

# Teacher's Guide



From Cricket Media

**Patriots—to  
the End!**

Pg 11

**Traitors—  
Yes & No!**

Pg 18

**Paper  
Finds**

Pg 50

## MAGAZINE ARTICLES

Plutarch's <i>Parallel Lives</i> . . . . .	2
Expository Nonfiction	1180L
Demosthenes and Cicero. . . . .	4
Expository Nonfiction	1130L
Patrick Henry and Sojourner Truth . . . . .	8
Expository Nonfiction	1200L
Pericles and Fabius. . . . .	11
Expository Nonfiction	1090L
George Washington and Abigail Adams. . . . .	15
Expository Nonfiction	1320L
Alcibiades and Criolanus . . . . .	18
Expository Nonfiction	1040L
Aaron Burr and Rose O'Neal Greenhow . . . . .	22
Expository Nonfiction	980L
Fulvia and Beazir Bhutto . . . . .	26
Expository Nonfiction	1080L
Maecenas and Lorenzo de' Medici. . . . .	29
Expository Nonfiction	1120L
Confucius and Socrates. . . . .	32
Expository Nonfiction	1100L

**Parallel  
Lives**  
es Similar Struggles

**Teacher’s Guide for *Dig: Parallel Lives***

Using This Guide . . . . . **2**

Skills and Standards Overview . . . . . **3**

Article Guides . . . . . **4**

Cross-Text Connections . . . . . **14**

Mini-Unit . . . . . **15**

Graphic Organizers . . . . . **18**

Appendix: Meeting State and National Standards . . . . . **25**



**OVERVIEW**

*In this magazine, readers will learn about some of the people Plutarch highlighted in his Parallel Lives and their more modern counterparts. **Dig:***

***Parallel Lives** includes information about virtuous citizens and traitors as well as influential women of the time.*

**ESSENTIAL QUESTION:**

***How do civic and personal values influence people’s actions?***

We invite you to use this magazine as a flexible teaching tool, ideal for providing interdisciplinary instruction of social studies and science content as well as core literacy concepts. Find practical advice for teaching individual articles or use a mini-unit that helps your students make cross-text connections as they integrate ideas and information.

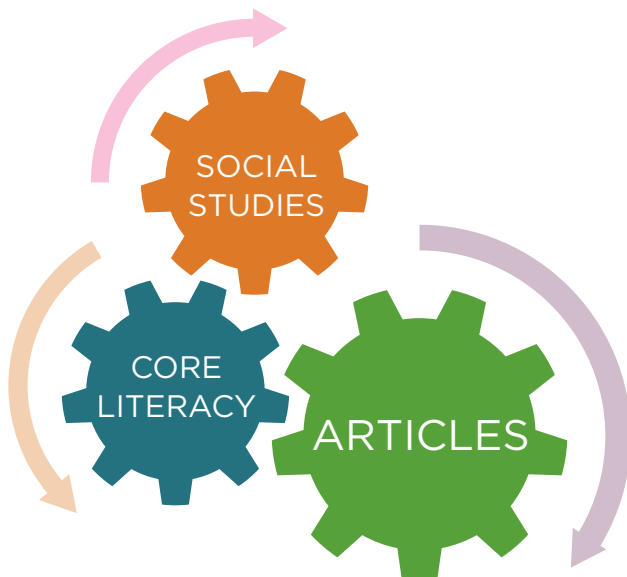
### **READ INDIVIDUAL ARTICLES PAGES 4 - 14**

Each article in this magazine is well-suited for teaching literacy concepts and content area knowledge. For each individual article in this guide, you'll find the following:



### **TEACH A MINI-UNIT PAGES 15 - 17**

Magazine articles can easily be grouped to make cross-text connections and comparisons. Our Mini-Unit allows students to read and discuss multiple articles and integrate ideas and information (CCSS.Reading.9). Discussing multiple articles (CCSS.Reading.9) prepares students to write texts to share and publish in a variety of ways (CCSS.Writing.2).



## Essential Question: How do civic and personal values influence people's actions?

MAGAZINE ARTICLES	CORE CONTENT CONCEPT	LITERACY SKILLS	CORRESPONDING CCSS ANCHOR STANDARDS
<b>Plutarch's <i>Parallel Lives</i></b> Expository Nonfiction	People's perspectives shape the historical sources they create.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Determine Author's Purpose</li> <li>Interpret Visual Information</li> <li>Research and Write a Biography</li> </ul>	<i>Reading 1, 2, 3, 6 &amp; 7</i> <i>Writing 2 &amp; 7</i>
<b>Demosthenes and Cicero</b> Expository Nonfiction	Individuals can shape significant historical change.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Analyze an Argument</li> <li>Compare Texts</li> <li>Give a Speech</li> </ul>	<i>Reading 1, 2, 3, 8 &amp; 9</i> <i>Speaking &amp; Listening 4 &amp; 6</i>
<b>Patrick Henry and Sojourner Truth</b> Expository Nonfiction	Personal interests and perspectives help shape one's civic virtues.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Interpret Figurative Language</li> <li>Analyze Text Structure</li> <li>Write a Dialogue</li> </ul>	<i>Reading 1, 2, 3, 4 &amp; 5</i> <i>Writing 3</i>
<b>Pericles and Fabius</b> Expository Nonfiction	Government officials have responsibilities to the public.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Analyze an Argument</li> <li>Compare Themes</li> <li>Present an Opinion</li> </ul>	<i>Reading 1, 2, 3, 8 &amp; 9</i> <i>Speaking &amp; Listening 4 &amp; 6</i>
<b>George Washington and Abigail Adams</b> Expository Nonfiction	Individuals can shape significant historical change.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Analyze Text Structure</li> <li>Determine Author's Purpose</li> <li>Write a Letter</li> </ul>	<i>Reading 1, 2, 3, 5, 6 &amp; 8</i> <i>Writing 2</i>
<b>Alcibiades and Criolanus</b> Expository Nonfiction	Personal interests and perspectives help shape one's civic virtues.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Analyze Text Features</li> <li>Interpret Visual Information</li> <li>Debate a Topic</li> </ul>	<i>Reading 1, 2, 3, 5 &amp; 7</i> <i>Speaking &amp; Listening 1</i>
<b>Fulvia and Beazir Bhutto</b> Expository Nonfiction	Personal interests and perspectives help shape one's civic virtues.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Determine Author's Purpose</li> <li>Evaluate Evidence</li> <li>Conduct an Interview</li> </ul>	<i>Reading 1, 2, 3, 6 &amp; 8</i> <i>Speaking &amp; Listening 1 &amp; 6</i>
<b>Maecenas and Lorenzo de' Medici</b> Expository Nonfiction	Personal interests and perspectives help shape one's civic virtues.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Analyze Word Choice</li> <li>Interpret Visual Information</li> <li>Write a Poem</li> </ul>	<i>Reading 1, 2, 3, 4 &amp; 7</i> <i>Writing 3</i>
<b>Confucius and Socrates</b> Expository Nonfiction	The historical record is limited by the perspectives of its creators.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Interpret Visual Information</li> <li>Analyze Multiple Perspectives</li> <li>Collaborate</li> </ul>	<i>Reading 1, 2, 3, 7 &amp; 9</i> <i>Speaking &amp; Listening 1</i>

