

# NATIONAL GEOGRAPHIC EDUCATOR'S GUIDE

COMMON CORE ALIGNMENTS AND CLASSROOM ACTIVITIES



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# Break it Down

## OBJECTIVE: EXPLORE TEXT STRUCTURE

(CCSS RH.6-8.5, RH.9-10.5)\*

Before reading, invite students to preview the book by flipping through the pages, reading heads and subheads, and looking at the images. As students explore the text, invite them to make notes about how the book overall seems to be structured.

*Differentiation suggestions: For younger or struggling readers, review with students ways that nonfiction text might be structured. For example, sequentially, comparatively, casually, etc.*

After students have explored individually, pair students and invite them to share their notes. Did students come up with the same conclusion? Encourage students to explore why or why not, using evidence from their notes to support their claims.

Regroup as a class and review the text features that support the claim that the book is structured chronologically. Together, explore the table of contents, the time tracker on each chapter opener, the time line in the back matter, and the subheads with dates for each section. Lead a discussion about why it would make sense for the book to be structured this way.

Next, divide students into small groups and allow each group to choose one chapter from the book. As a group, have students explore the structure of their chapter—is it still chronological? Encourage students to note specific examples from their chapter that support their claim.

Encourage students to explore questions such as:

- What are the main features in the chapter? How are they related?
- What are the sidebars in the chapter? How are they related to the content on the rest of the page? How are they related to the content in the rest of the chapter? How are they related to each other?

Regroup as a class and invite groups to share their observations. Lead a discussion about the casual structure of content within the chapter. Encourage students to think about how that approach emphasizes key points or aids explanation and how all of the pieces come together to tell a full story across the course of the book.



\*See pages 14-16 of this guide.

# Link it Up

**OBJECTIVE: EXPLORE TEXT STRUCTURE**  
(CCSS RH.6-8.5, RH.9-10.5)\*

**NOTE:** You may wish to make this project a days- or week-long assignment.

Write the following book features titles on separate slips of paper:

- All the Rage
- Dressed to Function
- Dressed to Impress
- Dressed to Kill
- Dressed to Protest
- Fashion Disaster
- Tough Job
- What Not to Wear
- What Now?



Divide students into small groups. Be sure you have a slip of paper for each group. Create duplicates, if needed. Place the slips of paper into a bowl or hat and allow each group to pull one.

Tell students their job is to explore their chosen recurring feature and to present their investigation to the rest of the class. Give students ample time to examine the book and prepare their findings. Encourage students to develop creative, but informative, platforms for sharing their results.

Remind students that no matter the format they choose for presentation, they should include the following information:

- the name of their recurring feature
- the page numbers it appears on
- what type of information the feature provides (be sure this is the global topic, not the specific information)
- a summary of the specific information found in the feature across the book
- how this feature adds to the overall message of the book and author's purpose

When students have completed the assignment, invite them to share their results with the class.

\*See pages 14-16 of this guide.

# What's the Point?

## OBJECTIVE: SUMMARIZE CENTRAL IDEAS

(CCSS RH.6-8.2, RH.9-10.2, RH.11-12.2)\*



**THE PILGRIMS**  
DRESSED TO PROTEST  
Colonial America, mid-1500s

**T**he Pilgrims were English Puritans—not to be confused with pilgrims (see Penitents' & Pilgrims' Robes, page 36). Just to confuse you further, the Pilgrims didn't call themselves Pilgrims or pilgrims—they called themselves Separatists. They were very strict Protestants who thought the Protestant Reformation in England (1649), headed by Oliver Cromwell, wasn't strict enough. It's safe to say the Pilgrims as a group were not a cherry bunch.

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They left Cromwell's church was still too "Catholic" and that the church should enforce more austere rules of conduct. To put this view into perspective, consider that Cromwell had King Charles I beheaded, and he banned Christmas and May Day celebrations and any celebrations that involved dancing, singing, and general merrymaking. He also closed down all the theaters and urged people to dress in plain and practical clothing.

England under the "Commonwealth and free state," as it was known under Cromwell, was a dull and sober place. Interestingly, though, no laws against extravagant dress were passed. In spite of Cromwell's disapproval, some people continued to wear sumptuous clothing, patches, and low necklines.

So, the Pilgrims sailed across the Atlantic on the *Mayflower*. They landed off the coast of modern-day Massachusetts. They paved the way for thousands of others who settled in New England. By the mid-1600s there were more than 80,000 colonists living in the New World.

