



THE NEW JERSEY ITALIAN HERITAGE COMMISSION



Italian Nobel Prize Recipients in Literature

Grade Level: Grade 10–12

Subjects: Literature / World History

Categories: Modern-Day Italy / History and Society

Standards:

Please read the New Jersey Student Learning Standards on page 8 before conducting the lesson. They will help you give explicit instructions to your students and help you create rubrics most appropriate for your class.

Objectives:

The students will be able to:

1. identify the significance of being awarded a Nobel Prize.
2. list four Italians who were awarded a Nobel Prize in Literature.
3. describe the various genres represented in the literary works of these Italian writers.

Abstract:

For centuries Italian writers have excelled in all areas of literature. Over the last one hundred years, four Italians have received the Nobel Prize for Literature. Outside of their native Italy, however, they are relatively unknown. This lesson's goal is to familiarize students with these Nobel Prize recipients. One result of this lesson will be that the students will be able to identify Giosuè Carducci, Grazia Deledda, Luigi Pirandello, and Dario Fo as Italians who have been awarded the Nobel Prize in Literature.

In this lesson the students will be able to identify the significance of the Nobel Prize. They also will be introduced to and learn to identify the writing styles, or genres, of these Italian writers. The focus activity of the lesson will involve the students using the jigsaw approach to explore the objective. The lesson's assessment will ask the students to use higher-level thinking skills to demonstrate what they have learned about these Italians.

Key Terms:

| | | |
|-----------------|------|--|
| classical style | n. | relating or belonging to the ancient Greeks or Romans or their cultures |
| genre | n. | a category of literary work |
| irony | n. | humor based on using words to suggest the opposite of their literal meaning |
| Nobel Prize | n. | an annual international award for outstanding achievement in chemistry, literature, physics, physiology or medicine, economics, or promoting world peace |
| prolific | adj. | producing ideas or works frequently and in large quantities. |

Background:

Giosuè Carducci (July 27, 1835–February 16, 1907) — Carducci was an Italian poet awarded the Nobel Prize for Literature in 1906. He was fascinated with the Greek and Roman classical style. Carducci began writing poetry as a child. As he matured as a poet, Carducci’s writings became politically charged. Carducci favored Italian unification and was opposed to the power of the Catholic Church. One of his most famous poems, “*Inno a Satana*” (or “Hymn to Satan”) attacks the Catholic Church. Later, Carducci served in the Italian Senate and House of Representatives.

http://en.wikipedia.org/wiki/Giosu%C3%A8_Carducci

http://nobelprize.org/nobel_prizes/literature/laureates/1906/carducci-bio.html

Grazia Deledda (September 27, 1871–August 15, 1936) — Deledda was an Italian novelist awarded [Nobel Prize for Literature](#) in 1926. She specialized in writing about love, pain, and death. These themes resonated with many readers. Deledda’s novels dealt with people, places, and the environment. Her most famous works include: *Cenere* (1904), *L’edera* (1906), *Sino al confine* (1911), *Colombo e sparvieri* (1912), *Canne al vento* (1913), *L’incendio nel’oliveto* (1918), and *Il Dio dei venti* (1922). Deledda died in Rome in 1936 at the age of 64.

<https://www.nobelprize.org/prizes/literature/1926/deledda/facts/>

http://en.wikipedia.org/wiki/Grazia_Deledda

Luigi Pirandello (June 28, 1867–December 10, 1936) — Pirandello was an Italian novelist and playwright. He received the Nobel Prize for Literature in 1934. Pirandello is best known for his dramas. Beginning in 1918, Pirandello wrote a number of critically acclaimed dramas. Pirandello’s dramas deal with the problems of human identity and human’s perceptions of one another. His dramas are known under the collective title of *Maschere Nude* (*Naked Masks*). Pirandello was a prolific writer. Giovanni Boccaccio’s *Decameron* contains one hundred novellas; Pirandello’s *Novelle per un Anno* (1922–37) contains a novella for each day of the year. They offer much variation in subject matter as well as in character. Pirandello’s writing is known for its humor and irony; two things he saw as an inherent part of life. He died in 1936 at the age of 69.

