THE NEW JERSEY
ITALIAN HERITAGE COMMISSION

Overview of Immigration to America

Grades 6-12

Subject: United States History / World History / Language Arts / World Languages

Categories: Immigration and Prejudice / Arts and Sciences / History and Society

Standards:

Please see page 8 of the lesson plan for complete New Jersey Student Learning Standards alignment.

Objectives:

Students will be able to:
1. explain the long history of immigration to America.
2. determine why many of the ethnic groups have immigrated to the United States.
3. elucidate the immigrants' impact on the growth and spirit of America.

Abstract:

The lesson investigates immigration to New Jersey. It focuses on the encroachment of the market economy into the European peasantry at various times during the nineteenth century. Students explore various reasons for the emigrations to the United States of America.

Key Terms:

An Gorta Mor	*Gaelic*	The Great Hunger- the Irish Potato Famine, 1845-1850.
Free-market		An economic market in which supply and demand are not regulated or are regulated with only minor restrictions. This economy produces a surplus.
Padrone	*Italian*	A man who exploitatively employs or finds work for Italian immigrants in America. He also acted as a neighborhood banker, loan office, travel agent, interpreter, and legal counselor.
Pogrom	*Russian*	An organized, often officially encouraged massacre or persecution of a minority group.
Subsistence Economy		Cashless economy, where people work to produce enough to survive and do not look to create a surplus.

Background:

The history of immigration to America goes back nearly 170 years before the United States had declared its independence from the British Crown. Swedes had come to New Jersey and Delaware as early as 1638, just eighteen years after the *Mayflower* had landed and thirty-one years after the English had settled Jamestown. Unlike the Pilgrims, the Swedes were not religious dissenters, but rather an organized group of colonial entrepreneurs, more similar to the Jamestown settlers. They had been sent out by the Stockholm government to establish a colony under the Swedish Crown, in lands that later became the English colonies of Delaware and New Jersey

From the early nineteenth-century, the principal immigrants to New Jersey were German Catholic settlers and Irish Catholic peasants and laborers. German immigrants usually came to New Jersey with some money; whereas, most of the Irish came penniless and in many cases with only rags on their backs. The vast majority of the Irish had fled a series of crop failures and the harsh land-laws that had been imposed by foreign English conquerors. Most important, the British market economy was changing Ireland from a subsistence economy to a free-market, cash economy.

In the late 1800s, many southern Italians left their homeland to seek work and a better way of life. Like in Ireland, the free-market economy began encroaching on the Italian peasantry's subsistence economy. In an effort to secure more cash, many Italians looked to raise funds in foreign lands like the United States, Canada, and Argentina. Once in New Jersey and throughout the United States, many Italians chose to remain and settled with their families. Nearly fifty percent of all Italians who came to the United States, chose to remain here permanently.

Procedures:

    I.   Have students discuss their families past and where they came from.

    II.   Ask whether they know anyone from another country.

    III.   As a class, brainstorm a definition of immigrant and agree on the definition.

    IV. List reasons why a person might emigrate to America during the great wave of immigration throughout the nineteenth-century (*An Gorta Mór* -- The Great Irish Hunger, Unification of Italy, Russian pogroms,etc.).

    V. Brainstorm fears and hardships one would face when entering a new country.

    VI. In small groups, role-play telling the family that you are leaving Italy to go to a new country.
        A.   Be sure to include:
            1.   reasons why you are leaving.
            2.   what you expect to find in America?
            3.   how you will get there?
                a.   Do you have enough money to go?
                b.   Will you have to sign a contract with a padrone?

4. what kind of work will you do in the USA?
B. Will your goal be:
    1. to resettle in the new land?
    2. raise money to bring the entire family over?
    3. raise enough money to help the family pay the landlords in Italy?
    4. raise enough cash to buy land in Italy?
C. How will the family work together to accomplish that goal?

VII. It is 1890. Have students use all of the information to write a letter to their aged grandfather.
A.   They must explain to him why they must leave Italy, and will probably never see him again.
B. They want his blessing, so they must put together a letter full of evidence explaining why it is best to leave.
C. In the letter, they must explain all of their plans and their goals.
    They may use the information discussed during the role-play.
D. They must explain how they will accomplish their goals.

