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# Persuasive Texts Student Edition pages 78–89

## LESSON OVERVIEW

### Objectives

Students will:

- recognize types of persuasive texts and identify their purpose.
- evaluate how an author supports claims with relevant reasons and evidence.
- classify types of evidence an author can use to support an argument.
- recognize opposing arguments and rebuttals.
- identify bias and the use of persuasive techniques.
- recognize the use of persuasive language.

### Discussion Questions

- ▶ What is the purpose of a persuasive text?
- ▶ What are some features of a persuasive text?
- ▶ What is the role of evidence in a persuasive text?

## Differentiation

**Lesson Support** For students struggling to evaluate an argument, provide the following checklist. Have students use the checklist to evaluate an editorial in a local newspaper.

- Is the claim stated clearly in the introduction?
- Are the reasons directly connected to the claim?
- Is there sufficient evidence to support each reason?
- Is there a strong rebuttal to an opposing argument?

If students struggle to identify an opposing argument, have them look for key words, such as *even though*, *although others*, *some people may suggest*. To practice, have them reread paragraph 4 of “Heinrich Schliemann: Father of Archaeology,” circle the key words, and then identify the opposing argument and rebuttal.

### Standards

RI.7.4, RI.7.5, RI.7.6, RI.7.8, RI.7.9,  
SL.7.3, SL.7.4, RH.6–8.8

### Key Terms

bandwagon	persuasive language
appeal	persuasive technique
biased	persuasive text
case study	point of view
claim	propaganda
conclusion	reason
evidence	rebuttal
example	statistic
expert opinion	stereotyping
generalization	
irrelevant	
evidence	
opposing	
argument	

**Lesson Extension** Have students use the information from the two passages and additional research to write and give a speech as Heinrich Schliemann. Have them either pose as Schliemann accepting an award for his accomplishments or defending his record against criticism.

# 1 GETTING THE IDEA

## Persuasive Texts

In this lesson, students will read and evaluate **persuasive texts**. They will learn to identify the author's point of view and evaluate a claim based on the quality of reasons and sufficiency of evidence. Students will also learn to recognize bias and a writer's use of persuasive techniques to influence the audience.

Suggest types of persuasive texts, such as letters to the editor or speeches, and point out how they all state a strong opinion, or **point of view**. Emphasize that persuasive texts, unlike informational texts or stories, try to persuade the audience to think or do something. Ask students to suggest examples they have read recently and identify the claim or opinion. Refer to those examples throughout the lesson to discuss with students the key features of persuasive texts.

Summarize how persuasive texts follow the form of an argument, starting with a **claim**, following with **reasons** and **evidence** to support that claim, and ending with a **conclusion**. Encourage students to draw, label, and complete a flowchart with these elements to show the structure and order of persuasive texts.

▲ **ELL Support** To help students understand the main elements of a persuasive text, have them write claim, reasons, evidence, and conclusion on separate index cards and work with partners to write definitions on the back.

## ► Evaluating Argument

Have students compare and contrast the relevant and **irrelevant evidence** in the chart at the bottom of Student Edition page 78. Both examples relate to reading, but the relevant evidence provides a statistic that supports the reason while the irrelevant evidence is unrelated to how children perform in school.

Then have students read and mark the paragraph at the top of page 79. The first sentence identifies the author's point of view that taxpayer money should not fund public libraries. To help identify the relevant evidence, students should ask, "Does this sentence support the idea that taxpayer's money should not be spent on public libraries?" If the answer is *no*, then the sentence is irrelevant. Students should mark the sentence, "The first library was founded in the city of Philadelphia in 1731" as irrelevant.

## ► Types of Evidence

As students read about the different types of evidence, including **example**, **case study**, **statistics**, and **expert opinions**, be sure they recognize that all of the evidence listed in the chart is relevant evidence that can support the claim in the sample paragraph above the chart.

