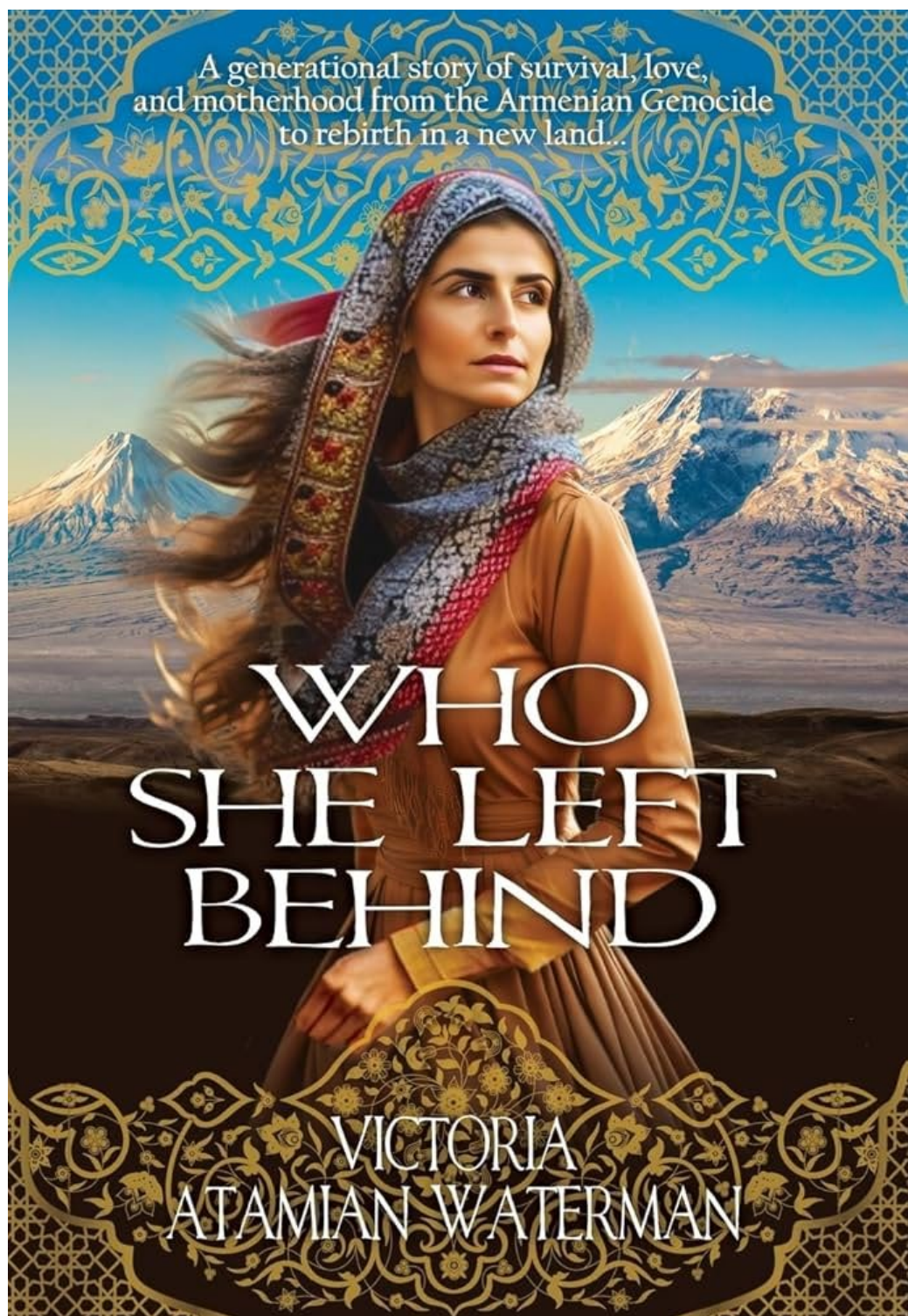


GENOCIDE EDUCATORS' GUIDE



**INCLUDES CORE STANDARDS FOR
RHODE ISLAND AND MASSACHUSETTS**

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ABOUT THE BOOK

Who She Left Behind by Victoria Atamian Waterman is a historical novel that spans multiple generations, focusing on the Armenian Genocide and its aftermath.