Assessment:

1. Students will be assessed with a teacher-made checklist for their role playing. The teacher-made checklist will include categories scoring how well students worked in groups, and how well they incorporated factual information about immigration.

2. The teacher will assess the letter to the grandfather. They will see if the students put together a cohesive plan and whether they explained their plans and goals adequately. They will see if students have competently explained how they will accomplish their goals. Use the *New Jersey Registered Holistic Writing Rubric* for scoring.

Extension:

Use the Internet to research why immigrants came to the American colonies and the United States. Tell students that there were both push and pull factors contributing to immigration. Ask then to list to push and pull factors of the group they were assigned to research.

Resource:

Norman Davies. *Europe: A History*. Oxford and New York: Oxford University Press, 1996.

Teacher Resources:

American Passage: The History of Ellis Island, Harper Collins Publishers, 2010, Vincent J. Cannato.

Teaching Italian American Literature, Film, and Popular Culture, The Modern Language Association of America, New York, 20120, Edited by Edvige Giunta and Kathleen Zamboni McCormick.

Supplemental Information

Italian Immigration

During the nineteenth century, millions of Italians left Italy for opportunities in the New World. Like many other Europeans, Italians had experienced major changes in their economy. For centuries, many Italian agrarians had lived off of the land in a subsistence economy. As the market economy moved through Europe, agrarians had to look for ways to obtain cash. First, many of the agrarians labored as migrant workers in other parts of Italy to secure currency. Others went to the cities to take advantage of jobs provided by new industries. Later, many looked for temporary and permanent opportunities in New World nations like Argentina, Brazil, Canada, and the United States. Although most emigrants came from the agrarian sector, other industries were effected by the changing economy and also contributed large numbers to the massive waves of Italians leaving Italy, during the nineteenth century and the early twentieth century.

The Italian countryside was traditionally structured in manner that stretched back to the feudal times of the Middle Ages. The *Signori* or the large landowners stood at the top of the social hierarchy, followed by the professional class, which was primarily made up of larger merchants. Small shop owners and artisans operated below the larger merchants, but above the vast majority of the people in the peasantry, or *contadini*. Further stratification could be observed according to land ownership and family reputation. There was even cleavage among merchants, according to what they sold and among farmers according to what they produced.

Like all preindustrial societies, the family was the center of economic production, the focus of life itself. The family was the hub of religious life, social life, and work. Decisions were made according to familial terms. *La famiglia* was the heart of agrarian Italian life; it made arrangements that facilitated procreation and socialization, along with being the society's basic mode of economic organization. When changes in the economy took place during the nineteenth century, families had to make monumental decisions. The initial movements away from the family lands or regions were internal, within Italy itself or to areas in nearby nations, like France. For example, during the 1880s, most men seasonally left the town of Cosenza in Calabria to work in southern Italy and Sicily. In other villages 16% to 37% of the young men were certified "away from home" between the years of 1820 to 1900. In another example, many men would migrate from the Lucca province to work seasonally in Sardinia, Corsica, and France. Those areas in Italy that were more accustom to sending men away on a seasonal basis were the first to send men and women overseas. The rate of emigration was not uniform throughout Italy. Varying regions sent more people overseas, for a variety of reasons. During the 1880s the rate of emigration for all of Italy was .6 per 1,000, but for Lucca it was 2 per every 1,000 and 2.2 per 1,000 from Palermo.

The encroaching market economy and resistance to modernity on large estates forced many agrarians off of the land and into overseas adventures. Large estate owners were able to squeeze small landowning peasants onto infertile and unprofitable strips of land

because they lacked capital. Peasants were forced to sell fertile land to the large estates or *latifondi*. In Sicily, with a long history exporting surplus grain, many large estate owners refused to modernize. They did not use new fertilizers or machinery and moved grain to the ports with slow-moving mule trains. Consequently, Sicilian wheat became less competitive on the world market, and peasants had to look for work elsewhere. To further exasperate a declining economy, industrial areas of Italy began to flood the Sicilian markets with cheap manufactured goods, driving the local artisans out of business and into the waves of peasants who were forced to migrate overseas.