## ► Rebuttal to Opposing Argument

Emphasize that well-written persuasive texts acknowledge **opposing arguments** and offer a **rebuttal**. Have students read the example at the bottom of Student Edition page 79. Ask, "What counterargument is given in the text?" (Some people disagree with using taxpayer money for libraries.) "What rebuttal does the writer offer?" (Taxpayers who use the library save money.)

## ► Persuasive Techniques

Use the chart to review **persuasive techniques**, such as **propaganda**, **bandwagon appeal**, **generalizations**, and **stereotyping**. Provide sample advertisements, and have students identify the techniques used in them.

## ► Author's Bias

Remind students that persuasive texts may be **biased**. Ask: "What does it mean for a text to be biased?" (The author distorts what or how the information is presented.) "Why are persuasive texts more likely to be biased than other kinds of text?" (They give opinions.) "How can readers decide if a text is biased?" (Think about what the writer has to gain or wants.)

▲ **Common Errors** Students might think that any bias in a persuasive text is bad. Clarify that bias is normal because the author has a strong point of view. Writers must be careful, though, not to overuse persuasive techniques, omit key facts, lie, or distort information just to make a point. Readers must be alert to writers who might get carried away with their claims and must read carefully to identify any of these poor writing choices made by the author.

▲ **Journal Prompt** Complete the following statement to write a claim, reason, opposing argument, and rebuttal: I believe seventh graders should be permitted to \_\_\_\_\_ because \_\_\_\_\_. Some people may argue that \_\_\_\_\_, but \_\_\_\_\_.

## Language Spotlight • Persuasive Language

Have students read the sentences and circle examples of **persuasive language**. They should identify “vote for tyranny,” “destroy our city,” (exaggeration) “recklessly dangerous,” “right,” (strong adjectives) and “care about our city’s future” (sense of urgency). Students should identify the second sentence as having the strongest persuasive language. A sample additional sentence might be: *Bill Sampson is the most honest candidate the city has ever seen!*

## Standards Focus

**Present and Delineate Arguments** To cover standards **SL.7.3** and **SL.7.4**, have students summarize the essay they wrote for question 6 on Student Edition page 89 and read their summaries aloud to the class. Remind them to use appropriate eye contact, adequate volume, and clear pronunciation as they speak. Have audience members take notes so they can later identify the speaker’s claim and the soundness of his or her reasoning in their evaluations.

## 2 COACHED EXAMPLE

### Using the Passage

Students will read a persuasive text about why Heinrich Schliemann should be recognized as the “father of archaeology.” Encourage students to apply the reading skills they learned in **Getting the Idea** to identify the author’s claim, persuasive techniques, opposing argument, and rebuttal.



### Text Complexity Details “Heinrich Schliemann: Father of Archaeology”

#### Qualitative

LOW MIDDLE LOW MIDDLE HIGH HIGH

May have multiple purposes; complex organization; somewhat complex language that is occasionally unfamiliar and overly academic; requires moderate levels of content knowledge; some references to research

**Quantitative** 1080L

**Reader-Text-Task** Although the passage is complex, there is ample evidence to support the reasons for the author’s claim, thus enabling readers to analyze the argument. The reader will be asked to identify the author’s claim, as well as persuasive techniques.

### Answers

1. Students are asked to identify the author’s claim.

C

This sentence supports the claim that Schliemann should be recognized as the “father of archaeology.”

2. Students need to find two examples of persuasive techniques.

Responses will vary. Possible response: “No one can question his devotion to learning and studying new things.” (generalization) “The field of archaeology, and the world, would not be the same had it not been for Schliemann’s contributions as the father of archaeology.” (propaganda)

Students can refer to the chart on Student Edition page 80 for an explanation of the types of persuasive techniques.

3. Students evaluate a statement from the passage.  
B

Choice A is not included in the statement. Choices C and D name a persuasive technique and type of evidence not used in the statement.

