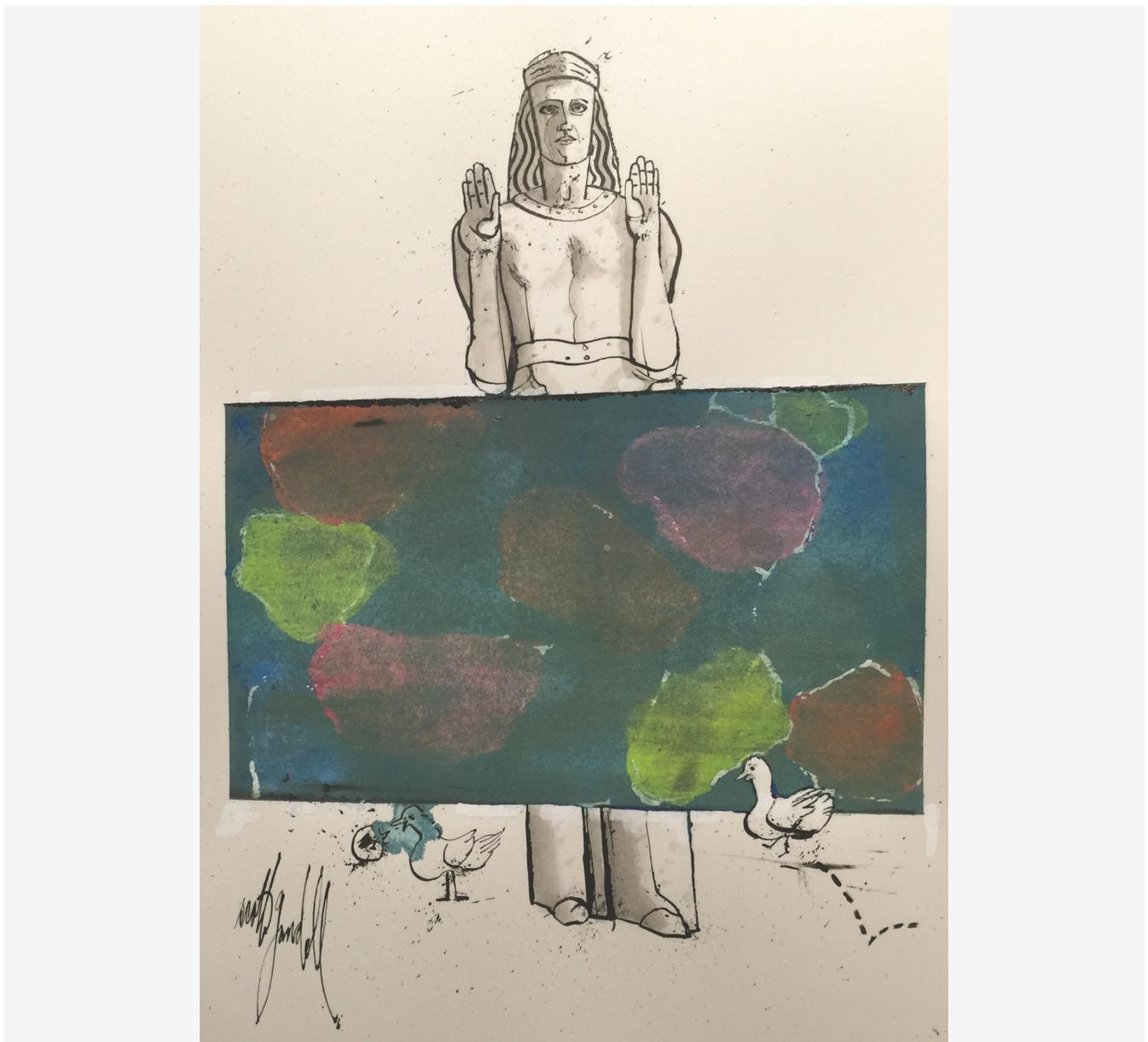
# These Are My Children

by **Angelina Coppola**

Illustration by **Scott Gandell**

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"> <li>• Ages 14 and up</li> <li>• Grades 9 and up</li> </ul>
Genre/s	Fiction, feminist literature, Latino Los Angeles
Length	991 words
Content Advisories	References to sex and murder
One Sentence Summary	The voice of a distraught woman in this surreal work of fiction hauntingly identifies with Echo Park Lake’s “Lady of the Lake” statue, as workers drain the lake, and portrays the event as a metaphor for the hopes of all members of the local community as well as her own secrets, crimes, and sorrows.

