

AMULET BOOKS GRAPHIC NOVEL TEACHING GUIDE



BY NATHAN HALE

SERIES INTRODUCTION

NATHAN HALE'S HAZARDOUS TALES BY NATHAN HALE

One Dead Spy

Nathan Hale, the author's historical namesake, was America's first spy, a Revolutionary War hero who famously said, "I regret that I have but one life to give for my country" before being hanged by the British. In the *Nathan Hale's Hazardous Tales* series, the author Nathan Hale channels his namesake to present history's roughest, toughest, and craziest stories in the graphic novel format. *One Dead Spy* hit the *New York Times* Graphic Novel bestseller list in March 2014.

One Dead Spy tackles the story of Hale himself; he was an officer and spy for the American rebels during the Revolutionary War. The author Nathan Hale highlights the unusual, gruesome, and just plain unbelievable details of the historical Nathan Hale, from his early, unlucky days at Yale to his later, unlucky days as an officer, and of America during the Revolutionary War.

Big Bad Ironclad!

Each of the books in the *Nathan Hale's Hazardous Tales* series has elements of the strange-but-true and is presented in an engaging, humorous format, highlighting the larger-than-life characters that pop up in real history. *Big Bad Ironclad!* covers the history of the amazing ironclad steam warships used in the Civil War.

From the inventor John Ericsson, who had a history of blowing things up and was given only 100 days to complete his project of building an ironclad ship, to the mischievous William Cushing, who pranked his way through the war, this book is filled with surprisingly true facts and funny, brave characters whom modern readers will easily relate to.

Donner Dinner Party

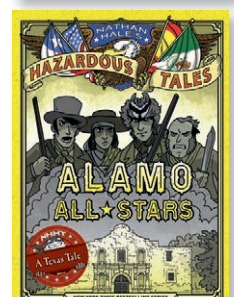
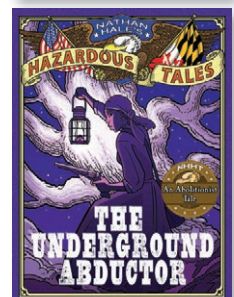
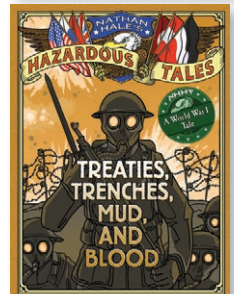
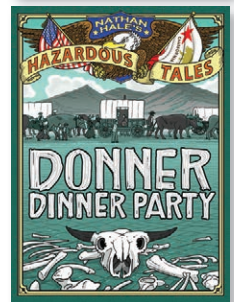
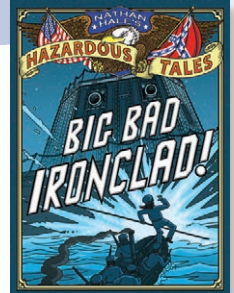
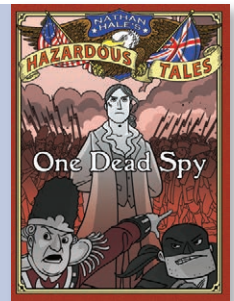
The Donner Party expedition is one of the most notorious stories in all of American history. It's also a fascinating snapshot of the westward expansion of the United States and of the families and individuals who sacrificed so much to build new lives in a largely unknown landscape. From the preparation for the journey to each disastrous leg of the trip, this book shows the specific bad decisions that led to the party's predicament in the Sierra Nevada. The graphic novel focuses on the struggles of the Reed family to tell the true story of the catastrophic journey.

Treaties, Trenches, Mud, and Blood

World War I set the tone for the 20th century and introduced a new type of warfare: global, mechanical, and brutal. Nathan Hale has gathered some of the most fascinating true-life tales from the war and given them his inimitable *Hazardous Tales* twist. Easy to understand, informative, and lively, this series is the best way to be introduced to some of the most well-known battles (and little-known secrets) of the infamous war.

The Underground Abductor

Araminta Ross was born a slave in Maryland around 1820. Slavery meant that her family could be ripped apart at any time, and that she might be put to work in dangerous places by abusive people. But north of the Mason-Dixon Line, slavery was illegal. If she could only run away and make it north without being caught or killed, she'd be free. Facing enormous danger and with great courage, Araminta made it. Once free, she changed her name to Harriet Tubman. She then devoted her life to helping other slaves run away, often at great risk to herself. Nathan Hale tells her incredible true-life story with the humor and sensitivity he's shown in every one of the *Hazardous Tales*—perfect for reluctant readers and for classroom discussions.