Prologue

In 1991, Tory Churmartian visits a cemetery in Providence, Rhode Island, where her ancestors are buried. She discovers a mysterious bundle with Armenian, and possibly Turkish, dolls and a letter addressed to her mother.

Main Story

The narrative alternates between different times and places, primarily focusing on the Armenian Genocide's impact on a family and a community.

1. **Gürin, Western Armenia, 1915:** Victoria Karadelian, a young girl, and her family face the horrors of the Armenian Genocide. Her father and brothers are taken away by Turkish soldiers, and the family is forced to flee their home.
2. **Armenian Deportation Route, 1915:** The Karadelians endure a grueling forced march. Victoria's sister Shenorig dies, and they must bury her in the wilderness. They witness and endure numerous atrocities.
3. **Aleppo, Syria, 1915-1918:** The family arrives at a refugee camp in Aleppo. They struggle to survive, with Victoria and her mother finding work weaving and repairing carpets. The war's end brings some relief as Turkish forces withdraw, and the family finds a sense of stability.
4. **Providence, Rhode Island, 1963:** The story shifts to Rose, Victoria's niece, who discovers her family's history through stories and artifacts. She learns about the traumatic events her ancestors faced and seeks to connect with her legacy.

Key Themes

1. **Survival and Resilience:** The Karadelian family's journey from persecution to finding a new life in America highlights their resilience and determination.
2. **Cultural Identity:** The novel explores Armenian cultural identity, traditions, and the impact of the diaspora on following generations.

3. **Community, Family, and Legacy:** The connections between generations, the passing down of stories, and the preservation of community and family history are central to the narrative.

Conclusion

Who She Left Behind weaves a poignant tale of loss, survival, and the enduring strength of community and family. The prologue and shifting timelines provide a rich narrative that honors the memory of those who lived through the Armenian Genocide while showing the ongoing impact on their descendants.

ABOUT THE AUTHOR

Victoria Atamian Waterman is an Armenian-American storyteller, author, and speaker who draws inspiration from the quirky multi-lingual immigrant home in which she was raised with her grandparents, survivors of the Armenian Genocide. Her empowerment of today's women and girls makes her voice ideal for telling the little-known stories of yesterday's women leaders. Her TEDxTalk, "Today's Girls are Tomorrow's Leaders," has been seen by thousands of viewers. *Who She Left Behind*, an award-winning generational story of survival, love, and motherhood from the Armenian Genocide to rebirth in a new land, is based on her own family's history and is her first historical fiction novel.

ABOUT THE GUIDE

This guide was created by Sara Cohan, a human rights and genocide education consultant. She worked for The Genocide Education Project for seventeen years as their education director. Her background combines research, study, curriculum development, and teaching. She is a museum teacher fellow for the U.S. Holocaust Museum and Memorial and worked extensively with the USC Shoah Foundation. Additionally, she has worked with the Armenian Genocide Museum and Institute in Yerevan. Cohan has written articles and designed educational materials for a variety of organizations and publications. She is the granddaughter of an Armenian Genocide survivor.

SECTION SUMMARIES AND DISCUSSION QUESTIONS

The following summaries with discussion questions are below, covering the book as follows:

- Prologue
- Gürin
- Armenian Deportation
- Aleppo, Syria
- Worcester, Massachusetts
- Providence, Rhode Island

Prologue

In the prologue, set in September 1991 at the North Burial Ground in Providence, Rhode Island, Tory Churmartian and her husband Jim visit the graves of Tory's ancestors. This visit is a weekly ritual where they replace old flowers with fresh ones. During this visit, Tory notices a colorful bundle on her great-aunt Vicky's grave. Upon investigation, she finds a scarf containing two dolls dressed in traditional Armenian, and possibly Turkish costumes, along with a small envelope addressed to her mother.