**Comparing Texts:** *Reading 9*

**Mini-Unit:** *Reading 1, 2 & 3; Writing 3; Speaking & Listening 1 & 6*



Plutarch used his *Lives of the Noble Grecians and Romans* or *Parallel Lives* to show virtues that his readers could emulate. Within the work, he compared famous figures who had faced similar situations.

## ESSENTIAL QUESTION

**How do civic and personal values influence people's actions?**

## CORE CONTENT CONCEPT

**Social Studies** People's perspectives shape the historical sources they create.

## CROSS-CURRICULAR EXTENSION

**English Language Arts** Discuss common virtues with the class and have students write a story to illustrate one. They can use real or imagined events.

## KEY VOCABULARY

**influential (p. 3)** having the power to cause changes

**moral (p. 3)** considered right and good by most people

## PREPARE TO READ

Define parallel. Show examples of parallel lines. Have students hypothesize about how lives might be parallel and think of any two people whose lives might fit the parameters they set up. Have them journal about how these lives are parallel.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- What does Plutarch's purpose for writing suggest about his character? Use details from the text to support your answer. *CCSS Reading 1*
- Copy the sentence that contains the main idea of this article and write a paragraph to explain how you determined it was the main idea. *CCSS Reading 2*
- How does the author differentiate between written histories and Plutarch's work? Why is this difference important? Present details from the text within your response. *CCSS Reading 3*

### Craft and Structure

- **Determine Author's Purpose** Which details in the text help you determine the author's purpose in writing and what is that purpose? *CCSS Reading 6*
- **Interpret Visual Information** How does the illustration that accompanies the text reflect the concept presented within it? Cite details from the text to support your answer. *CCSS Reading 7*

## WRITING

**Research and Write a Biography** Write a biography of Plutarch. Include material that shows his character so that you are writing his "life" as well as his history.



Plutarch chose Demosthenes and Cicero to represent political orators. Both successfully defended freedom after overcoming hardships and died for the cause.

## ESSENTIAL QUESTION

**How do civic and personal values influence people's actions?**

## CORE CONTENT CONCEPT

**Social Studies** Individuals can shape significant historical change.

## CROSS-CURRICULAR EXTENSION

**English Language Arts** What does the phrase "make a name for himself" mean? Write sentences using this phrase.

## KEY VOCABULARY

**eloquence (p. 7)** the ability to speak or write well and in an effective way

**mar (p. 5)** to ruin the beauty or perfection of (something)

**tyrant (p. 4)** a ruler who has complete power over a country and who is cruel and unfair

## PREPARE TO READ

Present lines from famous speeches that had a powerful impact. Ask students to share their ideas on what made them powerful.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- What does Demosthenes' suicide suggest about his character? Do other details from the text support your conclusion? Cite them. *CCSS Reading 1*
- How does each section relate to the main ideas presented in the introduction? Cite details from the text to support your answer. *CCSS Reading 2*
- How does the author introduce and expand on the importance of seeking advice from people with more experience than you? Quote the text in your answer. *CCSS Reading 3*

### Craft and Structure

- **Analyze an Argument** What evidence supports the argument that each orator was determined? Is it sufficient and relevant? *CCSS Reading 8*
- **Compare Texts** Read the excerpts of the orations that accompany the text. What is the purpose and topic of each? Why were they included with the article? *CCSS Reading 9*

## SPEAKING AND LISTENING

**Give a Speech** Find a cause you are passionate about and give a speech in support of it. Consider how you want your audience, your class, to respond and what you hope the speech will accomplish.



Patrick Henry and Sojourner Truth were orators and contemporaries who valued freedom, but their views of the subject were influenced by their roles in society.

## ESSENTIAL QUESTION

**How do civic and personal values influence people's actions?**

## CORE CONTENT CONCEPT

**Social Studies** Personal interests and perspectives help shape one's civic virtues.

## CROSS-CURRICULAR EXTENSION

**Art** Diagonal lines are often used in paintings to draw the eye to specific figures or locations. Study the image on page 9 to see an example of this and then create your own drawing or painting using diagonals.