All Star Alamo

In the early 1800s, Texas was a wild and dangerous land fought over by the Mexican government, Native Americans, and settlers from the United States. Beginning with the expeditions of the so-called “Land Pirates,” through the doomed stand at the Alamo, and ending with the victory over Santa Anna at the Battle of San Jacinto, the entire Texas saga is on display. Leading the charge to settle this new frontier is Stephen F. Austin, with a cast of dangerous and colorful characters, including Jim Bowie, William Travis, David Crockett, and others.

Through his vivid depiction and additional maps, and biographies located in the back of the book, Nathan Hale brings new insight for students, teachers, and historians into one of the most iconic structures in the United States.



Author

Nathan Hale is author and illustrator of the *Nathan Hale's Hazardous Tales* series, which includes titles that were named to the New York Public Library's 100 Books for Reading and Sharing list, YALSA's Great Graphic Novels for Teens list, *School Library Journal's* Top 10 Graphic Novels for Children, and the Notable Social Studies Trade Books for Young People list. He was also the illustrator of the graphic novel *Rapunzel's Revenge*, which was an Al Roker Book Club for Kids selection.

Age range: 8 to 14



FUN ACROSS THE CURRICULUM

ONE DEAD SPY

Language Arts

- The Provost (a British soldier) and Nathan Hale disagree about the cause of the Revolutionary War. Based on *One Dead Spy*, what events caused the Americans to revolt? Do you agree with the Provost or with Nathan Hale about the causes of the war? (This could also be used as a debate question in class.)
- Compare and contrast the American militia with Britain's army as it is portrayed in *One Dead Spy*. Which of the two armies seems likely to win the war? Why do you assume that it will? How was the outcome different from your assumption?
- Compare and contrast America's views in 1776 of the Declaration of Independence with the British views. Also, compare and contrast the two different American views ([pages 64–65](#)).
- How would this story be different if it were told from the British point of view?

History/Social Studies

- On the day that Nathan Hale was hanged, those present didn't care about a spy; they wanted to hang the arsonist of the Great Fire of New York. Not much about the fire is told in this book, but using what is said, what do you think happened? Research to find out if your conclusions were correct.
 - Nathan Hale's last words landed him in history books. What other famous last words are archived?
 - There are many different accounts of the Boston Massacre, and there are still debates over what actually happened. Nathan Hale shares one account on [pages 124–26](#). However, what do other accounts say? What is consistent in all accounts? What is debated?
 - On [page 110](#), the Hangman wonders what happened to George Washington and Henry Knox. Then on [pages 115–17](#), Nathan Hale provides short histories of many of the historical figures mentioned in the story. Choose one of the historical figures and research his life. Then write your own “Hazardous Tale” about that person.
 - Anti-British propaganda was used during the Revolutionary War (as described on [page 126](#)). From Nathan Hale's story, what aspects of the British occupation would the Americans have used in their propaganda? Create your own piece of anti-British propaganda, trying to convince colonists to be on the side of independence and revolution. Then research anti-British propaganda from the Revolutionary period to see if you used some of the same ideas they did.



Science

- On [page 51](#), Henry Knox needs to figure out a way to get across the river and ends up using water to strengthen the ice. Why does adding water to the top of the ice make it stronger? Was there another solution he could have used?
- Henry Knox jumps into the river to save a cannon ([page 52](#)), but it is not known how he saved the cannon. How do you think he did it? How did he not get hypothermia?

Math

- The statistics for the British army when they invaded Long Island are given on [page 69](#). What percentage of their fighters were sailors? Soldiers? Hessians?

BIG BAD IRONCLAD!

Language Arts

- Based on the information on [page 9](#), how was Scott's military plan "The Anaconda" like an actual anaconda?
- How do Hale's drawing of and nickname for Stephen Mallory help portray him as a bad guy even without you knowing anything about him? Do you think this shows the bias of the author?
- On [page 35](#), Will Cushing is dismissed from the Navy for the second time. (The first time is on [page 16](#).) Do you agree or disagree with his dismissal? Use evidence from the text and prior knowledge to back up your opinion. (This could also be used as a debate question in class.)
- On [page 93](#), the crew of the *Virginia* decides to lighten the ship's load. What are the reasons they need to do this? What were the hoped-for effects of lightening the load? What were the actual effects of them becoming lighter?