4. This item has two parts. First, students identify the opposing argument, and then they identify the rebuttal.

#### Part A C

To find opposing arguments, students can look for key words such as “although,” “some people,” and “even though.”

#### Part B D



**Using the Passage**

Students will complete the **Lesson Practice** independently. The **Reading Guide** helps students monitor their comprehension while they read and apply the skills and strategies they learned in this lesson. Students can take notes in the margins, mark up the text, or think about key ideas.

**Text Complexity Details**

**"Heinrich Schliemann: Archaeological Con Artist"**

**Qualitative**

LOW MIDDLE LOW **MIDDLE HIGH** HIGH

Multiple purposes; some explicit connections between ideas, language that is complex and generally unfamiliar; overly academic; requires domain-specific content knowledge; few references to outside ideas

**Quantitative** 1150L

**Reader-Text-Task** Many of the paragraphs are short, with a consistent structure that allows readers to take in the content in smaller chunks. Transitions enable readers to follow the logic of the passage. The reader will be asked to analyze the structure, identify the use of persuasive techniques, and evaluate evidence.

**Answers**

- Responses will vary. Possible responses: (1) "His personal motivations trumped any desire to follow the appropriate procedures one should uphold as a scholar or archaeologist." (2) "Worst of all, Schliemann often lied about the date of the discovery, and he did this to cover up the thievery of some of the treasure." (3) "Although supporters of Schliemann may claim that he was a pioneer of archaeology who 'discovered' Troy, perhaps they too have fallen for Schliemann's fabricated stories he spun to glorify himself."
- Responses will vary. Possible response: The author begins the argument by stating his claim—"Heinrich Schliemann, the man who some call the father of archaeology, was more of a money-hungry treasure seeker than he was an archaeologist." He then organizes his argument in chronological order to show how the events of Schliemann's life support the claim. The supporting paragraphs build on each other by showing how Schliemann lied in his earlier life,

took information from others to decide where to excavate, then used poor methods to excavate Troy, and stole treasures and lied about them.

- B, C
- Responses will vary. Possible response: The author sufficiently showed enough holes in Schliemann's stories to support the idea that he was a liar who cared more about discovering treasures than about finding and preserving historical artifacts. Examples of text evidence to show this are: "Calder and Traill believe that Schliemann's early interest in archaeology was exaggerated and that he falsified information to obtain a U.S. citizenship," "For one, his story changed later in his life to say the treasure was found on or inside the wall of Troy, when really it was found outside the wall." and "He smuggled some of his findings out of Troy."
- Part A** B  
**Part B** A, C
- Responses will vary. Refer to the scoring rubric on p. xxiv. Top-scoring students responses should:
  - analyze each author's claim and how it is supported with reasons and evidence.
  - compare and contrast the evidence provided in each passage.
  - compare and contrast how each author interprets the facts related to the topic.
  - include textual evidence from each passage to support the response.
  - express ideas clearly and concisely.
  - use correct spelling, grammar, capitalization, and punctuation.

# Persuasive Texts

## 1 GETTING THE IDEA

A **persuasive text** attempts to persuade, or convince, readers to accept a certain view or take a specific action. Persuasive texts include speeches, arguments, editorials, letters to the editor, and opinion blog posts.

In persuasive writing, **point of view** refers to the author's unique set of ideas and opinions about a topic or issue. Most persuasive texts take the form of an **argument**, in which the author supports his or her position with logical reasoning and evidence.

Persuasive texts are often organized using the following structure.

- An **introduction**, which states the **claim**, or main point the writer is trying to make
- Supporting paragraphs with reasons and evidence
  - **Reasons** are statements that tell readers why they should believe the claim.
  - **Evidence** includes the facts, examples, or other data used to back up the reasons.
- Statement of opposing argument, with a rebuttal
- A **conclusion**, which restates the claim, summarizes the main points, and makes a concluding statement

### Evaluating Argument

Identifying and evaluating reasons and evidence can help you determine how well an author supports a claim. Reasons and evidence should be clear, relevant, and directly connected to the claim. There also should be sufficient, or enough, evidence to show why readers should believe what the author is saying.