The early colonists wore the clothes they had brought with them from England, and for most of the 1600s and 1700s, up until the Revolutionary War, people relied on textiles imported from England. These ranged from coarse linens to fine silks (cotton from India was rare and expensive at the time). The British government controlled colonial textile production, fearing it would compete with British manufacturers (see Getting Period, page 95).

As we know by now, people's outer clothing was rarely washable. But the shins and chemises people wore next to their skin were washable.

Still, laundry was an ordeal, as there was no such thing as laundry soap back then. The colonial wife used a smelly combination of wood ash, animal fat, and lye. Every garment had to be boiled, scrubbed, pounded, and dried by hand.

While outer garments tended to be imported,

many colonists grew their own flax and spun and wove it into linen (see Tough Job: Flax, page 13). Women and girls usually made undergarments, shirts, linens, baby clothes, and aprons. Making the cloth and then sewing the garments were just some of the hundred tasks colonial women performed. No wonder clothing was so precious. Sewing was slow and tedious work, as the sewing machine had not yet been invented (see Invention That Changed the World: Sewing Machine, page 129).



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As a class, turn to chapter 5 and review the time line at the bottom of page 76. Invite students to share what they know about Europe in the 17th-century, including major political events (the British civil war, resulting Commonwealth, and resulting Restoration), religious developments (growth and spread of Protestantism, including Puritans coming to America), and culture (including the Sun King, France's Louis XIV).

*Differentiation suggestions: For younger or struggling readers, students may not yet have a lot of familiarity with 17th-century world history. For those students, provide some jumping off points for discussion. For example, many students would be familiar with the Puritan Pilgrims in America and their culture and style of dress. You may also wish to allow students time to explore pop culture references to the time period, such as clips from movies based on *The Three Musketeers*.*

*For more advanced readers, encourage students to extend their discussion by bringing in what they know about both the preceding and following time periods, and the shifts in politics, religion, and culture that accompanied them.*

Divide students into small groups. Assign each group one of the following sections from chapter 5: A Cavalier Attitude, The Pilgrims, or Going for Baroque. Invite each group to read

\*See pages 14-16 of this guide.

their assigned spread. As they read, have students discuss and note on index cards (one per student) the following information:

- the politics, religion, and/or culture
- the clothing
- how these factors influenced the clothing

When students have finished reading, create new groups by including one student representing each section. Give students time to share the results of their previous group’s conversation. Then invite groups to discuss how the content of each section influenced—or was influenced by—the other sections.

Next, invite students to choose another section from anywhere else in the book and note on another index card the politics, religion and/or culture discussed, the clothing, and how those factors influenced the clothing.

*Differentiation suggestions: For younger or struggling readers, when students have completed their index cards, invite students to stand in a line around the room in chronological order of the section they chose. Starting from the earliest section, go around the room and invite students to share their notes. Lead a discussion about how one era and its fashion influenced the next (or how later fashions were reactionary to previous eras). If you wish, invite students to then display their index cards around the classroom in a fashion time line.*

*For more advanced readers, when students have completed their index cards, allow them to create self-selected groups. Within their groups, have students discuss and compare the main idea of the sections they explored. What main ideas seem to build throughout the book? How are those ideas developed?*

### WIGGED OUT

DRESSED TO IMPRESS

17th-century England

**W**hen the French king Louis XIV began losing his hair, wigs became fashionable at the French court. In 1660 King Charles II of England introduced wigs to his court, and few men would be seen in public without one. Periwigs, as they were known in England, were masses of curls, which often cascaded below the shoulders. The style went through several variations until by the end of the 1600s the hair (still below shoulder length) was swept upward into two peaks at either side of a center part. Luckily stiff collars had gone out of fashion—they would have severely impeded that 17th-century flow.

The fashion for wearing wigs spread, and men of nearly every social class wore them, even though wigs could be very expensive. Poorer men wore wigs of goat’s hair or wool. If a man couldn’t afford a wig, he arranged his natural hair so that it looked like one.

They also had to be powdered white for formal occasions. This meant sitting in your powder room—dressed in a cap, with a comb to your face, and getting billows of wheat starch pumped onto your oiled wig by your servant. If you had no powder room, your wig could be sent out to the wigmaker to be powdered—but you’d better have a backup.