Lesson Planning	
Topics & Key Themes Overview	<p><b>Topics</b></p> <ul style="list-style-type: none"> <li>• Grief / sorrow</li> <li>• Loss</li> <li>• Shame</li> <li>• Guilt</li> </ul> <p><b>Themes</b></p> <ul style="list-style-type: none"> <li>• Violations of nature by humans</li> <li>• Violations of what’s held (or should be held) sacred</li> <li>• The power of the feminine divine</li> <li>• Seeking redemption</li> <li>• Immobilization</li> </ul>
Historic Events / Time Periods for Study	<ul style="list-style-type: none"> <li>• 2009-13 renovation of Echo Park Lake in Los Angeles</li> <li>• History of Echo Park Lake in LA and of the Lady of the Lake statue.</li> <li>• History of the Echo Park neighborhood of LA and its Latino community (including current gentrification)</li> <li>• Collapse of the housing market, recession, and unemployment in LA</li> </ul>

Lesson Planning	
Complementary Classic and Historic Texts	<ul style="list-style-type: none"> <li>• <b><i>Le Morte d’Arthur</i></b> by Sir Thomas Malory – Chapter CHAPTER XXV. How Arthur by the mean of Merlin gat Excalibur his sword of the Lady of the Lake.</li> <li>• <b><i>The Chalice and The Blade</i></b>, by Riane Eisler</li> <li>• History of Echo Park Lake: <a href="http://bit.ly/2drxzaD">http://bit.ly/2drxzaD</a></li> <li>• Advanced reading: <b><i>The Mists of Avalon</i></b>, by Marion Zimmer Bradley</li> </ul>
Author and Artists Information	<p><b>Angelina Coppola</b> is a writer living in Los Angeles, CA.</p> <p><b>Scott Gandell</b> is an artist living in South Pasadena, CA.</p>
Key Common Core Standards (found in detail following the curriculum)	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.L.9-10.4, CCSS.ELA-LITERACY.L.9-10.5, CCSS.ELA-LITERACY.L.9-10.4.A, CCSS.ELA-LITERACY.RL.9-10.1, CCSS.ELA-LITERACY.W.9-10.2, CCSS.ELA-LITERACY.W.9-10.4, CCSS.ELA-LITERACY.W.9-10.7, 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.SL.9-10.4, CCSS.ELA-LITERACY.SL.9-10.2

## Author Biography

**Angelina Coppola** grew up in Los Angeles. She is a graduate of the University of California, Berkeley, where she received her B.A in English with a concentration in Creative Writing. Her first published short story, *Desert Mermaid*, was recommended for publication by author Joyce Carol Oates. Her writing has been covered in *LA Magazine*, *The Washington Post*, *CNET Australia*, among others. She currently writes and teaches in Los Angeles.

## Artist Biography

**Scott Gandell** is a professional illustrator, print-maker, entrepreneur, current Development Chair & past President of The Society of Illustrators of Los Angeles; as well as an alumni of Art Center College of Design in Pasadena. His work has been featured in magazines, newspapers and books. Scott is an active participant in the United States Air Force Art Program through

the USAFAPO. His work has also been exhibited in galleries across the U.S. and Canada and has been acquired by clients and collectors worldwide. He lives in South Pasadena, CA.

## SYNOPSIS

In this surreal work of fiction, the protagonist identifies with and appeals to the Lady of the Lake statue of Echo Park Lake. She expresses her guilt and shame over the loss of her children, even as the statue experiences the draining of her lake and violations such as graffiti. The themes of the protagonist's expression are increasingly expansive, such as commonality with her community members and their rites of passage. This piece also approaches universal issues, such as political power, crimes against nature, self, and multiple generations, all embodied symbolically in the statue of the Lady of the Lake.

## CURRICULUM

### Pre-Reading & Themes Activity Options

#### Topic

Who or what is the Lady of the Lake? Write in your journal about how even today people continue to draw inspiration from this ancient concept and what it might symbolize to you.

#### Main Ideas

Find an object in your environment, such as a work of art or image from popular culture, and write in your journal about the feeling it evokes in you. Does it give you a sense of hope or fear? Write an additional passage discussing how you imagine the image impacts other viewers, such as a friend, or classmate.

#### Passage-Specific Themes

Read the following excerpt from *These Are My Children*:

“Before the lake was closed off, they came for her, Angelinos bearing gifts and prayers. Abuelitas with their roses and spicy mango slices, pimply-faced teenagers looking for a place to spoon, models in polka-dot bikinis and evening gowns contorting their bodies for the camera, men on their lunch breaks drinking forties, families celebrating birthdays, quinceañeras, anniversaries, and deaths.”