History/Social Studies

- On [page 64](#), the *Congress* surrenders to the *Virginia*, but the captain of the *Virginia* orders the firing of weapons to continue. Was this decision ethical? (This could also be used as a debate question in class.)
- Bits and pieces of Cushing's story are presented throughout *Big Bad Ironclad!* Some parts seem farfetched. Research Cushing and determine if all of it is true. Also, is there more to the Cushing story than what is presented here?
- Based on the Cushing stories you've heard and the timeline on [pages 124–25](#), how did keeping Cushing in the Navy benefit the North?
- On [page 114](#), the Hangman and the Provost wonder what happened to William Cushing, Abraham Lincoln, and others. Then on [pages 120–23](#), Nathan Hale gives short histories of many of the historical figures mentioned in the story. Choose one of the historical figures and research his life. Then share details of his life by writing your own "Hazardous Tale" about him.

Science

- Iron sinks when placed in water. However, an ironclad boat does not. Why is this?

DONNER DINNER PARTY

Language Arts

- How valid would you feel a pioneer book was if you found out it was written by a lawyer, not an explorer or an expert pioneer? How does what the lieutenant says in Fort Laramie ([page 25](#)) sway your thoughts about how valid this book is? Based on what happens to the Donner Party, does the book include accurate and true information?
- The Hangman and the Provost disagree about who is guilty when it comes to the Reed/Snyder argument that ends in Snyder's death. Which of the two characters do you agree with? Why? Use evidence from the text to back up your opinion.
- How does the decision to take Hasting's Cutoff cause the tragedy that ensues for the Donner Party? How might the outcome have been different if they had not taken the shortcut?
- The author chooses to make James Reed sillier than he was in real life. Why does he do this? Does it change the tone and mood of the story? Does it change the outcome? Do you feel that it makes the book less valid?

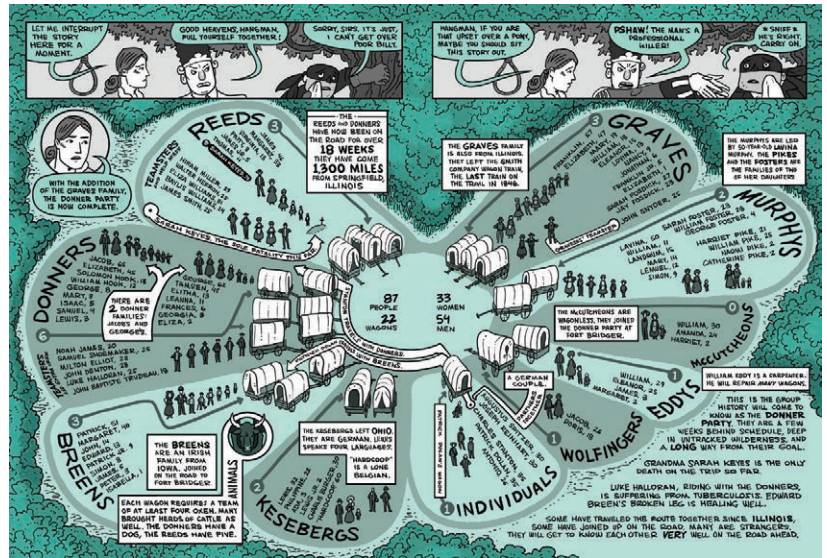


History/Social Studies

- Abraham Lincoln makes appearances here in *Donner Dinner Party*, but as a lawyer and soldier. How does Lincoln progress from this book to become president, as he is in *Big Bad Ironclad*?
- The journey that the Reed family and the rest of the Donner Party set out on is very daunting, but the dream of California was extremely tempting for many. Why did so many pioneers want to reach California?
- Using the Correction Baby's survival flow chart on [page 125](#), would you have survived the Donner Party? What about your family members?