Wig stealing became a common street crime. One tactic of a wig thief was to approach the wig wearer from behind while cradling a basket on one shoulder; inside the basket, a small child would be crouching. As the thief approached the victim, the child would snatch the wig from the wearer’s head and then



In the late 17th century, intricately curled wigs often ran out of the way down to the waist. It was perfectly acceptable to cover your wig in public.

### WORKING WEAR

DRESSED TO FUNCTION

18th-century England

**C**lothing was such an investment that even better-off people tried to refresh their worn clothing by mending, scouring, turning inside out, restitching, and dyeing their garments. But when something got too worn to wear, it was usually passed on to servants. By the time clothing had been taken to the used clothing vendors, it had been worn two, three, or four times over. And it was to the used clothing vendors that many working people went to buy their clothes. Clothes from these vendors tended to be hard, stained, stiff, and smelly.

Even so, many of the working poor did what they could to mend, patch, and alter their used garments. Sometimes they took them to a “botcher” for repairs. The wife of an 18th-century botcher complained of being surrounded by “nitty coats and stinking hose.”



Men who wore wigs often shaved their heads, and so they were left embarrassingly bald when their wigs were snatched. (This may have been why so many people wore nightcaps to bed—to keep shaved heads warm.)



Working men, like the farmer in this painting, were doing back-breaking work—usually made of canvas or wool. REUSE: A Dutch 18th-century man in a white linen cap and a young child, under her red lined hood, in this dead painting.

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# Say What?!

## OBJECTIVE: DEFINE DOMAIN-SPECIFIC VOCABULARY

(CCSS RH.6-8.4, RH.9-10.4, RH.11-12.4)\*

Have students take out a clean sheet of paper and a pen or pencil. Tell students that you're going to say fashion words, and that for each they'll have 30 seconds to draw a picture of the word.

Say aloud these words, with a 30-second pause between:

BUSTLE • BEEHIVE • CRINOLINE • SWADDLING • BOUTONNIERE

Pair students and have them share their drawings. Allow them time to search the book for an image of each word and compare their responses to the image in the book.

*Differentiation suggestions: For younger or struggling readers, go through responses together. As a class, use the index to find the page number for each image. Remind students that pages listed in bold in the index are the pages with the images. If possible, project each image up on the board. Discuss what each item is and what students see in the image. Ask volunteers to share their own drawings and discuss what they knew or didn't know about each word.*

Discuss with students that, like most industries, fashion has specific vocabulary, or jargon, used to describe specific items or practices. Many of these words are used in the book. In order to read and understand the text, it's important to understand the jargon. Some words are defined in the text or have images to support them. Others are not.

Invite students to create an illustrated Fashion Dictionary.



\*See pages 14-16 of this guide.

Depending on the age and reading level of your students, you may wish to choose one of the following approaches:

## YOUNGER OR STRUGGLING READERS

**1.** As a class, explore the index together. Invite students to call out any words they see that might be fashion jargon. Discuss each word and decide as a class whether to include it in the dictionary. When you have a full list, divide students into pairs and assign each pair one word to research. On a piece of letter-size paper, have each pair write their word, its definition, what time period/culture it is associated with, and a photo or illustration. Combine the pages to create a class dictionary.

## OLDER OR MORE ADVANCED READERS

**2.** As a class, explore the index together. Invite students to call out any words they see that might be fashion jargon. Discuss each word and decide as a class whether to include it in the dictionary. When you have a full list, invite students to use the list to write their own fashion dictionary. Students should create one page per word and include its definition, what time period/culture it is associated with, and a photo or illustration.

**3.** Divide students into small groups. Explain that each group should create its own fashion dictionary. As groups read and explore the book together, they should note any fashion jargon they come across. Give students time to research each word they listed and create a dictionary entry. Each entry should include the definition or description, what time period/culture it is associated with, and a photo or illustration. When students are finished, have them share their dictionaries with another group. Encourage them to compare the words chosen and how they represented each.

**4.** As students read and explore the book individually, they should note any fashion jargon they come across. Give students time to research each word they listed and create a dictionary entry. Each entry should include the definition or description, what time period/culture it is associated with, and a photo or illustration. When students are finished, have them share their dictionaries with other students. Encourage them to compare the words chosen and how they represented each.