Why would people of such varied expressions of hope, faith, and devotion all visit the Lady? Choose three of the demographic groups listed in the passage above and write in your journal about how each might view the Lady and why.

Then discuss, have you ever left an offering to a mythological/religious icon, tossed a coin in a fountain, or lit a candle at a shrine? If so, to what end? If not, why?

### Universal Themes

Choose an symbol that is ubiquitous in our society, such as the American flag, and write in your journal what it means to you. Add a sentence or two about the positive and/or negative associations the object evokes in the following three settings: a political debate, a demonstration for immigration reform, and a sporting event.

### 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
heaving	lotuses	Lady of The Lake
massive	peninsula	Virgin of Guadalupe
murky	contorting	abuelitas
encased	perimeter	quinceañeras
hunched	basking	bougainvillea
smears	muck	forties (as in drinking)
deceased		
pleaded		
chain-link		
swiftly		
airborne		
collapse		
burrow		
gulped		
clusters		

## Vocabulary Activity Options

1. Take a look at this list of five words from *These Are My Children*:

heaving  
 massive  
 murky  
 pleading  
 collapse

At a glance, what themes or feelings does the list evoke? Discuss this in your journal, then write a paragraph that correctly uses all five words. Divide into groups of 4-5 and read your paragraphs aloud to your groups.

2. What, in the context of the story, does the protagonist mean by the expression, “drinking forties?” What might it mean in another context?
3. Examine the following list of terms from the story:

Lady of the Lake  
 Virgin of Guadalupe  
 abuelitas  
 quinceañeras  
 bougainvillea  
 forties (as in drinking)

Identify which terms correspond to A - gender; B - ethnicity, and C - mythology or religion. Write a sentence correctly using all of the terms.

## Post-Reading Class Discussion Options

1. How would you characterize the protagonist’s perception of herself? What if anything does her view of herself imply about her age, ethnicity, religion, economic status, and political views? Does she like herself? Should she?
2. Do you think the title *These Are My Children* refers to the children of the protagonist, literally, or to the children of the Lady of the Lake? Why?
3. Do you think the protagonist literally killed her children? If so, what evidence in the text supports this? If not, what facts lead you to believe otherwise?
4. How did you feel when you read about the violation of the Lady of the Lake statue with graffiti? How do you feel about graffiti in general? What does the graffiti symbolize in this story beyond the simple act described?

## Text-Dependent Question Options

1. What qualities does the protagonist associate with the statue? Cite three examples from the text.
2. How do you think the protagonist feels about the city workers and their impact on the lake, the park, and the Lady of the Lake? How does she compare herself with each? Cite evidence from the text to support your answer.
3. Compare the first paragraph on page 2 with the last paragraph on the same page. How does the contrast affect the sympathy evoked by the protagonist? Citing examples from the text, do you view her as an object of pity, fear, or something else? Explain your answer.

Read the following paragraph from the story:

“Like those boys, I beg for her help, for her forgiveness. I beg her to undo the curse placed upon me. I get down on my knees and weep. I repeat the names of my children under my breath over and over. The children I have lost because of my own selfishness. I tell her to punish me for what I have done, to fill the lake with water again and send me to the bottom of it with them, to send me someplace, anyplace but here. Please, I say, anything but this silent waiting. I clasp my hands tighter together and burrow my nails into my skin, hoping to break the flesh. I feel nothing. I collapse at her feet, waiting for guidance, waiting for a sign.”

Then read this paragraph:

“As they drained the lake, I closed my eyes and remembered them. The faces of my children as they floated in the water, their mouths open as they cried out my name, as they cried for help, begging for mercy. Their limp bodies on the water’s surface, their hollow eyes staring up at the sky. I saw the pale little faces and the round cheeks. She has your eyes, people used to say. He has his nose. They haunt me. Those empty eyes pleading for help.”

How does contrast between these two paragraphs affect the sympathy evoked by the protagonist? Citing examples from the text, do you view her as someone to pity, fear, or something else? Explain your answer.

4. In the passage, “Are these the children who will save me?’ I asked The Lady again. ‘Will these men destroy my secret, my shame, and I will be set free?’”, to who and what is the protagonist referring? Is she speaking figuratively or literally? How do you think she defines freedom? What evidence in the text supports your answer?
5. In what way has the artist interpreted the imagery of the story? Would you interpret it the same way if you were to create an artwork based on this piece? Explain why or why not using examples from the text.