## KEY VOCABULARY

**capacity (p. 9)** the ability to do something

**elocution (p. 10)** the study of how to speak clearly and in a way that is effective and socially acceptable

**prosperous (p. 8)** having success, usually by making a lot of money

## PREPARE TO READ

Write the phrase "Give me liberty or give me death" on the board. Ask students whether liberty is worth dying for. Share the third verse of "Silent Running" by Mike and the Mechanics and revisit your discussion by asking if these ideas change anyone's opinion.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- Use details in the text to form inferences about James Madison. Be sure to include supporting evidence. *CCSS Reading 1*
- Trace the theme of the power of words throughout the text. Note the impact of each orator's words. *CCSS Reading 2*
- Use the Comparative Chart on page 20 to compare the orators. Include their social circumstances, ideas, and outcomes along with any other categories you'd like. *CCSS Reading 3*

### Craft and Structure

- **Interpret Figurative Language** List the metaphors found in the text and explain their meanings. *CCSS Reading 4*
- **Analyze Text Structure** Determine how each of the sections of the text contributes to it and develops its themes. Quote the text in your response *CCSS Reading 5*

## WRITING

**Write a Dialogue** Write a dialogue about a meeting between Truth and Henry. What would they talk about? Would one be able to convince the other to support his or her cause? Use your imagination as well as details from the text to guide your ideas.



Pericles and Fabius were military rulers who encouraged soldiers to wait and preserve a tactical advantage instead of fighting aggressively, even though this went against tradition and caused others to question them.

## ESSENTIAL QUESTION

**How do civic and personal values influence people's actions?**

## CORE CONTENT CONCEPT

**Social Studies** Government officials have responsibilities to the public.

## CROSS-CURRICULAR EXTENSION

**Architecture** The Parthenon consists of columns. Learn the type of columns that were used and why. Compare these to other Grecian columns.

## KEY VOCABULARY

**abandon (p. 12)** to leave (a place) because of danger

**composure (p. 11)** calmness, especially of mind, manner, or appearance

**influence (p. 12)** a person or thing that affects someone or something in an important way

**refined (p. 12)** having or showing the good education, polite manners, etc., that are expected in people who belong to a high social class

## PREPARE TO READ

List games that require strategy to win. Many of these games, like chess and Risk, are based on warfare. Have students consider why.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- Why might the people of both cities have felt their leaders were weak when they didn't attack right away? *CCSS Reading 1*
- Write a summary of the text in which you compare Pericles and Fabius. *CCSS Reading 2*
- Plutarch chose his pairings to illustrate a virtue. Use information from each section to determine which virtue is being illustrated and show how it is developed for both leaders. *CCSS Reading 2 & 3*

### Craft and Structure

- **Analyze an Argument** What evidence suggests that Pericles was interested in power and the good of his city? Is the evidence sufficient? *CCSS Reading 8*
- **Compare Themes** Read the sidebar on page 14. Determine if Cleopatra fits into the theme of Prominent Leaders as well as Pericles and Fabius. *CCSS Reading 9*

## SPEAKING AND LISTENING

**Present an Opinion** Giving in once encourages the bully to continue. Do you agree or disagree with this? Make a two-minute presentation to explain your opinion. Use any media you feel will help make your position clear.



# ARTICLE: George Washington and Abigail Adams

Magazine pages 15 - 17, Expository Nonfiction



Women's roles in the American Revolution were limited by society, but some did play a part. George Washington was a great leader, but Abigail Adams also presented ideas that have lasted into the present day, especially ideas about the role of women in politics.

## ESSENTIAL QUESTION

**How do civic and personal values influence people's actions?**

## CORE CONTENT CONCEPT

**Social Studies** Individuals can shape significant historical change.

## CROSS-CURRICULAR EXTENSION

**History & Art** Research other female leaders of the early American fight for women's rights and make a poster that persuades others to join your cause.

## KEY VOCABULARY

**prominence (p. 16)** the state of being important, well-known, or noticeable

**substantial (p. 15)** large in amount, size, or number

**venerate (p. 16)** to feel or show deep respect for (someone or something that is considered great, holy, etc.)

## PREPARE TO READ

Have students complete the K and W sections of a K-W-L chart on Abigail Adams. (See chart on page 21.) They may fill in the L section as they read.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- What can you infer about John Adams from the text? Use details from the text within your response. *CCSS Reading 1*
- Create an outline of the article listing the main idea and details that support it. *CCSS Reading 2*
- How does the author introduce women's role in the revolution and which details support this claim? *CCSS Reading 3 & 8*

### Craft and Structure

- **Analyze Text Structure** How does the section on George Washington fit into this article? Would the article be as powerful if it were removed? Cite details from the text to support your answer. *CCSS Reading 5*
- **Determine Author's Purpose** What is the author's purpose in presenting this text? How do the quotations within it help accomplish this purpose? *CCSS Reading 6*

## WRITING

**Write a Letter** Abigail Adams wrote letters to her husband to express her views and give him local news. Write a letter to an elected official or an official in your school. Express your views on a topic that they have power over or give them information you believe they need but may not already know.



Alcibiades and Coriolanus were great generals, but their ambitions and jealousies caused them to betray their peoples.

## ESSENTIAL QUESTION

**How do civic and personal values influence people's actions?**

## CORE CONTENT CONCEPT

**Social Studies** Personal interests and perspectives help shape one's civic virtues.

## CROSS-CURRICULAR EXTENSION

**Music** Listen to and compare songs that reference fame, including "Fame" by Irene Cara and "Fame" by David Bowie. Be sure to check lyrics for inappropriate content before you listen.