Math

- Napoleon Bonaparte sold French Louisiana (which became the Louisiana Territory) to America for a sum of \$15 million, or about three cents per acre. How many acres were in the territory? (In 2013, the same territory was worth \$234 million, approximately forty-two cents per acre.) [http://en.wikipedia.org/wiki/Louisiana_Purchase]
- If the Donner Party had had the rocket car mentioned on [page 52](#) that can go 630 miles per hour, how fast would they have been able to get from Springfield, Illinois, to Sumter's Fort, California?
- On [page 76](#), we learn that the Donner Party went 2,000 miles in five months. Let's assume they traveled twelve hours a day. Approximately what speed were they traveling?
- What percentage of the Donner party survived? What percentage died? What percentage died of starvation/exposure? Of old age? What percentage was cannibalized after death? What percentage of the deaths could have been easily avoided?



TREATIES, TRENCHES, MUD, AND BLOOD

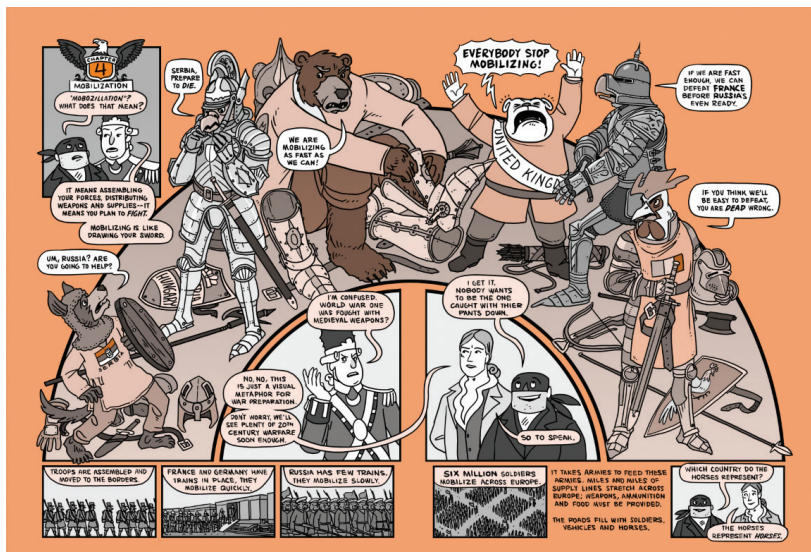
Language Arts

- Each country is represented by an animal. Why do you think the author chose to do this? Do you find it helpful in telling the countries apart? Why was each animal chosen for the country it represents? Would you have chosen a different animal?
- The Germans try to use a "British" squad to get into Belgium, but it doesn't work. How is this war tactic similar to the Trojan Horse?
- On [page 68](#), a German U-boat sinks the *Lusitania*, a passenger ship carrying weapons. Should this ship have been a target or not? (This could also be used as a debate question in class.)
- How does the author use the Greek god Ares to symbolize the war? Why did he choose Ares? How does this metaphor help show the intensity of the war?
- On [page 121](#), the author includes quotations from primary sources to describe the true terror of the war. Who are the men who are

quoted? Find other quotations about WWI that speak of the horror of the War to End All Wars. How does hearing these quotations shape your feelings and opinion about WWI, as opposed to just reading a secondary account?

History/Social Studies

- Many historical places and documents were destroyed during WWI. What were the effects of this destruction?
- America did not join the war right away. Why not? What events eventually caused America to join the war?
- The war in Europe was fought mostly in trenches. How did the trenches change the way the armies fought?
- In WWI, the armies had larger and more powerful guns. How did these and other technological advances (e.g., chemical warfare, zeppelins, tanks, U-boats, flamethrowers) alter the course of the war?



- How did WWI contribute to the start of the Russian Revolution?
- Unlike the other *Hazardous Tales* books, *Treaties, Trenches, Mud, and Blood* does not include historical portraits in the back of the book with information about historical figures in the story. Choose one of the historical figures from *Treaties, Trenches, Mud, and Blood*, research his life, and write your own historical portrait that includes the person's birth date and death date, main events from his life, and what happened to him after WWI (if he survived).

Math

- At the Battle of Cer, the Austrian-Hungary army lost 8,000 of its soldiers, and another 50,000 troops were wounded (**page 38**). According to **page 13**, it originally had 450,000 troops, so what percentage of the army was lost in one day?
- On **page 71**, we learn that one sixth of the Serbian population was killed during World War I. What percentage is this? Do some research on the population of Serbia prior to WWI, and determine how many Serbians perished. Many other countries lost a large portion of their population. Do some research about the size of the other countries and how many of their people died during WWI. Did Serbia have the biggest loss?