Southern Italy and Sicily also felt the effects of successful northern Italian immigrants to the United States. Italian Immigrants, who had earlier settled in California, used modern methods to produce many of the wines, fruits, and vegetables that the United States had been importing from Italy. Late nineteenth century Italian farmers in the *Mezzogiorno* or southern Italy also had to face a lice epidemic that had infected their crops, a high French tariff that made Italian products cost prohibitive in France, and a serious cholera epidemic that wiped out over 55,000 men, women, and children. Besides the changing economy, these other factors served to "push" Italians out of Italy. Many who left, did so with the full intention of returning home with enough money to buy land. This was particularly true of the immigrants from the *Mezzogiorno* and from Sicily. Northern Italians, on the other hand, looked to make their move to the New World permanent. They made investments for a long-term settlement.

Between 1876 to 1925, many Italians, particularly from northern Italy moved to Argentina where they made tremendous progress and came to dominate the Argentine industry. By 1900 Italians owned 57 percent of the businesses in Buenos Aires. In New York, however, Italian immigrants were not able to make such rapid progress and were not able to dominate any single economic sector. Northern Italians, who moved to Buenos Aires tended to look toward long-term settlement in Argentina and invested large amounts of their money into businesses and into their children's education. Many southern Italians whom had moved to New York City did not intend to make the city a permanent home. They looked to return to Italy with cash to buy farms in their homeland. The entire family contributed to a common pot, so that money to buy land in Italy could be accumulated as quickly as possible. They did not want to invest large amounts of money into businesses or into their children's education because they saw their path to financial stability back in Italy.

Genoans in Chicago and in San Francisco, however, did invest into businesses such as saloons, restaurants and fruit vendors. By 1871, they numbered less than 1/2 % of the foreign born population in Chicago; yet, they controlled 25% of the cities' fruit and candy stores. Genoans in San Francisco launched the Del Monte Corporation and the Bank of America. Italians also came to dominate the granite industry in Vermont and the silk industry in New Jersey.

Most of the Italians who moved to the United States had been farm workers in Italy. The overwhelming majority were not the landless laborers, however. Most of the immigrants had lived on small family-owned lands in Italy. Regions with small farmers sent far more emigrants out of the country, than did regions dominated by large estates. This trend was starkly different than the rest of Europe. Also, many of the immigrants from agrarian regions were not necessarily agrarians. Between 1901 and 1914, 54 percent of the

Sicilians who came to America were either skilled tradesmen or fishermen.

Italian immigrants to America often gravitated towards non-agrarian fields in American cities. The majority of immigrants settled in New Jersey, Pennsylvania, and New York and replaced the Irish immigrants in unskilled jobs as the Irish moved into other fields. Other Italian immigrants joined Jewish immigrants in the garment industry. While others sold fruits and vegetables from pushcarts.

With so many Italian immigrants crowding into urban ghettos, co-nationals such as publisher Generoso Pope looked for other opportunities for immigrants to pursue. Pope along with philanthropist, Charles Landis arranged for many southern Italian immigrants to obtain low-interest loans to buy farmland in New Jersey. By the 1880s, Vineland, New Jersey became the largest Italian community outside of Italy. Today, the descendants of these first immigrants still own most of the farms around Vineland and in other areas of South Jersey.

Due to a lack of educational opportunities in Italy, many illiterate Italian immigrants looked to work-agents known as *padronis*. *Padronis* controlled over two-thirds of the Italian job market by 1897, especially in the construction field. Italians in New York provided nearly the entire workforce that built the New York subway system. They also worked the sand and gravel mines that provided the mortar for the subway system, and they built the famous Belmont Race Track.

The years from 1900 to 1914 were the peak years for Italian immigration. Over two million Italians immigrated to the United States during that period alone. The Italian government actually encouraged emigration out of Italy. Emigration would provide a relief to the stress placed on the Italian economy by large agrarian and urban populations. Emigrants would also send cash to relatives still in Italy, and the foreign cash would help the Italian economy. To improve the immigrants' image overseas, the Italian government established special requirements for those who wished to emigrate. They taxed emigrants before they could leave and would not allow anyone who had been convicted of a felony to emigrate. They also instituted the General Emigration Office to handle all aspects of emigration. From the Italian government's efforts, Italian immigrants to the United States enjoyed the lowest rejection rate of any ethnic group that had nationals trying to gain entrance to the United States.