**Irrelevant evidence**, or evidence that is not directly connected to the claim, weakens the effectiveness of the author's claim. Look at the examples in the chart below. Compare and contrast the relevant and irrelevant evidence.

<b>Reason</b>	Reading at home helps children perform better in school.
<b>Relevant Evidence</b>	A recent study showed that children who read 30 minutes or more per night scored better on reading tests than children who read 20 minutes or less per night.
<b>Irrelevant Evidence</b>	Some children prefer fantasy stories over realistic fiction stories.



Now read the following paragraph. Identify the author's point of view. Circle the sentence that is a reason. Underline a sentence that gives relevant evidence, and draw a line through a sentence that gives irrelevant evidence.

Taxpayers' money should no longer be used to fund public libraries. Brick-and-mortar libraries are no longer necessary because people can access books and research materials online. The first library was founded in the city of Philadelphia in 1731. Today, millions of books, and databases with journals and publications, are available over the Internet. A majority of active readers also have e-reading devices or smartphones on which they can read books.

### Types of Evidence

A persuasive text may include many types of evidence, such as survey and research results and direct quotations. Other types of evidence include the following.

Type of Evidence	Example
<b>example</b>	For example, one library has cleared space for more computers because patrons are demanding more Internet access, not books.
<b>case study</b>	A study by the Information Policy & Access Center at the University of Maryland found that libraries can't keep up with the computer and Internet demand.
<b>statistics</b>	Nearly 78 percent of the U.S. population has Internet access at home.
<b>expert opinions</b>	A career librarian recently debated that libraries were designed to share resources. Now, these resources can be shared online.

### Rebuttal to Opposing Argument

If an author presents only his or her perspective and ignores the other side of an issue, a text may be too one-sided and mislead readers. A good persuasive text includes information about the **opposing argument**, in which an author acknowledges that there is a view different from his or her own. However, the author will then provide a strong **rebuttal**, or **counterargument**, to refute it, effectively dismissing it with support for his or her own claim. For example:

*Although some people disagree with using taxpayer money to fund public libraries, taxpayers who use the library save money. For example, one family who borrows eight books and four DVDs each month can save as much as one thousand dollars a year.*

## Persuasive Techniques

An author may use different **persuasive techniques** to create a certain response from the reader. These techniques generally appeal to the reader's emotions or sense of logic.

Technique	What It Does	Example
<b>propaganda</b>	information that is meant to create fear in readers	Under Sal Morgan's ineffective policies, the crime rate will rise.
<b>bandwagon appeal</b>	implies that "everyone is doing it"	A majority of citizens think Bill Sampson is the better candidate.
<b>generalization</b>	makes a general statement that sounds authoritative	Everyone knows that our citizens cannot afford another tax increase.
<b>stereotyping</b>	a general statement about a group of people	That political party ignores the real issues citizens care about.

## Author's Bias

Since a persuasive text gives opinions, sometimes the arguments presented may be **biased**. The author may distort the information presented to support a personal interest.

To evaluate for possible bias, ask: "What might the author gain from persuading people to change their views?" Most likely, this information will not be stated directly, and you will need to infer it from textual evidence.

## Language Spotlight • Persuasive Language

Authors use **persuasive language**, or words and phrases used to affect how a reader thinks and feels, to strengthen the impact of their argument.

Read the sentences below.

A vote for Sal Morgan is a vote for tyranny. Sal Morgan's recklessly dangerous agenda will destroy our city. If you care about our city's future, then you'll make the right choice and vote for Bill Sampson.

Which sentence includes the strongest persuasive language?

Add another sentence with persuasive language to tell why Bill Sampson is the better candidate.