# A Picture's Worth a Thousand Words

## OBJECTIVE: INTEGRATE INFORMATION

(CCSS RH.6-8.7, RH.11-12.7)\*

Display a photo of a little boy from the 17th-century in a dress, such as the ones on page 117. Before telling students anything about the image, ask students to describe what they see. What information can they tell from the photo? What are they looking at? Can they tell if the baby is a boy or girl? The time period? The social status of the child? Encourage students to use as many details from the image as possible in their description.

Then have students turn to page 116 and read the page individually, in pairs, or in small groups. Revisit the image you displayed previously. What details do the students notice now? What information can they now infer from what they see?

Lead a discussion about the importance of using information from a variety of sources to create a full picture of information. Invite volunteers to share what information they were able to get from the image and not the text, and vice versa. Prompt students to share how both the image and the text worked together to create an even deeper understanding.



\*See pages 14-16 of this guide.



Depending on the age and reading level of your students, you may wish to extend the discussion with one of the following approaches:

## FOR YOUNGER READERS

- Invite students to flip through the book and choose any image they find interesting and that they would like to explore further.
- Invite students to explore their chosen photo by creating a Venn diagram. On the left side, have students write information and observations from the image before reading the caption or text. Encourage students to answer the same questions as above: Who is the person? What is the time period? What is the person's social status or occupation?
- On the right side of the Venn diagram, have students write the information they learn about the image, the time period, and life at that time from reading the caption and text.
- In the center of the Venn diagram, have students write their new understandings about the image.
- When students have finished their Venn diagrams, invite them to share their responses with small groups or the class.

## FOR OLDER READERS

- Invite students to turn to page 165 and read the sidebar, "Do Hemlines Follow the Stock Market?" As a class, discuss the claim made by the text — that as the stock market plunges, skirts get longer and dress becomes more somber.
- Introduce students to the "S&P 500," a measure of the financial health of 500 large companies in the United States. Explain that economists use this number to determine how well the stock market is doing. Each day, the index is shown as having a positive or negative change from the previous day. The index can also be tracked month to month or year to year.
- Challenge students to put the sidebar's claim to the test. Using a year-over-year tracker of the S&P index (such as the one found here: [http://pages.stern.nyu.edu/~adamodar/New\\_Home\\_Page/datafile/histretSP.html](http://pages.stern.nyu.edu/~adamodar/New_Home_Page/datafile/histretSP.html)), invite students to create a graph comparing the health of the stock market to the style for length of skirt (longer or shorter from the previous style) from the crash of 1930 to today.
- When students have finished their graphs, invite them to share their results and conclusions with the class, explaining their methodology and basis for conclusion.

# Holding Up the Mirror

## OBJECTIVE: WRITE EXPLANATORY TEXTS

(CCSS WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.9-10.2, WHST.9-10.4, WHST.9-10.5, WHST.9-10.7, WHST.9-10.8, WHST.9-10.9, WHST.11-12.2, WHST.11-12.4, WHST.11-12.5, WHST.11-12.7, WHST.11-12.8, WHST.11-12.9)\*

Have students turn to the title page of the book and read the quotation aloud: “Fashion is the mirror of history.” As a class, invite students to discuss what they think the quotation means and its relevance to understanding history through the lens of culture.

Invite students to explore the topic further by writing an explanatory essay. If needed, review with students the guidelines for an informative/explanatory text: the topic should be introduced clearly, ideas should be well organized, connections and distinctions among ideas should be clear and purposeful, and the format should support the content development.

Allow students to choose any time period and location they wish to explore. Or, if you prefer, assign one to the class based on your classroom content objectives. Give students time to research their topic. If you wish, provide students with an organizational tool such as the one below.

You may wish to consult the grade-level-specific standards for informative/explanatory writing on pages 14-16 of this guide. If you wish, provide students with a writing checklist such as the ones below.

When students have finished their essays, invite them to share their findings with the class. For example, group students together by time period, by geographic location, or in self-selected groups, and compare their findings. Or invite students to prepare a short electronic presentation highlighting the key ideas from their essays.

## RESEARCH ORGANIZER

- Time period: \_\_\_\_\_ (dates) \_\_\_\_\_ (name of the era, if applicable)
- Geographic location: \_\_\_\_\_ (name as it was known in the time period)  
\_\_\_\_\_ (modern name, if applicable)
- What was happening politically?
- What was happening culturally or religiously?
- How were men dressed? Wealthy men? Working-class men? Poor men?
- How were women dressed? Wealthy women? Working-class women? Poor women?
- How were children dressed? Wealthy children? Working-class children? Poor children?
- Were there any other major groups of people who dressed differently from the above?
- What do other sources say about how the dress of the day related to the political, cultural, and religious events?
- What do I say about how the dress of the day related to the political, cultural, and religious events?