6. Do you think the protagonist a living person -- or something else? Speculate on the answer to this question using examples from the text.

## Writing Exercise Options

### Narrative

Write a short 3-4 page story that incorporates the following three themes:

- Destruction of nature by humans.
- Sins of the past unmasked.
- Guilt.

### Descriptive

Describe the mood and tone of *These Are My Children* in your journal and discuss the range of feelings revealed as the tale unfolds.

Then, write a short story of your own in which you include vivid imagery that evokes a similar mood and tone to that of *These Are My Children*.

### Analysis

Research the terms figurative, literal, and metaphorical. Write a short, comparative essay where you cite at least one example of Angelina Coppola's use of each of these devices in telling *These Are My Children*, and discuss why you think she did so.

## Complementary Reading Text Option

Read Chapter XXV from Sir Thomas Malory's *Le Morte d'Arthur*.

### Writing Exercise One

Write an essay comparing and contrasting the depiction of the Lady of the Lake figure in *These Are My Children* and *Le Morte d'Arthur*. What does the Lady of the Lake symbolize in each? How is she an active or inactive participant in the events of each? Does the dominance of male characters in *Le Morte d'Arthur* (and the lack of such in *These Are My Children*) influence the reader's perception of the Lady of the Lake?

**Extension: *These Are My Children*** also mentions the Virgin of Guadalupe. Research the Virgin of Guadalupe and compare and contrast her with the Lady of the Lake figures in ***These Are My Children*** and ***Le Morte d'Arthur***.

***Le Morte d'Arthur*** by Sir Thomas Malory

CHAPTER XXV. How Arthur by the mean of Merlin gat Excalibur his sword of the Lady of the Lake.

RIGHT SO the king and he departed, and went unto an hermit that was a good man and a great leech. So the hermit searched all his wounds and gave him good salves; so the king was there three days, and then were his wounds well amended that he might ride and go, and so departed. And as they rode, Arthur said, I have no sword. No force, said Merlin, hereby is a sword that shall be yours, an I may. So they rode till they came to a lake, the which was a fair water and broad, and in the midst of the lake Arthur was ware of an arm clothed in white samite, that held a fair sword in that hand. Lo! said Merlin, yonder is that sword that I spake of. With that they saw a damosel going upon the lake. What damosel is that? said Arthur. That is the Lady of the Lake, said Merlin; and within that lake is a rock, and therein is as fair a place as any on earth, and richly beseen; and this damosel will come to you anon, and then speak ye fair to her that she will give you that sword. Anon withal came the damosel unto Arthur, and saluted him, and he her again. Damosel, said Arthur, what sword is that, that yonder the arm holdeth above the water? I would it were mine, for I have no sword. Sir Arthur, king, said the damosel, that sword is mine, and if ye will give me a gift when I ask it you, ye shall have it. By my faith, said Arthur, I will give you what gift ye will ask. Well! said the damosel, go ye into yonder barge, and row yourself to the sword, and take it and the scabbard with you, and I will ask my gift when I see my time. So Sir Arthur and Merlin alighted and tied their horses to two trees, and so they went into the ship, and when they came to the sword that the hand held, Sir Arthur took it up by the handles, and took it with him, and the arm and the hand went under the water. And so [they] came unto the land and rode forth, and then Sir Arthur saw a rich pavilion. What signifieth yonder pavilion? It is the knight's pavilion, said Merlin, that ye fought with last, Sir Pellinore; but he is out, he is not there. He hath ado with a knight of yours that hight Egglame, and they have fought together, but at the last Egglame fled, and else he had been dead, and he hath chased him even to Carlion, and we shall meet with him anon in the highway. That is well said, said Arthur, now have I a sword, now will I wage battle with him, and be avenged on him. Sir, you shall not so, said Merlin, for the knight is weary of fighting and chasing, so that ye shall have no worship to have ado with him; also he will

not be lightly matched of one knight living, and therefore it is my counsel, let him pass, for he shall do you good service in short time, and his sons after his days. Also ye shall see that day in short space, you shall be right glad to give him your sister to wed. When I see him, I will do as ye advise, said Arthur.