Read the passage.

## Heinrich Schliemann: Father of Archaeology

Heinrich Schliemann deserves to be recognized as the “father of archaeology.” As a dedicated scholar with a passion for Homer’s works, Schliemann devoted years to discovering and writing about ancient civilizations, including Troy. The field of archaeology was brought to life with his groundbreaking work. Thanks to Schliemann, many other history enthusiasts and scholars were inspired to pursue archaeology as a hobby or a profession. Schliemann truly was a pioneer in archaeology and should be acknowledged for his incredible contributions to the world.

In many ways, Schliemann was a genius. Although his first career was not as an archaeologist, he developed an interest in history and foreign cultures when he was just a child. No one can question his devotion to learning and studying new things. Skilled at learning new languages, Schliemann became fluent in thirteen languages, including ancient and modern Greek.

It is said that his first awareness of the city of Troy came from a history book his father gave him as a present. Later, he would read Homer’s *The Iliad* and *The Odyssey*, and his fascination for the legendary city would increase even more. Homer’s classic works tell epic stories about the events during and after the Trojan War. Most people assumed that like the Greek myths described in the tales, the city itself was also a myth. But Schliemann had faith in the city’s existence and believed that the descriptions were too specific to be the stuff of fiction.

Even though some people claim Schliemann was motivated by greed, he cared more about the city of Troy than any person in history. At the age of forty-six, Schliemann decided to focus his life on archaeology and the pursuit of finding Homeric Troy. He had accumulated great wealth through his success as a businessman and decided to dedicate his time to this new career. Why would he need to look for treasure in an ancient city when he already had plenty of wealth? Rather, his interest was driven by a fascination with the mythic city he first loved as a child.

No one can doubt that Schliemann worked hard to accomplish his goals. He prepared for his exploration by visiting different countries and studying archaeology in Paris. Then, after theorizing about where the city of Troy actually was, he began to excavate. What he found in 1873 was evidence of an ancient city along with a collection of gold jewelry. Schliemann claimed that the city was the city of Troy and the gold was the treasure of Priam, a king mentioned in Homer’s *The Iliad*.

These discoveries prove that Schliemann should be recognized as a great archaeologist. Despite any doubts that some scholars had about the city, the vast majority of the public accepted the idea that the discovered city was the real Troy.

Yet the discovery of Troy was just the beginning of Schliemann's greatness as an archaeologist. In the next ten years, he would continue to make discoveries, including another ancient city. Schliemann seemed to have a sixth sense of knowing where to dig for sites. Even modern archaeologists with advanced equipment rarely have the type of repeated success that Schliemann had.

Even though many modern archaeologists and scholars criticize Schliemann's approach as an archaeologist, they forget that he was excavating at a much earlier time. There were no universally accepted rules of excavation in the late 1800s. Schliemann's dig was also the first for a large, human-made mound on land. Considering these factors, Schliemann should be complimented, not insulted, for his archaeological work. He helped set the standard for what would and would not be accepted for fieldwork.

Schliemann truly paved the way for modern archaeology and should be recognized for his innovative techniques and the discovery of Troy. The field of archaeology, and the world, would not be the same had it not been for Schliemann's contributions as the father of archaeology.

**Answer the following questions.**

- 1 Which of the following **best** summarizes the author's claim?
  - A. Heinrich Schliemann received much attention for his discoveries.
  - B. Heinrich Schliemann was a gifted historian.
  - C. Heinrich Schliemann should be recognized for his archaeological work.
  - D. Heinrich Schliemann spoke many foreign languages.
  - E. Heinrich Schliemann should not be criticized for his work.

**Hint** Think about the main point the author is trying to make. Remember that an author usually states the claim in the introduction and reaffirms it in the conclusion.

- 2 Write two sentences from the passage that show examples of persuasive techniques.

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**Hint** Look for places in the text where the author makes general statements that sound authoritative but cannot be proved. Also, find a sentence where the author addresses the reader.