Discussion Questions:

1. What initial clues does the prologue provide about the central plot of the novel?
2. How does the author use the setting of the cemetery to introduce themes of memory and legacy?
3. What significance might the dolls dressed in traditional Armenian and Turkish costumes hold?
4. How does the discovery of the envelope addressed to Tory's mother set the stage for the unfolding story?
5. What emotions does Tory experience upon discovering the bundle, and how do these emotions connect to the broader themes of the novel?
6. How does the prologue establish a sense of connection between the past and the present?
7. In what ways does the prologue hint at the impact of historical events on personal and familial identity?
8. How does the relationship between Tory and her husband Jim add depth to the opening scene?
9. What questions does the prologue raise about Tory's family history and her own understanding of it?
10. How does the prologue set the tone for the rest of the novel?

Gürin, Western Armenia, 1915

Setting:

Gürin, Western Armenia during the Armenian Genocide

Plot:

The Karadelian family faces increasing hostility from Turkish soldiers. The men and boys of the village, including Victoria's father and brothers, are taken away under the excuse of a "special project" but are likely executed shortly after. Victoria and her sisters experience terror and confusion as their mother tries to protect and prepare them for the forced deportation. The family buries their precious belongings, including their dolls, in the village cemetery before they leave, hoping to retrieve them someday.

Themes:

Fear, loss of innocence, family unity, the onset of the brutality of genocide

Discussion Questions:

1. How does the author describe the initial sense of normalcy in the Karadelian family before the arrival of the Turkish soldiers?
2. What emotions and thoughts might Victoria have experienced while burying their precious belongings in the cemetery?
3. How do the family relationships change when the father and brothers are taken away?
4. What significance do the buried dolls hold for Victoria and her sisters?
5. How does the author use the setting to enhance the sense of fear and impending doom in this section?

Armenian Deportation Route, 1915

Setting:

Various locations along the deportation route through the desert

Plot:

The Karadelians endure the forced march through the desert, facing starvation, dehydration, and violence from their captors. Victoria's baby sister Shenorig dies from a fever, and they are forced to bury her in a makeshift grave.

Victoria befriends Hasmik, who is eventually taken by a Bedouin family, adding to the sense of loss and scattering of her community. The journey is marked by constant fear and the struggle for survival as they witness and endure numerous atrocities.

Themes:

Survival, grief, the inhumanity of the genocide, the bond of friendship

Discussion Questions:

1. What coping mechanisms do Victoria and her family use to endure the harsh conditions of the forced march?
2. How does the loss of Shenorig impact the family, particularly Victoria and her mother?
3. What role does the friendship between Victoria and Hasmik play in this section?
4. How do the soldiers' attitudes and actions contribute to the dehumanization of the Armenian people?
5. What does the encounter with the Bedouin family reveal about cultural differences and survival strategies?

Aleppo, Syria, 1915-1918**Setting:**

A refugee camp in Aleppo, Syria

Plot:

The Karadelians find temporary refuge in a camp organized by missionaries. They receive basic necessities and start rebuilding their lives. Victoria, her mother, and sisters adapt to their new environment by learning new skills, such as weaving and carpet repair, which help them earn a modest income. Life in the camp is a mix of hardship and small victories, as they find ways to maintain their cultural traditions and support one another. The end of the war brings a slight improvement in their situation, allowing them to move into a modest dwelling in Aleppo.

Themes:

Resilience, adaptation, community support, the slow process of healing

Discussion Questions:

1. How does the death camp environment affect the Karadelian family's sense of identity and community?
2. In what ways do the missionaries assist the survivors, and what are the limitations of this aid?
3. How does Victoria's relationship with her mother and sisters evolve in this section?
4. What significance does the act of weaving and carpet repair hold for the women in the camp?
5. How does the author illustrate the resilience of the survivors despite their circumstances?

Lawrence and Worcester, Massachusetts 1922-1923

Setting:

Lawrence and Worcester, Massachusetts, post-World War I era

Plot:

Victoria and her family relocate to Worcester from Lawrence, seeking new opportunities after the hardships they endured. Worcester represents a new beginning, and the family works hard to establish themselves. They face economic challenges and discrimination but find strength and support within the close-knit Armenian community.

Victoria's weaving and lace-making skills become valuable assets, allowing her to contribute to the family income. The family participates in social and cultural activities to maintain their traditions, and their involvement in the Armenian community helps them feel a sense of belonging. Despite the economic hardships, the family remains determined and resilient.