## KEY VOCABULARY

**banish (p. 21)** to force (someone) to leave a country as punishment

**desecrate (p. 19)** to damage (a holy place or object)

**exasperate (p. 20)** to make (someone) very angry or annoyed

**vice (p. 18)** a moral flaw or weakness

## PREPARE TO READ

List real and imaginary traitors on the board. Include many, like Anakin Skywalker and Benedict Arnold, who are familiar to your students. Ask what traits they have in common. Have the students journal about why these traits may lead to traitorous behavior.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- What can you conclude about Athenian politics in Alcibiades' time? Use details from the text to support your answer. *CCSS Reading 1*
- The article contains themes of betrayal. Which vices appear to lead to betrayal? Do they agree with the vices mentioned in the Prepare to Read activity? *CCSS Reading 2*
- Trace the events that caused Alcibiades to flee to Sparta. Was he smart to flee? Why or why not? Cite the text in your answer. *CCSS Reading 1 & 3*

### Craft and Structure

- **Analyze Text Features** Read the captions that accompany the images included in the article. How do they impact your understanding of the main text? *CCSS Reading 5*
- **Interpret Visual Information** What emotions are presented within the illustrations? How do they help illustrate the main text? *CCSS Reading 7*

## WRITING/SPEAKING AND LISTENING

**Debate a Topic** Is it ever smart to betray someone? Conduct a debate on this topic. When you have concluded, write two paragraphs, one explaining the best argument for each side.



Aaron Burr was a political star until pride caused him to duel Alexander Hamilton and then rumors further undid his reputation. Rose O'Neal Greenhow exerted political influence by spying for the Confederacy.

## ESSENTIAL QUESTION

**How do civic and personal values influence people's actions?**

## CORE CONTENT CONCEPT

**Social Studies** Personal interests and perspectives help shape one's civic virtues.

## CROSS-CURRICULAR EXTENSION

**Family and Consumer Science** Sew a message into the lining of a gift you plan to present to a specific person.

## KEY VOCABULARY

**disparage (p. 22)** to describe (someone or something) as unimportant, weak, bad, etc.

**loom (p. 23)** to be about to happen—used especially of unpleasant or frightening things

**ostracize (p. 22)** to not allow someone to be included in a group

## PREPARE TO READ

Explain that detectives look for means, motive, and opportunity before making an arrest and define each. Give examples as well. Tell students they will read about two people accused of crimes and must determine whether each had means, motive, and opportunity to commit those crimes.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- Based on the details in the text, make inferences about the character of Alexander Hamilton. *CCSS Reading 1*
- Locate details that support the main idea that prominent people can fall from grace. *CCSS Reading 2*
- How are Burr and Greenhow connected? Cite details from the text that illustrate each commonality. *CCSS Reading 3*

### Craft and Structure

- **Interpret Figurative Language** What does it mean to have revolutionary blood? Cite details from the text to support your answer. *CCSS Reading 4*
- **Compare Themes** How does the theme of the section about Burr differ from the theme of the section about Greenhow? Quote the text in your response. *CCSS Reading 9*

## WRITING

**Write a Narrative** Write a narrative in which Burr defends his actions. How might he have explained his behavior?



Fulvia and Benazir Bhutto held political power in places where women weren't traditionally in that role. Both were ridiculed for their roles, even by family, but they stand as examples for women today.

## ESSENTIAL QUESTION

**How do civic and personal values influence people's actions?**

## CORE CONTENT CONCEPT

**Social Studies** Personal interests and perspectives help shape one's civic virtues.

## CROSS-CURRICULAR EXTENSION

**English Language Arts** Read *I Am Malala* and relate her experiences to those of the women profiled in the article.

## KEY VOCABULARY

**amnesty (p. 28)** a decision that a group of people will not be punished or that a group of prisoners will be allowed to go free

**slander (p. 27)** to make a false spoken statement that causes people to have a bad opinion of someone

## PREPARE TO READ

Ask students to share what they know about women's historical role in different societies. Have students hypothesize why throughout history, women have held positions of power significantly less often than men.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- Read the first paragraph and predict what the remaining sections will discuss. *CCSS Reading 1*
- Is the main idea in the first or last paragraph? Use details from the text to support your answer. *CCSS Reading 2*
- Use a T-chart to compare the family lives of both women. (See T-chart on page 22.) *CCSS Reading 3*

### Craft and Structure

- **Determine Author's Purpose** How does the author distinguish her information from past opinions about both women? Cite details from the text in your response. *CCSS Reading 6*
- **Evaluate Evidence** How does the author support the statement that problems followed Bhutto throughout her career? Is the evidence sufficient and solid? *CCSS Reading 8*

## SPEAKING AND LISTENING

**Conduct an Interview** Interview someone you feel is successful about who they think of as role models and why. Learn about how they copy their role models and what they have learned from them.



Maecenas and Lorenzo de' Medici weren't born into titles, but they had wealth and the power to influence leaders. Both supported artists and gained fame through this work.

## ESSENTIAL QUESTION

**How do civic and personal values influence people's actions?**

## CORE CONTENT CONCEPT

**Social Studies** Personal interests and perspectives help shape one's civic virtues.

## CROSS-CURRICULAR EXTENSION

**Art** Create a propaganda poster to promote a cause. Discuss the ethics of propaganda as a class.

## KEY VOCABULARY

**propaganda (p. 30)** ideas or statements that are often false or exaggerated and that are spread in order to help a cause, a political leader, a government, etc.