After World War I, many Americans began to resent the multitudes of foreigners entering the nation. In order to maintain the national or ethnic and religious identity of the United States, in 1921 and again in 1924 the United States Congress passed laws to restrict the number of newer immigrants from coming into the country. Immigrants from countries that had sent large numbers of immigrants earlier in America's history could still send a percentage based on the population of that nationality in the United States at a certain date.

Ironically, even though Congress had wanted to greatly reduce the number of Italians coming to America, the date which they used as the base to determine how many people each nation could send, allowed high numbers if Italians to continue to come to the United States, until later acts closed the door more tightly.. The quota also did not stop the children and spouses of immigrants, who had become citizens, from coming to the

United States. So many more Italians were given lawful access.

A little more than half of the Italian immigrants in America later returned to Italy. The overwhelming majority of those whom returned did not return because they failed in the United States. Rather, they returned because they were so successful. Agrarians often dreamt of being able to own their own fertile farm. Italians, who left for America, would often return home with enough money to purchase the land they had dreamed about for decades.

Nearly one half of the Italian immigrants, who came to the United States, stayed and raised their families here. Many have greatly prospered and many more have assimilated well into the American culture. Today, Italian Americans are thoroughly integrated into American society and have made tremendous contributions to the success of the nation. No one doubts that the national greatness enjoyed by Americans today has been so thoroughly enriched by Italian immigrants and their descendents' vast contributions.

Sources:

John Bodnar. *The Transplanted: A History of Immigrants in Urban America.*
        Bloomington: Indiana University Press, 1987.

J. Philip di Franco. *The Italian Americans.* New York and Philadelphia: Chelsea House
        Publishers, 1989.

New Jersey Student Learning Standards

Social Studies

6.1.8.D.4.a Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.

English Language Arts

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

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

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

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

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

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

SL.6.3 Describe a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

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

SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3)

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

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

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

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

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

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

SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

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

SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 here for specific expectations.)

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

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

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

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

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

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

SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and releva

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

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

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

SL.9-10.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.9-10.1b Collaborate with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.

SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SL.9-10.1d Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

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

SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or exaggerated or distorted evidence.

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.

SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. (See grades 9–10 Language standards 1 and 3 for specific expectations.)

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from

texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.11-12.1b Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.

SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 here for specific expectations.)

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

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

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

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

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

W.6.2a Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.)

and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.

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

W.6.2f Provide a concluding statement or section that follows from the information or explanation presented.

W.6.3a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W.6.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

W.6.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

W.6.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

W.6.3e Provide a conclusion that follows from the narrated experiences or events.

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

W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6)

W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

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

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

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

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

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

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

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

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

W.7.3a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W.7.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

W.7.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

W.7.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

W.7.3e Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.7.4 Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7)

W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.7.8 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.

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

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

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

W.8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. D. Establish and maintain a formal style/academic style, approach, and form.

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

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

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

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

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

W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.8.3a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W.8.3b Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

W.8.3c Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

W.8.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

W.8.3e Establish and maintain a formal style/academic style, approach, and form..

W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8)

W.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.

W.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.

W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

W.9-10.1b Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

W.9-10.1c Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.9-10.1e Provide a concluding paragraph or section that supports the argument presented.

W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.2a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.9-10.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.9-10.2f Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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.

W.9-10.3a 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.

W.9-10.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.9-10.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent, complete and comprehensive piece.

W.9-10.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.9-10.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10).

W.9-10.7 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.

W.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. (MLA or APA Style Manuals).

W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1b. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

W.11-12.1c. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.11-12.1e. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.2a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.11-12.2f Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.3a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.11-12.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.11-12.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

W.11-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.11-12.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12)

W.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.

W.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 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 (MLA or APA Style Manuals)

RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

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.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.

RH.9-10.1 Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2 Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.9-10.3 Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

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.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.8 Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.