Victoria navigates young adulthood, balancing the preservation of her cultural identity with the need to assimilate into American culture. The family's efforts to achieve stability and success continue, with Victoria's mother finding employment, and her sisters excelling in school. Education and hard work are emphasized as keys to their future success.

The chapters also address the emotional and psychological impact of their past traumas while highlighting the importance of family support and community connections. The Karadelians work diligently to build a stable and successful life in America, embodying the American Dream while preserving their cultural heritage.

Themes:

Resilience, perseverance, community, cultural heritage, immigrant experience, family support

Discussion Questions

1. What challenges did the Karadelian family face when they first moved to Worcester, and how did they overcome them?
2. How did the Armenian community in Worcester help the Karadelians adapt to their new environment?
3. In what ways did Victoria's skills in weaving and lace-making contribute to the family's financial stability?
4. How did the family balance the preservation of their Armenian cultural heritage with the need to assimilate into American society?
5. What role did education play in the family's efforts to achieve success in America?
6. How did the economic hardships faced by the Karadelians influence their sense of resilience and determination?
7. What emotional and psychological impacts did the family's past traumas have on their new life in Massachusetts, and how did they cope with these challenges?

8. In what ways did the social and cultural activities within the Armenian community help the Karadelians maintain their traditions and sense of identity?
9. How did the family's experiences in Worcester reflect the broader themes of the immigrant experience and the pursuit of the American Dream?
10. What lessons about family support and community connections can be learned from the Karadelian family's journey in Massachusetts?

Providence, Rhode Island, 1963

Setting:

Providence, Rhode Island, post-World War II era

Plot:

The story shifts to Rose, Victoria's niece, who lives in Providence. Rose discovers a newspaper article with a picture of a Turkish woman who resembles her Aunt Vicky. Rose learns about her family's past through stories and artifacts, deepening her understanding of her legacy and the traumas her ancestors endured. The narrative explores Rose's efforts to connect with her family's history and honor their legacy, including a mission to find the woman in the photo and uncover more about her family's past.

Themes:

Cultural identity, family legacy, the enduring impact of history, the quest for personal and familial understanding

Discussion Questions:

1. How does Rose's discovery of the newspaper article with the Turkish woman impact her understanding of her family's history?
2. What challenges does Rose face in trying to connect with her Armenian legacy?
3. How does the multi-generational aspect of the story enhance the reader's understanding of the lasting effects of the Armenian Genocide?
4. In what ways does Rose's quest to uncover more about her family's past reflect her own personal growth?
5. How does the author use flashbacks and shifts in time to thread together the different narratives in the book?

ACTIVITY: EXPLORING COMMUNITY, LEGACY AND RESILIENCE THROUGH STORYTELLING

Objective: Students will explore themes of legacy, resilience, and community through storytelling and discussion.

Materials Needed:

Copies of the selected excerpts (see below) or the summaries from the Prologue and the four main sections of *Who She Left Behind*

- Paper and pens/pencils
- Large sheets of paper or a whiteboard for group work
- Markers

Activity Overview:

Introduction (15 minutes):

- Briefly introduce the historical context of the Armenian Genocide and its impact on Armenian families.
- Discuss the importance of community, legacy, family, and resilience as central themes in the novel.
- Explain the activity's goal: to connect with these themes through storytelling.

Reading and Discussion (30 minutes):

Divide students into small groups and assign each group a different excerpt or summary from the Prologue or one of the five main sections. Have each group read their assigned text and discuss the following questions:

- What are the key events in this excerpt?
- How do the characters show resilience in the face of adversity?
- How is the theme of community, legacy or family explored in this section?

Storytelling (30 minutes):

Ask each group to create a short story or diary entries from the perspective of a character in their assigned excerpt, focusing on themes of legacy, community and resilience. Encourage them to think about:

- What challenges does the character face?
- How do they draw strength from their community, legacy or family?
- What message about resilience can be conveyed through their story?
- Provide paper and pens/pencils for students to write their stories or diary entries.