Then Sir Arthur looked on the sword, and liked it passing well. Whether liketh you better, said Merlin, the sword or the scabbard? Me liketh better the sword, said Arthur. Ye are more unwise, said Merlin, for the scabbard is worth ten of the swords, for whiles ye have the scabbard upon you, ye shall never lose no blood, be ye never so sore wounded; therefore keep well the scabbard always with you. So they rode unto Carlion, and by the way they met with Sir Pellinore; but Merlin had done such a craft, that Pellinore saw not Arthur, and he passed by without any words. I marvel, said Arthur, that the knight would not speak. Sir, said Merlin, he saw you not, for an he had seen you, ye had not lightly departed. So they came unto Carlion, whereof his knights were passing glad. And when they heard of his adventures, they marvelled that he would jeopard his person so, alone. But all men of worship said it was merry to be under such a chieftain, that would put his person in adventure as other poor knights did.

## Writing Exercise Two

*The Chalice and The Blade* by Riane Eisler

1. Read the summary of this sociology text here: <http://www.enotes.com/topics/chalice-blade>
2. Research the concept of archetypes, specifically the female divine and the Arthurian legend Lady of the Lake figure.
3. Research the terms patriarchy and matriarchy.

After reviewing the above, write a short exposé on Eisler’s explanation for the rise of patriarchy and the fall of the sacred feminine. How do the keywords in the title of the book relate to the Lady of the Lake, as a feminine archetype and in the context of “These Are My Children”?

## Activity Options

### Classroom Activity One

Research then create drawings of two timelines, complete with images of the major events recorded:

1. The history of women achieving political positions in Los Angeles.
2. The history of the Echo Park neighborhood and lake.

Superimpose the two timelines on one another and discuss how the events do or do not align in class.

## **Classroom Activity Two**

Discuss the concept of gender roles and stereotypes in class in terms of societal and cultural pressures. Have students brainstorm these roles and stereotypes and record them on two large sheet of paper in front of the room. Then unpack the terms masculine and feminine in a class discussion and debate. Do these qualities exist in reality or are they mere constructions? Does anyone exclusively possess one set of qualities or the other?

Then place a third sheet of paper on the wall and instruct the class to name as many ideally HUMAN qualities as possible.

Finally, discuss these qualities in terms of our stewardship of nature -- which are the most important? Why?

## **Home Activity**

Ask the students to each create their own Lady of the Lake statue with materials found at home. The purpose of their statues will be to watch over their classroom. If looking for inspiration, they may research goddesses, choose one, and model their statue after their chosen goddess. When they bring in their statues, ask the students to explain which goddesses their statues are modeled after and the qualities of the goddesses that will make them good protectors. If no goddess inspiration was used, ask the students to still discuss their statue's protector qualities.

## **Guest Speaker**

1. Invite the author, Angelina Coppola, to speak with the class about her inspiration for writing this story, and if she intended for readers to interpret it figuratively, literally, or to arrive at their own respective interpretations and why.
2. Invite the illustrator, Scott Gandell, to speak with the class about how he interpreted the story, his work as an artist and gallery owner, careers for artists, the qualities he attributes to the Lady of the Lake statue, and their implications for humanity.

3. Invite a member of the Los Angeles Department of Recreation and Parks staff who oversees the maintenance of Echo Park Lake to discuss the lake and statue's history, present use and maintenance of the lake and the statue, and future plans for the lake.

## Field Trip

Visit Echo Park Lake in Los Angeles and view the statue of the Lady of the Lake. Sitting at the lake, engage in a journaling exercise to write about the feelings the statue invoke in you. Compare your feelings to the narrator's descriptions of her feelings in the story, and compare the narrator's physical description with your observations. How have the park, the lake, and the statue changed? How have both remained the same?

## SUPPLEMENTARY CURRICULUM FOR TEST PREPARATION

### Story

*These Are My Children*, by Angelina Coppola

### Writing Exercise

Research the history of the Lady of the Lake's construction at Echo Park Lake in Los Angeles and its temporary fencing off. Write a formal one-page letter to LA City's Department of Recreation and Parks in support of or in opposition to building a fence around the stone icon. Support your position with evidence from Angelina Coppola's *These Are My Children*, as well as Internet sources.

### Online Component

Before the next class meeting, ask students to post their response on the class website or turn in the essay on Turnitin.com.

If handwriting your letter, please use the box below:



### **Pre-Editing Activity**

Students exchange digital or hard-copy letters.

### **Editing Activity**

At your peer tutoring job, a student asks you for feedback on this letter. Focus on the student's use of textual evidence to support their argument. Are the evidence and argument integrated? Are all quotes introduced and contextualized? If not, write a brief email to the student discussing areas in which the letter 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.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.9-10.6: 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.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.9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

### Vocabulary Activity Options

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

## 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.

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.

## 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.)

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.

## 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.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.