**wield (p. 31)** to have and use (power, influence, etc.)

## PREPARE TO READ

Show students the Arts Wheel Chart on page 23 and have them fill in examples for each category. They could be specific works or styles of works. Ask about the cost of creating art and discuss the subjectiveness of artwork. Lead to an understanding of why patronage has been historically important.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- What can you infer about the importance of a royal title and wealth? Which brought greater influence? Cite details from the text to support your answers. *CCSS Reading 1*
- What is the main idea of each section of the text? How does each relate to the main idea of the overall text? Use text support in your answer. *CCSS Reading 2*
- According to the article, how does supporting the arts increase someone's power? *CCSS Reading 3*

### Craft and Structure

- **Analyze Word Choice** Why is the difference between the Roman words for power important to the article? How are they highlighted? *CCSS Reading 4*
- **Interpret Visual Information** How do the illustrations, including the cartoons, add to your knowledge of the topic? Note the specific details that each references. *CCSS Reading 7*

## WRITING

**Write a Poem** Study the form and then write an ode about a famous person today.



Confucius and Socrates were teachers and philosophers whose reputations were made by their students after their deaths. Some aspects of the historical record for each of them are sketchy because of this.

## ESSENTIAL QUESTION

**How do civic and personal values influence people's actions?**

## CORE CONTENT CONCEPT

**Social Studies** The historical record is limited by the perspectives of its creators.

## CROSS-CURRICULAR EXTENSION

**English Language Arts** Select a saying from *The Analects of Confucius* and interpret it for modern times.

## KEY VOCABULARY

**humble** (p. 32) not proud

**revere** (p. 32) to have great respect for (someone or something)

## PREPARE TO READ

Have students journal about the best teacher they ever had. Allow them to interpret the term teacher broadly. They should include why this person was best.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- Why might recent leadership in China have rejected Confucius's ideas? Use your knowledge as well as details from the text in your answer. *CCSS Reading 1*
- Which theme best fits the text: two great philosophers or limits in the historical record? Cite details from the text to support your answer. *CCSS Reading 2*
- How does the author introduce the idea that the students created the historical record for both men? What evidence for this is presented? *CCSS Reading 3*

### Craft and Structure

- **Interpret Visual Information** Study the images that accompany the text. What do they suggest about teaching methods and the type of students each philosopher had? *CCSS Reading 7*
- **Analyze Multiple Perspectives** Socrates was quoted by Plato as saying, "An unexamined life is not worth living." How does the author portray Socrates' point of view on the importance of examining one's life? *CCSS Reading 9*

## SPEAKING AND LISTENING

**Collaborate** With a partner, read and interpret one of Plato's dialogues involving Socrates.

## CROSS-TEXT CONNECTIONS

**SYNTHESIZE:** Guide students to compare articles they read. Help students find the connections between pieces of information in multiple articles. Use prompts, such as the following examples, to have students work together to **Integrate Ideas and Information** (*CCSS.Reading.9*).

- Choose two articles. Create a Venn diagram to compare similarities and differences in how each article addresses its topic or theme. (See diagram template on page 24.)
- Find quotes from two or more articles. With a partner, discuss how the quotes impact your understanding of the article.
- Create a timeline of important events in the issue. Use it to see which subjects were contemporaries and read their sections to determine if events one was involved in impacted the other and how.
- Read a variety of articles to learn the expected roles of women in their societies and see how some of them still managed to influence events. Write an essay explaining how they overcame expectations.
- Many of the subjects presented were killed because of their beliefs or actions. Others were exiled. Refer to all of the articles to locate examples and determine how the exile or killing was justified. Write your opinions of exile and capital punishment.

## EXPLORATORY LEARNING - FLEXIBLE MINI-UNIT DESIGN

This issue focuses on different perspectives on historical events. In this Mini-Unit, your students will look at the impact of perspective by writing short stories focused on a meeting between two of the people mentioned in the issue. They'll consider how each person would have viewed an event as well as which perspective (or point of view) will work best in telling the story.

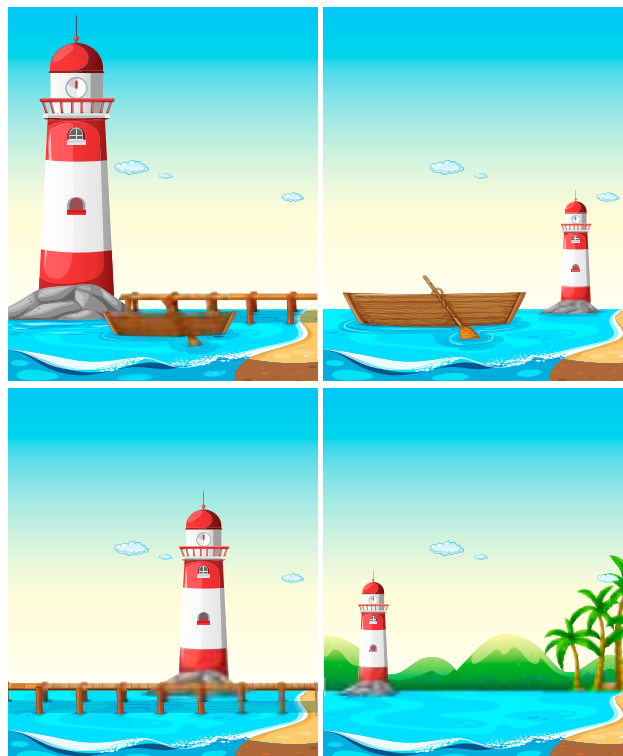
ENGAGE

READ FOR A  
PURPOSE

APPLY

**ENGAGE:** Engage students in the topic of perspectives by asking students to consider how civic and individual values of the past influenced people's actions. Explain why you believe homework or quizzes are important. Ask if students agree and record any opposing views. Inform them that their viewpoint is valid from their perspective but won't change your perspective. Give reasons that demonstrate both the civic values of the school and your individual values. Highlight the differences.

Perspective is important in the arts. Have students look at the upper left image. Ask them to describe the scene as if they were in the lighthouse. Then have them do the same as if they were in the boat. How does moving to the beach change the perspective? Next, have them write descriptions from spots in other areas of the image. Be sure to note new things that can be seen.