http://en.wikipedia.org/wiki/Luigi_Pirandello

http://nobelprize.org/nobel_prizes/literature/laureates/1934/pirandello-bio.html

Dario Fo (March 24, 1926–) — Fo is an Italian satirist, playwright, theater director, actor, and composer. He received the Nobel Prize for Literature in 1997. He and his famous actress wife, Franca Rame, have collaborated on many theatrical projects, including owning and operating a theater company. Early in his career, Fo wrote many satirical plays the Italian government and the Catholic Church banned. Members of the political left, however, loved them; and Fo gained international fame. Fo was an outspoken critic of Italian politics and American foreign policy. He also is known for his communist sympathies. As a result, Fo often needed bodyguards and once was denied entry into the United States because of his criticism of American intervention in Vietnam. Fo and his wife are very active in Italian politics and occasionally seek public office. They also continue to run their theater company.

http://en.wikipedia.org/wiki/Dario_Fo

http://nobelprize.org/nobel_prizes/literature/laureates/1997/fo-bio.html

Procedures:

- I. Previous Night's Homework
 - a. Assign the Key Terms for students to define in their notebooks.
- II. Anticipatory set:
 - a. The teacher asks the students to think about their experiences with writing.
 - b. The teacher asks them to talk about the topics about which they have written, the various genres they have explored, and the degree of difficulty they have when writing.
 - c. There should be a consensus about the level of difficulty that writing represents.
- III. Do Now Activity:
 - a. The students write about their favorite piece of literature, genre, and/or author and why they chose what they did.
 - b. A teacher-led oral discussion follows.
- IV. Jigsaw Activity:
 - a. The teacher will start with a short lecture on the history and significance of the Nobel Prize.
 - b. The teacher will orally review the Key Terms homework assignment. The teacher also will define *genre* and provide appropriate examples.
 - c. The teacher will briefly introduce the four Italians who have won the Nobel Prize for Literature.
- V. Next, students will be divided into four groups; and each group will be assigned one of the Italians who won the Nobel Prize in Literature.
 - a. They then will be given web sites, such as the ones listed above, to use for reference. They also will be encouraged to seek other web sites on their own.
 - b. Each group will research the following about their writer:

name, place, and date of birth
family background
education
writing style
early work
influences: people, events, etc.
significant works
winning the Nobel Prize
later life/death

VI. Each group will be assigned a leader who will assign each group member specific information to research.

- a. Once this is accomplished, each member of the various groups with similar research topics will meet to discuss what they have discovered and practice making their presentations.
- b. The groups will reconvene, and the leader will ask each individual to report to the entire group what he or she has researched. Other group members will be encouraged to ask questions and record the information for study purposes.
- c. Next, each group will report to the entire class. Each student uses question sheet (Document 1) to record his/her answers.
- d. The teacher floats among the groups and intervenes only when necessary.

Closure Activity:

The teacher reconvenes the entire class and asks each student to identify one fact he or she learned about a writer other than the one he or she researched.

Homework:

Students continue to research the facts given to them during the lesson.

Assessment:

The students answer questions found on the quiz (Document 2).

Extensions:

- Students can research and report on Americans who have been awarded the Nobel Prize in Literature.
- Students can research and report on other twentieth-century Italian writers.
- Students can research and report on famous international women writers.