Group Presentations (20 minutes):

- Have each group present their story or diary entries to the class.
- Allow time for classmates to ask questions and provide feedback.
- Encourage students to discuss how their stories reflect the themes of the novel.

Reflection and Discussion (15 minutes):

Lead a class discussion on the following questions:

- What did you learn about the importance of community, legacy, or family from this activity?
- How can understanding the past help us build resilience in the present and future?
- What similarities and differences did you notice in how different groups interpreted the themes?

Wrap-Up (10 minutes):

- Summarize the main points of the activity.
- Encourage students to think about their own community or family stories and how they shape their identity.
- Assign a brief reflective essay for homework: "Write about a time when your community, family legacy or a family member helped you overcome a challenge."

Assessment:

- Participation in group discussions and presentations
- Relevance of the story or diary entries to the themes
- Quality of the reflective essay

Excerpts

Prologue

Text: "Two rows over, a small, colorful bundle was laid across her Great Aunt Vicky's granite marker. ... Inside, a pair of dolls nestled together, their dark hair and almond eyes very like Tory's own."

Gürin, Western Armenia, 1915

Text: "Earlier that day, when the soldiers came to draft the men and boys for a special project, they'd pushed their way inside to scour the house for anything the family might have used to defend themselves. ... 'Let's find some rocks and cover it up.'"

Armenian Deportation Route, 1915

Text: “Tiny Shenorig died of a fever twelve days outside of Gürin. The soldiers didn’t let them stop to bury her, so their mother, dry-eyed and white-lipped, carried her dead child, for half a day. ... Victoria promised Hasmik. The two girls slept close that night, keeping Yegsabet, Mariam, and Lucine between them and Mayrig.”

Aleppo, Syria, 1915-1918

Text: “The mule died on the march, but there was nothing left to carry. Victoria and Yegsabet took turns carrying Lucine on their backs. ... ‘It happens a lot,’ she said. ‘With so many...missing.’”

Worcester, Massachusetts 1922-1923

Text: “Asniv was more than happy to put Vicky to work. The need was overwhelming, as a constant flood of displaced Armenians arrived in Massachusetts. Young women newly arrived who needed work and places to stay, picture brides who needed to learn English as Vicky was doing, and orphanages overseas which needed funds and supplies.

Before long, Vicky was not only volunteering with Azniv, but she was also bringing in a little money from mending and lace work. Both roommates had their eyes on young women from the church, and as much as she enjoyed their company, Vicky encouraged their attachments. If their roommates left, she was certain she and Pesa could cover the rent, and they would have a home all their own.”

Providence, Rhode Island, 1963

Text: “It was always a pleasure to see her favorite aunt, but today was special. ... The date on the masthead was today. The clothing was in fashion, but Rose would have sworn the Turkish woman in the photo was her Aunt Vicky, but twenty years younger.”

RHODE ISLAND STANDARDS

Social Studies Standards and Genocide Education Legislation

Legislation

§ 16-22-22. Genocide and human rights education.

The department of elementary and secondary education shall, pursuant to rules promulgated by the commissioner of elementary and secondary education, develop curricular material on genocide and human rights issues and guidelines for the teaching of that material. The material and guidelines shall include, but not be limited to: (1) the period of the transatlantic slave trades and the middle passage; (2) the great hunger period in Ireland; (3) the Armenian genocide; (4) the Holocaust; and (5) the Mussolini fascist regime and other recognized human rights violations. In formulating this program, the department shall consult with practicing teachers, principals, superintendents and experts knowledgeable in genocide and human rights issues. Local school committees may incorporate the material into their elementary and secondary school curriculum.