## READ FOR A PURPOSE

**INTRODUCE THE ACTIVITY: Perspective Pairs:** Refer to the Engage activity and tell students you're going to continue looking at perspectives. Introduce the concept of point of view and discuss the narrative point of view (POV) for works you've read in class. Explain the relationship between perspective and POV and that not every POV will work for every story. Have them use a journal to rewrite one or two paragraphs from a story you've studied from the perspective of an omniscient narrator or another character. Explore how this changes the tone and impact of the story.

Tell students they'll be working in pairs to write their own stories that explore the effects of someone's perspective on how they react to a situation. Their stories will focus on a meeting between two people profiled in *Dig: Parallel Lives*. Since it's unlikely most of these people could have met because they come from different times and places, these stories may have a fantasy element, but the students must be as true to their subjects' perspectives as they can. They'll also have to determine which POV to use to tell the story.

Remind the students that a story consists of one or more characters in a setting attempting to resolve a conflict or solve a problem while overcoming obstacles. Their stories must have all of these elements and end with a resolution. The subjects could be protagonists or one may be an antagonist to the other.

Set word limits and separate the class into pairs.

**RETURN TO THE TEXT:** Explain to students that before they can write their stories, they must gather information in order to decide who they'll write about. Have students use the article pages in this guide as they read to help them select their subjects and take notes. Once they've finished, allow time for the pairs to brainstorm story ideas. Help them focus on each story element they'll need to include. Remind them that they are just gathering ideas; they shouldn't finalize ideas at this point.

**APPLY: PAIR PERSPECTIVES** Now that students have gathered information from the articles, they are ready to write and share their stories.

### **STEP 1: Determine Their Views**

Before students begin their stories, they'll need a sense of how each person might react to a situation. Our reactions, or actions, are based on our perspective of events, which are informed by our personal values and attitudes as well as the civic values of our societies. Demonstrate the Values/Actions Chart on the next page by adding a situation, perhaps homework, and a person's values and then showing how they inform the reaction. Have students return to the issue sections for each subject they've chosen or their notes to fill in the chart. Students may use as many copies of the chart as they need.

### **STEP 2: Refine Story Plan**

Once they have a stronger sense of their characters, students can refine the ideas from their brainstorming session and plan their stories on the Story Map on page 19. Verify that each pair of students has considered all of the story elements and how the two characters will meet.

### **STEP 3: Rough Draft**

Have pairs work together to determine the best narrative voice for their stories. Then, instruct students to write their rough drafts.

### **STEP 4: Another Perspective**

Since good writing is good revising, have pairs trade stories. Ask students to look for these elements:

- Character meeting
- Consistent perspectives for each character or change that flows from story events and changes in beliefs
- Clear perspectives for each character
- Clear and consistent POV
- Flow
- Inclusion of story elements
- Grammar, spelling, and punctuation

### **STEP 5: Final Copies**

Students will use the revision notes from the other pair to write a final version of their story. Stories may be illustrated, collected into a book, or displayed on a bulletin board.

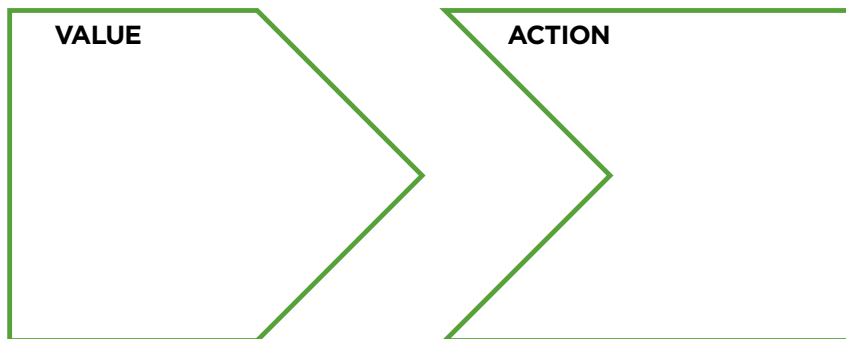
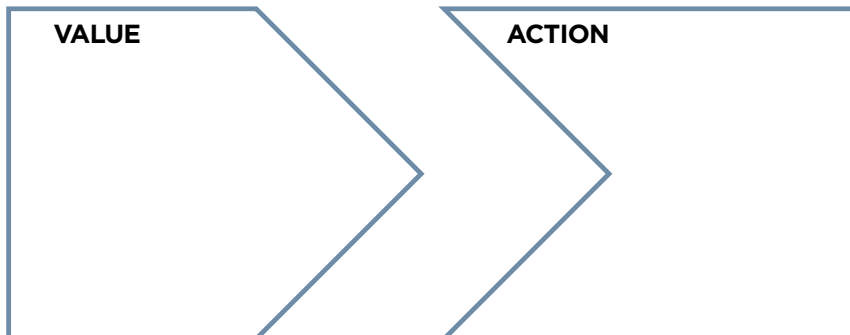
### **STEP 6: Share**

Have students discuss whether their perspectives of the story, any of the characters, or the concept of perspective have changed since their exploration began. Encourage them to analyze the value of attempting to view an event through someone else's perspective.

## VALUES/ACTIONS CHART

Name of Subject \_\_\_\_\_

Situation



NAME: \_\_\_\_\_

## STORY MAP

The story map consists of four light green rectangular boxes with dark green borders, arranged in a 2x2 grid. A central light blue circle with a dark blue border overlaps the center of the four boxes. The boxes are labeled as follows:

- CHARACTERS** (top-left box)
- SETTING** (top-right box)
- PROBLEM** (bottom-left box)
- SOLUTION** (bottom-right box)

The central circle is labeled **TITLE**.