THE UNDERGROUND ABDUCTOR

Language Arts

- Why did Nathan Hale include a lantern on the cover, even though he mentions on the title page that Harriet Tubman would never have used a lantern?
- Araminta had many different overseers before she escaped, including Mr. and Mrs. Cook, Miss Susan, Miss Emily, and Mr. Brodess. Compare and contrast each of Araminta's overseers. How did they treat her? Did any of them have compassion? What words would you use to describe them?
- When Araminta heard the story of Moses and the Egyptian pharaoh, she envisioned Moses as a slave and the pharaoh as a slave owner (**page 15**). How does Moses's story compare with a traditional story of a slave? Harriet is later called "Moses" or "Black Moses." How does Harriet's story compare with Moses's?
- How did Minty finding Mr. Pattison's will change her family's life (**pages 38–39**)? Was it what she expected to happen?
- On **page 44**, Nathan Hale presents financial debts as ghosts. Why is debt shown as a terrifying thing? How did Mr. Brodess's debt affect Mindy and her family?
- Minty's vision on **page 49** is of hands helping her overcome an obstacle to become free. What does this vision represent?
- Why did Minty have to change her name?
- Why are slave owners so terrified of slaves learning to read? How does Frederick Douglass prove their fears to be justified?
- Why was the Joe Bailey trip (**page 100**) more dangerous than other trips Harriet made?
- How did Harriet use singing? By what other unexpected ways did she get messages to those with whom she needed to communicate?



- Complete a character web with adjectives describing Harriet Tubman. What type of person was she? What characteristics allowed her to overcome slavery and a debilitating injury?

History/Social Studies

- How did the Triangular Trade work (**page 5**)?
- Patty Cannon ran something called the Cannon Gang, selling free black children back into slavery (**page 16**). She was captured and indicted; however, she died before being hanged. Why would her capture and death be something that slaves would whisper about? Why would it be dangerous to be heard talking about this?
- How did Nat Turner's Rebellion (**pages 17–20**) affect slave laws (**page 21**)? He meant to make a positive change, but it actually turned negative. How? Why?
- What is "manumission"? What is the difference between manumission and emancipation? You can use encyclopedia.com to assist you in this answer.

- How did the Fugitive Slave Act of 1850 make becoming a freed slave even more difficult (**page 59**)? How was the 1850 Act different from the Fugitive Slave Act of 1793? Learn more about both laws at www.history.com.

- How did Frederick Douglass influence, and later help, Harriet Tubman? Why was he such an important figure for abolitionists (**page 62**)?
- What is the difference between an “abductor,” a “conductor,” and a “stationmaster” on the Underground Railroad (**page 71**)? Why were these names chosen for these jobs? How do they compare to the jobs on a real railroad? Which job was the most dangerous?
- There are many different types of people who help Harriet throughout the book (**e.g., abolitionists—page 70**). Each of them has a different reason for helping her. What are some different types of abolitionists? Why do they help with the Underground Railroad, even though it’s extremely dangerous? What are the consequences if caught (**page 86**)?
- Harriet’s vision about John Brown showed him as a three-headed snake that lost two of its heads (**page 108**). How did this vision become true? How did this vision foreshadow what was going to happen to John Brown?
- Charles Nalle’s rescue is introduced in *The Underground Abductor* (**page 111**). Research Charles’s life. Why was his brother his master? How did he escape? How did he get caught? What happened after Harriet helped rescue him?

Science

- What is “narcolepsy”? Can a brain injury such as Harriet’s cause narcolepsy? Can it cause visions like the ones Harriet had?

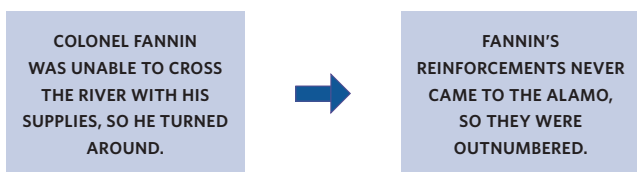
Math

- Minty cost \$1 a month for Mr. and Mrs. Cook when she was six years old (**page 7**). If a 2014 dollar is worth \$0.04 in 1828, how much would \$1 in 1828 convert to in 2014?