Middle School Social Studies

Grade 7 – Early Modern to Modern World History and Geography

Inquiry Topic 3: Impact of Ideas (1500 - 1750 CE)

SS7.3.1: Religious changes

SS7.3.2: Cultural and intellectual movements

Inquiry Topic 4: Political and Social Revolutions (1750 - 1920 CE)

SS7.4.1: Political revolutions

SS7.4.2: Economic reordering

Inquiry Topic 5: Global Expansion and Imperialism (1850 - 1930 CE)

SS7.5.1: Imperialism and colonialism

SS7.5.2: Resistance to colonialism

Inquiry Topic 6: Global Wars (1917 - 1989 CE)

SS7.6.1: World War I (1914-1918)

SS7.6.2: World War II (1939-1945)

SS7.6.3: Cold War (1947-1991)

Inquiry Topic 7: Decolonization and Globalization (20th Century to Present) SS7.7.1:

Decolonization and nation building

SS7.7.2: Globalization

High School Social Studies

High School Civics

Inquiry Topic 8: Human Rights and Global Citizenship Compelling Question: Do we have an obligation to other peoples and other nations?

SSHS.CVC.8.1: Meaning of “human rights”

SSHS.CVC.8.2: The role the United States plays in securing human rights SSHS.CVC.8.3: The concept of “global citizenship”

High School World History II: Early Modern to Modern

Inquiry Topic 4: The Era of Nationalism and Imperialism

SSHS.WHII.4.1: The rise and impact of Napoleonic Europe

SSHS.WHII.4.2: Nationalism and unification movements

SSHS.WHII.4.3: Imperialism, expansion, and influence

Inquiry Topic 5: Global Expansion and Imperialism (1850 - 1930 CE)

SS7.5.1 Imperialism and colonization

SS7.5.2 Resistance to colonization

Inquiry Topic 6: Global Wars (1917 - 1989 CE)

SS7.6.1: World War I (1914-1918)

SS7.6.2: World War II (1939-1945)

SS7.6.3: Cold War (1947-1991)

Inquiry Topic 7: Decolonization and Globalization (20th Century to Present)

SS7.7.1: Decolonization and nation building

SS7.7.2: Globalization

Language Arts and Literacy

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

1. Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text. Integration of

Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Independently and proficiently read and comprehend complex literary and informational texts.

College and Career Readiness Anchor Standards for Speaking and Listening**Comprehension and Collaboration**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that: Listeners can follow the line of reasoning. The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Language**Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.

MASSACHUSETTS STANDARDS

Grades 9-12

History and Language arts

Standards for History and Social Science Practice

- Demonstrate civic knowledge, skills, and dispositions.
- Develop focused questions or problem statements and conduct inquiries.
- Organize information and data from multiple primary and secondary sources.
- Analyze the purpose and point of view of each source; distinguish opinion from fact.
- Evaluate the credibility, accuracy, and relevance of each source.
- Argue or explain conclusions, using valid reasoning and evidence.
- Determine next steps and take informed action, as appropriate.

Topic 1: Absolute power, political revolutions, and the growth of nation states, c. 1700-1900

HSS.WHII.T4.02

f. the Armenian genocide

Language Arts Grades 9-10

Reading | Key Ideas and Details

R.PK-12.1

Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.

R.PK-12.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

R.PK-12.3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Reading | Range of Reading and Level of Text Complexity

RI.9-10.10

Independently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course. See more on [qualitative and quantitative dimensions of text complexity](#).

Writing | Research to Build and Present Knowledge

W.PK-12.7

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.PK-12.8

When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.PK-12.9

Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

Speaking and Listening | Comprehension and Collaboration

SL.PK-12.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Reading in History and Social Science | Key Ideas and Details

RCA-H.9-10.1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information

Reading in History and Social Science | Craft and Structure

RCA-H.9-10.4

Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

Knowledge and Ideas

RCA-H.9-10.8

Assess the extent to which the reasoning and evidence in a text support the author's claim.
Reading in History and Social Science | Range of Reading and Level of Text Complexity

RCA-H.9-10.10

Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. See information on qualitative and quantitative dimensions of text complexity.

Writing in the Content Areas | Production and Distribution of Writing

WCA.9-10.4

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

Writing in the Content Areas | Range of Writing

WCA.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

Comprehension and Collaboration

SLCA.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 discipline-specific texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SLCA.9-1.a0.1

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. (See grades 9-10 Reading Standard 1 for more on the use of textual evidence.)

SLCA.9-1.b0.1

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.

Speaking and Listening in the Content Areas | Presentation of Knowledge and Ideas**SLCA.9-10.4**

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, vocabulary, substance, and style are appropriate

CONTACT INFORMATION

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