- 3 Read the following statement from the passage.

**These discoveries prove that Schliemann should be recognized as a great archaeologist.**

Which of the following is **true** about this statement?

- A. The author claims that Schliemann proved the existence of Troy.
- B. The author uses false reasoning to make a statement that is not completely true.
- C. Stereotyping is used to make a general statement about archaeologists.
- D. The statement gives an expert opinion as evidence.

**Hint** Look closely at the author's word choice in this sentence. Notice how the author uses certain words to exaggerate the argument so that it sounds factual and authoritative.

- 4 The following question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

Which of the following statements shows how the author addresses the opposing argument?

- A. Although his first career was not as an archaeologist, he developed an interest in history and foreign cultures when he was just a child.
- B. Most people assumed that like the Greek myths described in the tales, the city itself was also a myth.
- C. Even though many modern archaeologists and scholars criticize Schliemann's approach as an archaeologist, they forget that he was excavating at a much earlier time.
- D. He helped set the standard for what would and would not be accepted for fieldwork.

**Part B**

Which of the following shows how the author offers a rebuttal to the opposing argument you chose in Part A?

- A. It is said that his first awareness of the city of Troy came from a history book his father gave him as a present.
- B. But Schliemann had faith in the city's existence and believed that the descriptions were too specific to be the stuff of fiction.
- C. He prepared for his exploration by visiting different countries and studying archaeology in Paris.
- D. There were no universally accepted rules of excavation in the late 1800s.

**Hint** Remember that authors of persuasive texts generally acknowledge an opposing view and then offer information that refutes, or opposes, it. A rebuttal explains why the opposing view is unfair or inaccurate.

Use the Reading Guide to help you understand the passage.

## Heinrich Schliemann: Archaeological Con Artist

### Reading Guide

What is the author's claim?

Notice how the author uses strong adjectives and nouns to describe Schliemann. How does this affect the portrayal of Schliemann and what readers learn about him?

How does the author include expert opinions?

Heinrich Schliemann, the man who some call the father of archaeology, was more of a money-hungry treasure seeker than he was an archaeologist. Schliemann did dig at a site and find ruins of an ancient city. But his claims about this discovery were partially falsified and completely over-glorified. Not only did he not discover the real city of Troy from Homer's works, but he also demonstrated poor excavation practices and stole artifacts. Schliemann should not be remembered as anything but a villain. He deceived both the general public and the archaeological field.

First and foremost, an examination of many of Schliemann's claims will show that he was a pathological liar. Professors William Calder and David Traill investigated some of the statements about Schliemann's life and found that the man was a liar. Calder and Traill believe that Schliemann's early interest in archaeology was exaggerated and that he falsified information to obtain a U.S. citizenship.

However, most people can agree that Schliemann's interest in Troy was partly fueled by Homer's *The Iliad* and *The Odyssey*. And really, anyone who has any interest in Troy, even to this day, turns to those books to feed that curiosity. While popular opinion did view the city's existence as implausible, Schliemann was not the only person who believed it was real.

In fact, Schliemann did not even identify where to dig for the city. Although some accounts state that Schliemann closely studied Homer's writings to pinpoint the place to excavate for Troy, they are not accurate. Many other scholars had previously identified the site of Troy, including an English archaeologist named Frank Calvert. As the owner of part of the site, Calvert asserted that the ancient city of Troy was buried under a hill called Hisarlik. Then Schliemann simply used that information to choose the place where he would excavate. As a wealthy businessman, Schliemann had the necessary funds to put together an archaeological dig, albeit a rushed and haphazard one. His fortune allowed him to retire at a young age and pursue archaeology as an interesting hobby.



## Reading Guide

Look at the quote the author includes. How does this quote support the author's claim?

Why is there so much debate over Schliemann's discoveries?

What lies did Schliemann tell about "Priam's Treasure"?