ALAMO ALL-STARS

Language Arts

- The title page and the cover show two different illustrations of the Alamo. Compare and contrast the illustrations. Using information from the text, when is the cover illustration from, and when is the title page illustration from?
- Why would *Alamo All-Star* need two narrators, Nathan Hale and Vincente Guerrero, while all of the other *Hazardous Tales* books only needed Hale? How would the story have differed if only Hale had narrated the book? What about only Guerrero?
- On **page 10-11**, Guerrero uses the metaphor of a set table to describe Texas in the 1820s. Why does he use this metaphor to describe the state of Texas at this time?
- On **page 18**, Hale uses another metaphor of an explosive barrel to illustrate the situation Austin and his settlers were in. How does an explosive barrel and Austin’s situation relate to each other?
- After researching cholera (science section), look at Hale’s personification of the disease on **page 37**. Why did he choose this creature to embody cholera?
- Many different events and problems caused Santa Anna’s army to be able to easily defeat the Texans at the Battle of the Alamo. Create a cause/effect graphic organizer showing the correlation between different events leading up to the Battle of the Alamo and the fall of the Alamo. For example:



- Much of what happened at the Alamo during the infamous battle as well as stories about Davy Crockett and Jim Bowie have become an American legend. What is a legend? Why has some parts of the story of the Alamo become a legend and not a complete factual part of history?
- Throughout the book, Hale includes direct quotes from primary sources. How do these quotes enhance the story? How are primary sources more reliable when sharing historical events than secondary sources?

History/Social Studies

- The page of Texas on the end sheets shares the different battles during the Texas revolution. Using *Alamo All-Stars*, convert the map into a timeline by graphing each battle on the date/year they were fought.
- Using the text feature on **pages 10-11** that shared the 1820s Texas settlers, answer the following: how did each settler threaten each other? Why was Texas such a treacherous place at this time? Who was the rightful settler of Texas?

- Then, split the class up into 8 groups and assign a group of settlers to each group of students. They then should research the group, and determine how they ended up in Texas, why they felt they deserved to stay in Texas, etc.
- **Page 12** defines a filibuster and gives an example of one. What other famous filibusters have happened in history? Use the Wikipedia article “Filibuster (military)” and its resources to learn about other filibuster expeditions. Unlike the James Long Expedition, were any successful?
- Throughout the book, Mexico goes through different types of governments: a monarch (inferred from **p. 16**), a republic (mentioned on **p. 17**), and a despotic (mentioned on **p. 40**). Compare and contrast the similarities and differences of the different types of governments.
- Page 88 shows one of the many flags that have flown over Texas. Using the Texas State Historical Information article “Flags of Texas” and the Flags of the World website, learn about all of the different flags that Texas has flown. Why have so many flown over Texas? Where does the phrase “six flags of Texas” come from?
- On **page 104**, Santa Anna compares himself to Napoleon. How are the two men similar? How do they differ?
- On **page 113**, Hale jokes, “Don’t feel bad. Everyone forgets about Goliad.” Why do you think the Battle of the Alamo is remembered by so many while the massacre at Goliad is not?
- Why are Travis, Seguín, Bowie, and Crockett pictured on the front of *Alamo All-Stars*? Is this who you would consider the all-stars of the Alamo? If not, why not? If so, what did they do to deserve that title? Is there anyone else you would consider an Alamo all-star?

Science

- Cholera killed tens of thousands in the summer of 1833 including Bowie’s wife and her family. What is cholera? How does it spread? Why did Bowie’s family try to travel north to escape it?
- On **page 47**, Noah Smithwick quotes sharing that one member of the Gonzales army had a nose bleed; however, he used scientific terms such as nasal appendage and sanguinary fluid. What do these terms mean?

Math

- On **page 31**, Rezin Bowie mentions that they were outnumbered 14 to 1 during the battle. Using the illustrations and clues in the “Jim Bowie and the Lost Mine” section to determine how many men were on Bowie’s side and how many men they fought and defeated.
- Santa Anna’s army outnumbered the Texans by a large amount. Using the information shared about the number of men in each side of the battle, determine an approximate ratio of the battle.
- After you estimate using *Alamo All-Stars*, research the actual number of men at the battle and determine the ratio. How close was your estimate?