\*See pages 14-16 of this guide.

## GRADES 6-8 • Writing Checklist

|                |  |
|----------------|--|
| <b>PROCESS</b> | <i>Did I...</i> <ul style="list-style-type: none"><li>• Plan my writing and research accordingly?</li><li>• Write clearly, with purpose, and for a specific audience?</li><li>• Revise my writing so that it says what I mean?</li><li>• Ask a peer to review my writing?</li><li>• Edit my writing based on feedback?</li></ul>   |
| <b>CONTENT</b> | <i>Did I...</i> <ul style="list-style-type: none"><li>• Introduce the topic clearly?</li><li>• Use the introduction to preview what the paper will say and how it's organized?</li><li>• Organize my content logically and into broad categories?</li><li>• Use formatting that is helpful to readers?</li><li>• Use media, such as charts, tables, and images, where appropriate?</li><li>• Use facts, details, quotations, and examples to support my topic?</li><li>• Provide a conclusion that summarizes my explanation?</li><li>• Cite my sources?</li></ul> |



## GRADES 9-10 • Writing Checklist

### PROCESS

#### *Did I...*

- Plan my writing and research accordingly?
- Write clearly, with purpose, and for a specific audience?
- Revise my writing so that it says what I mean?
- Ask a peer to review my writing?
- Edit my writing for style and conventions?

### CONTENT

#### *Did I...*

- Use the introduction to clearly state my topic, or thesis, statement?
- Organize my content to support my thesis statement, using clear, well-chosen language?
- Use a consistent, formal style throughout?
- Use media, such as charts, tables, and images, appropriately?
- Use enough facts, details, quotations, and examples to fully support my thesis statement?
- Provide a conclusion that summarizes my arguments and articulates the significance of my thesis statement?
- Cite my sources appropriately?



## GRADES 11-12 • Writing Checklist

|                |   |
|----------------|---|
| <b>PROCESS</b> | <i>Did I...</i> <ul style="list-style-type: none"><li>• Plan my writing and research accordingly?</li><li>• Write clearly, with purpose, and for a specific audience?</li><li>• Revise my writing so that it says what I mean?</li><li>• Ask a peer to review my writing?</li><li>• Edit my writing for style and conventions?</li></ul>  |
| <b>CONTENT</b> | <i>Did I...</i> <ul style="list-style-type: none"><li>• Use the introduction to clearly state my topic, or thesis, statement and preview the organization of the essay?</li><li>• Organize my content thoughtfully to support my thesis statement, with ideas building throughout toward a specific point?</li><li>• Use a consistent, formal style throughout?</li><li>• Use media, such as charts, tables, and images, appropriately?</li><li>• Use significant and relevant facts, details, quotations, and examples to fully support my thesis statement?</li><li>• Provide a conclusion that summarizes my arguments and articulates the significance of my thesis statement?</li><li>• Cite my sources appropriately?</li></ul> |



# The following Common Core standards are addressed in this guide:

RH = Reading Standards for Literacy in History/Social Studies

WHST = Writing Standards for Literacy in History/Social Studies

## Grades 6-8

**RH.6-8.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

**RH.6-8.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

**RH.6-8.5:** Describe how a text presents information (e.g., sequentially, comparatively, causally).

**RH.6-8.7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**WHST.6-8.2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

**WHST.6-8.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**WHST.6-8.5:** 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.

**WHST.6-8.7:** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

**WHST.6-8.8:** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.



**WHST.6-8.9:** Draw evidence from informational texts to support analysis reflection, and research.

## **Grades 9-10**

**RH.9-10.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

**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 studies.

**RH.9-10.5:** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

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

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- 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.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**WHST.9-10.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**WHST.9-10.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**WHST.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.

**WHST.9-10.8:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

## Grades 11-12

**RH.11-12.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

**RH.11-12.4:** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.

**RH.11-2.7:** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

**WHST.11-12.2:** Write informative/ explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- 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.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

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

**WHST.11-12.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**WHST.11-12.7:** 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.

**WHST.11-12.8:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**WHST.11-12.9:** Draw evidence from informational texts to support analysis reflection, and research.