NAME: \_\_\_\_\_

## COMPARATIVE CHART

PATRICK HENRY	SOJOURNER TRUTH

NAME: \_\_\_\_\_

## KWL CHART: ABIGAIL ADAMS

K What We Know	W What We Want to Know	L What We Learned

NAME: \_\_\_\_\_

## T-CHART

FULVIA:	BHUTTO:

NAME: \_\_\_\_\_

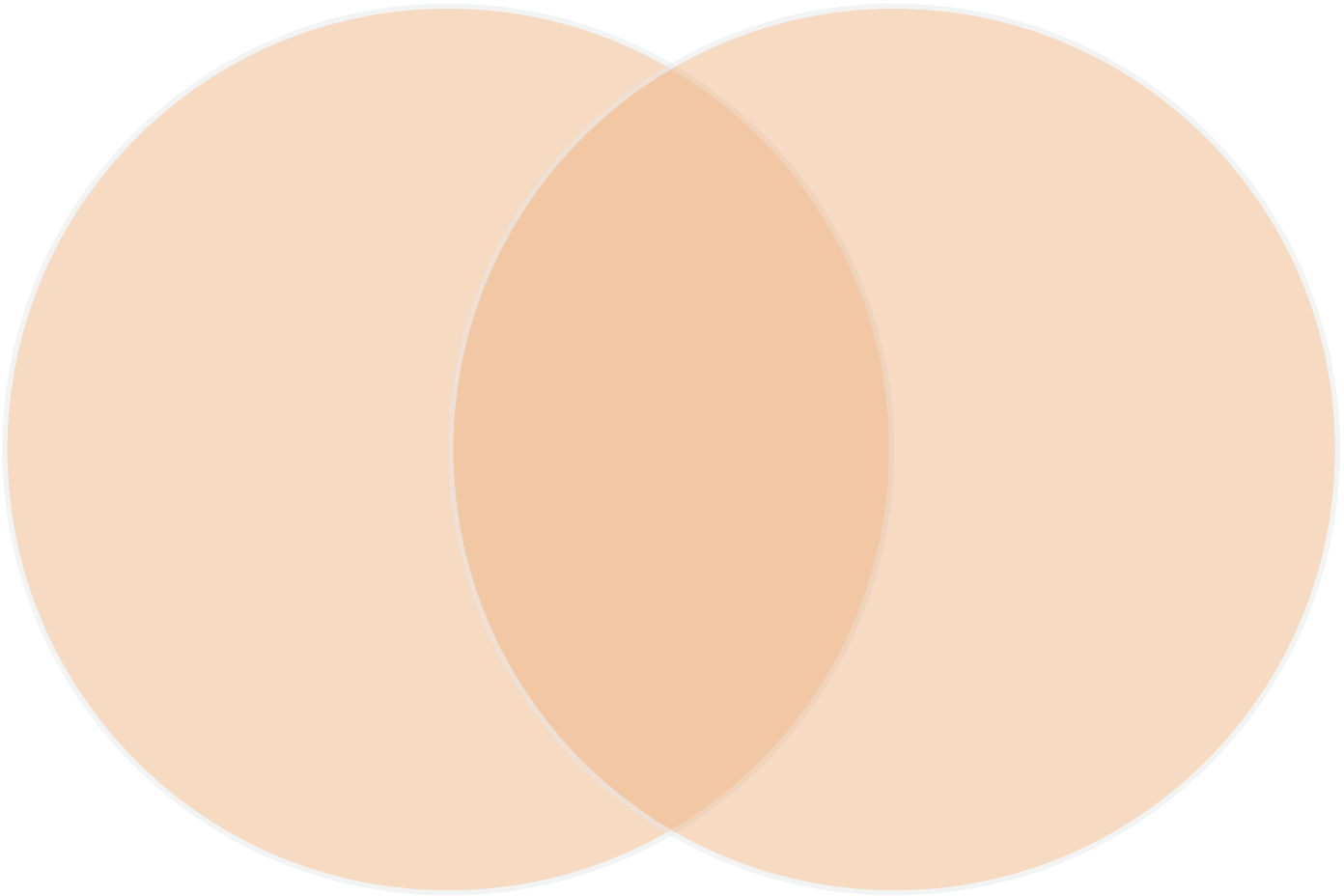
## THE ARTS WHEEL CHART





NAME: \_\_\_\_\_

## VENN DIAGRAM



## Meeting State and National Standards: Core Instructional Concepts

The articles in this magazine provide a wealth of opportunities for meeting state and national instructional standards. The following pages contain charts listing Core Instructional Concepts for each of three curricular areas: English Language Arts, Science, and Social Studies.

### USING THE STANDARDS CHARTS

#### ELA

Corresponding CCSS anchor standards have been listed next to each item on the Core Instructional Concepts chart. To customize the chart, add your own grade, state, or district standards in the last column. Match the concepts and standards from the chart to the activities on each page of the Teacher's Guide to complete your lesson plans.

#### SOCIAL STUDIES

Content Concepts in each Article Guide are based on Dimension 2 of the CS Framework for Social Studies: Applying Disciplinary Concepts and Tools. Use the last column in the accompanying chart to correlate these concepts to your state or district standards.

#### SCIENCE

Content Concepts in each Article Guide are drawn from the Three Dimensions of the Next Generation Science Standards. You will also find connections to these concepts within individual close-reading questions.

#### MATH

Content Opportunities for math activities are provided in the Cross-Curricular extensions on each Article Guide page.