Foreign Language (Spanish and French)

- Throughout the text, different Spanish words are used, many of which can be defined using context clues or connecting to the English language because they are cognates with a word you already know. Look through the book, and try to define all foreign language vocabulary. Some words throughout the book:

- *El Gran Libro Enorme de la Historia Mexicana* (**p. 6**)

- *ejército de las tres garantías* (**p. 9**)

- *empresario* (**p. 12**)

- *mucho* (**p. 16**)

- *viva la revolución* (**p. 21**)

- *fantástico* (**p. 31**)

- *Dios y libertad* (**p. 36**)

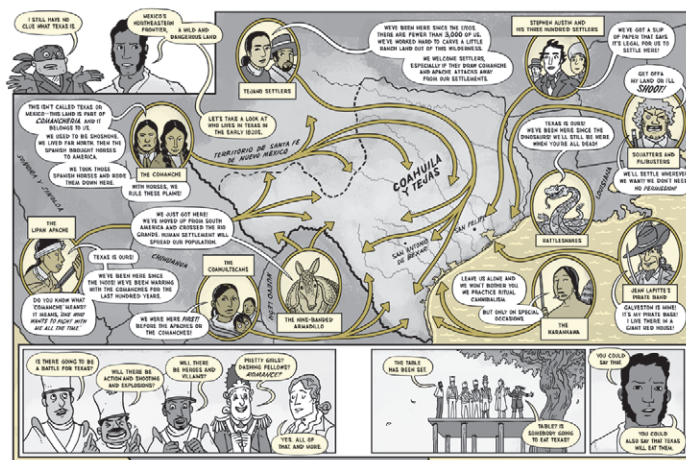
- *alcalde* (**p. 45**)

- *fandangos* (**p. 72-84**)

- *voy a firmarlo* (**p. 98**)

- *mes amis* (**p. 103, French**)

- Which words were easier to define? Why were they easier?



Music

- At the Battle of the Alamo, both Santa Anna’s army and the Texas army played music (p. 91). Research to determine what music was played at the battle. Why would they play music while preparing for a battle?

NATHAN HALE'S HAZARDOUS TALES SERIES

Language Arts

- How does the Hangman change the tone of the stories? What about the Provost? How would the stories be different without them?
- Should these graphic novels be considered nonfiction or historical fiction? There can be arguments for both sides, but what do you think? Research the two genres; choose the genre you think it is, and then back up your opinion with information from your research.
- Nathan Hale includes many graphs, charts, tables, maps, and other text features in his *Hazardous Tales*. How do these features enhance the text? How do they help the reader understand the historical events? Find one of the text features and explain how it enhances the story.
- At the end of each book, Nathan Hale reveals some additional details about the story and gives some insights into how he wrote the book. Do you agree with the choices he made?
- Nathan Hale uses humor throughout this series. How does this impact the tone of each book? Why does he include humor?
- Read one of the books, or sections of one of the books, from Hale's bibliography (at the end of all of the books) and determine what information Hale used from that source. What other information did you learn from Hale's source that was not included in his Hazardous Tale?