Resources:

<http://nobelprize.org/>

http://nobelprize.org/nobel_prizes/literature/laureates/index.html

http://en.wikipedia.org/wiki/Giosu%C3%A8_Carducci

http://nobelprize.org/nobel_prizes/literature/laureates/1906/carducci-bio.html

http://en.wikipedia.org/wiki/Grazia_Deledda

http://en.wikipedia.org/wiki/Luigi_Pirandello

http://nobelprize.org/nobel_prizes/literature/laureates/1934/pirandello-bio.html

http://en.wikipedia.org/wiki/Dario_Fo

http://nobelprize.org/nobel_prizes/literature/laureates/1997/fo-bio.html

<http://fictionwriting.about.com/od/genrefiction/g/genrefiction.htm>

Name _____

Date _____

Italian Literary Nobel Prize Recipients

Answer the following questions.

1. What is the Nobel Prize?
2. What is a genre? Give one example.
3. Why were Dario Fo's plays banned in Italy?
4. Which writer saw humor and irony as inherent to living?
5. What themes did Grazia Deledda examine in her writings?
7. What is the central theme of Giosuè Carducci's poem, "Hymn to Satan"?
8. What does it mean to be a prolific writer, and who was the most prolific of the Italian writers the class has studied in this lesson?
9. Which of the writers has an equally famous wife? What do they still do?
10. Whose writing style greatly impressed the poet Giosuè Carducci?
11. Why did the United States refuse entry to Dario Fo?

Italian Literary Nobel Prize Recipients

Answer Key

1. What is the Nobel Prize?
It is an annual international award for outstanding achievement in chemistry, literature, physics, physiology or medicine, economics, or promoting world peace.
2. What is a genre? Give one example.
It is a category of literary work, such as poetry, drama, satire, etc.
3. Why were Dario Fo's plays banned in Italy?
They were banned because they attacked the Catholic Church.
4. Which writer saw humor and irony as inherent to living?
Luigi Pirandello
5. What themes did Grazia Deledda examine in her writings?
She wrote about love, pain, and death.
6. What is the central theme of Giosuè Carducci's poem, "Hymn to Satan"?
Carducci attacked the power and influence of the Roman Catholic Church.
7. What does it mean to be a prolific writer, and who was the most prolific of the Italian writers the class has studied in this lesson?
A prolific writer is one who generates a significant amount of work. Luigi Pirandello was the most prolific writer studied in this lesson.
8. Which of the writers has an equally famous wife? What do they still do?
Dario Fo's wife, Franca Rame, is a famous actress. Dario Fo and his wife seek political office, and continue to run a theater company.
9. Whose writing style greatly impressed the poet Giosuè Carducci?
The classical Greeks and Romans greatly impressed Giosuè Carducci.
10. Why did the United States refuse entry to Dario Fo?
He was refused entry because of his communist ties and his criticism of American foreign policy.

New Jersey Student Learning Standards English Language Arts

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.9-10.6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington’s Farewell Address the Gettysburg, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.8 Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises [...]

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

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.9-10.1. a. 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.9-10.1. b. 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.9-10.1.c 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.9-10.1. d. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

W.9-10.1. e. 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.9-10.2.a 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.9-10.2.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.

W.9-10.2.c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.9-10.2.d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

W.9-10.2.e. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

W.9-10.2.f. 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 wellstructured event sequences.

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.

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

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

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

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

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.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

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.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

W.9-10.9.a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare]”).

W.9-10.9.b. Apply grades 9–10 Reading standards to nonfiction informational (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”)

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.11-12.1. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

W.11-12.1. b. 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.11-12.1. c. 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.11-12.1. d. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.1. e. 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.11-12.1. a 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.11-12.1.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.

W.11-12.1. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11-12.1. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11-12.1.e. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

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

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

W.11-12.5. 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 11-12.)

W.11-12.6. Use technology, including the Internet, to produce, share and update writing products in response to ongoing feedback, including new arguments or information.

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).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.9. a . Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and earlytwentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).

W.11-12.9.b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).

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.9-10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and 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 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.

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.9-10.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.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.11-12.1.a. 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.11-12.1.c . 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.11-12.1.d. 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 media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

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

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.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

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

RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

RH.9-10.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

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