# CORE INSTRUCTIONAL CONCEPTS: READING, LITERATURE, AND LANGUAGE ARTS

SKILLS AND CONCEPTS	CCSS ANCHOR STANDARD	CORRESPONDING STANDARD
---------------------	----------------------	------------------------

## KEY IDEAS AND DETAILS

<b>Read closely to determine what a text says explicitly.</b>	Reading 1	
<b>Make logical inferences</b> to determine what the text communicates implicitly.	Reading 1	
<b>Cite specific textual evidence to support conclusions</b> drawn from the text.	Reading 1	
<b>Determine central ideas or themes</b> of a text and analyze their development.	Reading 2	
<b>Summarize key supporting details and ideas.</b>	Reading 2	
Analyze how <b>individuals, events, and ideas develop and interact</b> over the course of a text.	Reading 3	

## CRAFT AND STRUCTURE

<b>Interpret words and phrases</b> as they are used in a text.	Reading 4	
<b>Determine technical, connotative, and figurative meanings.</b>	Reading 4	
Analyze how specific <b>word choices</b> shape meaning or tone.	Reading 4	
Analyze the <b>structure of texts</b> (sequence, cause/effect, compare/contrast, problem/solution)	Reading 5	
Recognize the <b>genre, key elements, and characteristics</b> of literary texts.	Reading 5	
Assess how <b>point of view or purpose</b> shapes the content and style of a text.	Reading 6	
Analyze how an <b>author's style and tone</b> affects meaning.	Reading 6	

## INTEGRATION OF KNOWLEDGE AND IDEAS

<b>Integrate and evaluate content</b> presented in diverse media and formats.	Reading 7	
<b>Identify and evaluate the argument and claims</b> in a text.	Reading 8	
<b>Analyze how two or more texts address similar themes or topics.</b>	Reading 9	

## WRITING

Write <b>arguments</b> to support claims, using valid reasoning and relevant and sufficient evidence.	Writing 1	
Write <b>informative/explanatory texts</b> to examine and convey complex ideas and information clearly and accurately.	Writing 2	
Write <b>narratives</b> to develop real or imagined experiences or events.	Writing 3	
<b>Draw evidence</b> from literary or informational texts to support analysis, reflection, and research.	Writing 9	
Conduct short as well as more sustained <b>research projects.</b>	Writing 10	



# CORE INSTRUCTIONAL CONCEPTS: SOCIAL STUDIES

**C3 INQUIRY ARC  
DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS**

**STATE OR  
DISTRICT  
STANDARD**

## CIVICS

Analyze the <b>origins, functions, and structure of different governments</b> and the <b>origins and purposes of laws</b> and key constitutional provisions.	
Summarize core <b>civic virtues and democratic principles</b> .	
Evaluate <b>policies</b> intended to address social issues.	

## ECONOMICS

Evaluate the <b>benefits and costs of individual economic choices</b> .	
Analyze <b>economic incentives</b> , including those that cause people and businesses to specialize and trade.	
Explain the <b>importance of resources</b> (i.e. labor, human capital, physical capital, natural resources) in <b>methods of economic production</b> .	
<b>Explain</b> the <b>functions of money</b> in a market economy.	
<b>Explain</b> the importance of <b>competition</b> in a market economy.	
Apply economic concepts (i.e. interest rate, inflation, supply and demand) and theories of <b>how individual and government actions affect the production of goods and services</b> .	
<b>Analyze economic patterns</b> , including activity and interactions between and within nations.	

## GEOGRAPHY

<b>Construct and use maps</b> and other graphic representations (i.e. images, photographs, etc.) of different places.	
<b>Explain cultural influences</b> on the way people live and modify and adapt to their environments.	
<b>Analyze places, including their physical, cultural and environmental characteristics</b> and how they change over time.	
Analyze <b>movement of people, goods, and ideas</b> .	
<b>Analyze regions, including how they relate to one another</b> and the world as a whole from a political, economic, historical, and geographic perspective.	

## HISTORY

Interpret historical context to <b>understand relationships among historical events or developments</b> .	
Evaluate historical events and developments to identify them as <b>examples of historical change and/or continuity</b> .	
<b>Analyze perspectives</b> , including factors that influence why and how individuals and groups develop different ones.	
<b>Evaluate historical sources</b> , including their reliability, relevancy, utility, and limitations.	
<b>Analyze causes and effects</b> , both intended and unintended, of historical developments.	



# CORE INSTRUCTIONAL CONCEPTS: SCIENCE

## DIMENSION 1: SCIENTIFIC AND ENGINEERING PRACTICES

Dimension 1 focuses on the practice of science, and how knowledge is continually adapted based on new findings. The eight practices of the K-12 Science and Engineering Curriculum are as follows:

- Asking questions (for science) and defining problems (for engineering)
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations (for science) and designing solutions (for engineering)
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

## DIMENSION 2: CROSSCUTTING CONCEPTS

Dimension 2 provides an organizational schema for integrating and interrelating knowledge from different science domains. The eight NGSS Crosscutting Concepts are as follows:

- Patterns
- Similarity and Diversity
- Cause and Effect
- Scale, Proportion, and Quantity
- Systems and System Models
- Energy and Matter
- Structure and Function
- Stability and Change

## DIMENSION 3: DIMENSIONS AND DISCIPLINARY CORE IDEAS

Dimension 3 presents a contained set of Disciplinary Core Ideas to support deeper understanding and application of content. The following chart details Core Ideas for curriculum, instructional content, and assessments within four domains.

### LIFE SCIENCE

- Structure and Function of Living Things
- Life Cycles and Stages
- Reproduction & Inherited Traits
- Animals
- Plants

### PHYSICAL SCIENCE

- Forces and Interactions
- Energy
- Light
- Sound
- Electricity/ Magnetism
- Matter
- Waves
- Heat
- Chemistry
- Information Processing

### EARTH SCIENCE

- Weather
- Climate
- Rocks & Soil
- Erosion and Weathering
- Landforms
- Water
- Oceans
- History of Earth
- Plate Tectonics
- Volcanoes, Earthquakes, and Tsunamis

### SPACE SYSTEMS

- Solar System
- Planets
- Moon
- Sun