History/Social Studies

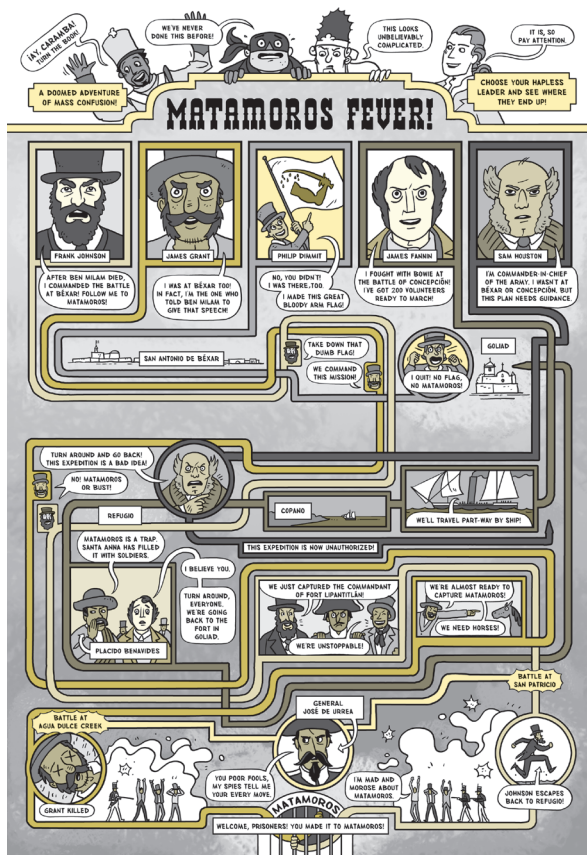
- As you read about the historical events described in the *Hazardous Tales* book you're reading, keep a timeline of the events.
- Compare and contrast the 1775, 1846, and 1861 maps on the "endpapers" of each *Hazardous Tales*. How has America changed over time? What wars, disagreements, deals, and explorations have caused America to change?
- On the last page of *The Underground Abductor*, the question "Who would win in a fight between Henry Knox, the Specter of Death, Gustavus Fox, and the 1916 God of War?" is posed. Who do you think would win? Use evidence from the first four Hazardous Tales books to support your answer.

COMMON CORE STATE STANDARDS

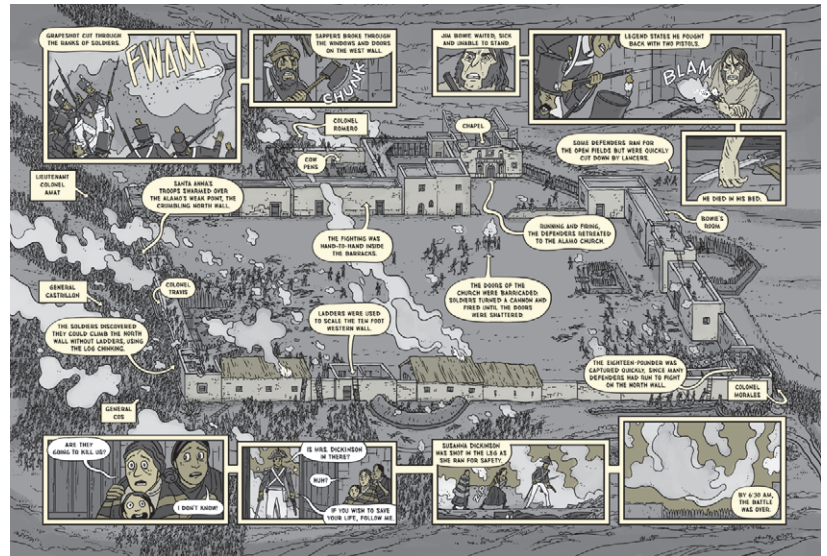
Here are a few examples of English Language Arts and Literacy for History/Social Studies, Science and Technical Subjects, and Common Core State Standards that can be met by extending *Nathan Hale's Hazardous Tales* with activities.

READING

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **(4TH)**
- Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. **(4TH)**
- Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text. **(4TH)**
- Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. **(4TH)**
- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent. **(5TH)**
- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. **(5TH)**
- Describe how a narrator's or speaker's point of view influences how events are described. **(5TH)**
- Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, or poem). **(5TH)**
- Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. **(5TH)**
- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. **(5TH)**
- Determine an author's point of view or purpose in a text and explain how it is conveyed. **(6TH)**



- Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person). **(6TH)**
- Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. **(7TH)**
- Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. **(7TH)**
- Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. **(7TH)**
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **(6TH)**



WRITING

- Write informative/explanatory texts that examine a topic and convey ideas and information clearly. **(4TH—5TH)**
- Conduct short research projects that build knowledge through investigation of different aspects of a topic. **(4TH—5TH)**
- Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **(4TH—5TH)**
- Write informative/explanatory texts that examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **(6TH—7TH)**
- Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. **(6TH)**
- Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. **(7TH)**

LITERACY STANDARDS

History/Social Studies

- Describe how a text presents information (e.g., sequentially, comparatively, or causally). **(6TH—8TH)**
- Cite specific textual evidence to support analysis of primary and secondary sources. **(6TH—8TH)**
- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. **(6TH—8TH)**
- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. **(6TH—8TH)**

Science & Technical Subjects

- Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. **(6TH—8TH)**
- Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. **(6TH—8TH)**