Notice how the author acknowledges some claims from the opposing view but then refutes them with support for his or her own claim.

One expert on Schliemann, D. F. Easton, writes that Schliemann "came into archaeology in an intuitive rush, in a mid-life crisis, and the scholarship, reasoning, and excavation technique all had to be developed later." This is a perfect statement to describe Schliemann's leap into archaeology. His personal motivations trumped any desire to follow the appropriate procedures one should uphold as a scholar or archaeologist. Granted, the science of archaeology may have been new at the time of Schliemann's work, but he still made mistakes that were obviously unacceptable. Because he believed that Troy was at the bottom layers of the hill where he was digging, he just dug straight down without any regard for the layers he was plowing through. He did not carefully investigate the ruins he was sorting through, nor did he properly record his findings.

Although Schliemann later wrote several books about his discoveries, the information he included is highly debated. There is great disagreement over whether Schliemann accurately represented when and where he found certain ruins and treasures. One of the most controversial of Schliemann's findings is what he called "Priam's Treasure." Priam was a king from Homer's tales, and Schliemann assigned his name to a collection of jewelry and other valuable artifacts he found during one of his first digs. There is tremendous doubt over the information about the collection because Schliemann lied about it on several occasions. For one, his story changed later in his life to say the treasure was found on or inside the wall of Troy, when really it was found outside the wall. He also falsely claimed that his wife was there to witness the discovery. Later, pictures surfaced of his wife wearing some of the gold jewelry, but other reports from people who knew him and his wife confirmed that she was elsewhere at the time of the discovery.

Worst of all, Schliemann often lied about the date of the discovery, and he did this to cover up the thievery of some of the treasure. He smuggled some of his findings out of Turkey. The Turkish authorities were angered by this theft and brought a lawsuit against him.

## Reading Guide

How does the author continue to recognize an opposing argument?

What makes the last paragraph a strong conclusion?

Look closely at the words used in the conclusion. What types of persuasive language and techniques does the author use?

Does the author sufficiently support the claim? Is the passage convincing?

In the years after Schliemann's discovery, other archaeologists continued to explore the excavation site. These archaeologists more properly identified and labeled the different layers of the site to correspond to different time periods in Troy's history. They also determined that the layer of Troy Schliemann found was not the Troy of Homer's tales. Rather, the ruins Schliemann uncovered were from an early time period many years before the Trojan War.

Although supporters of Schliemann may claim that he was a pioneer of archaeology who "discovered" Troy, perhaps they too have fallen for Schliemann's fabricated stories he spun to glorify himself. In reality, Schliemann was a liar, a con artist, and a thief. More importantly, he was not a skilled archaeologist who cared about studying and preserving history for the future. His shady practices of archaeology would not be tolerated in today's archaeological world, nor can they be excused because they occurred in a different time. Archaeological equipment and standards may have improved since the 1800s, but decent human behavior has always been the same. Lying, cheating, and stealing should not be excused for the sake of historical importance. Yes, Schliemann may have taken information from others and used his wealth to dig at the site of Troy, but beyond that, he deserves no recognition. If anything, his dishonest practices and writings should be used as an example of what not to do in the field of archaeology.

### Answer the following questions.

- 1 Circle **three** sentences in the passage that show strong persuasive language.

- 2 Describe the structure the author uses to organize his or her argument. How do the paragraphs build on each other to provide support for the claim? Use details from the passage to support your response.

Write your answer on the lines below.

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- 3 Which of the following **best** support the author’s view that Schliemann was a liar and a thief? Choose **all** that apply.

- A. Granted, the science of archaeology may have been new at the time of Schliemann’s work, but he still made mistakes that were obviously unacceptable.
- B. For one, his story changed later in his life to say the treasure was found on or inside the wall of Troy, when really it was found outside the wall.
- C. He smuggled some of his findings out of Turkey.
- D. These archaeologists more properly identified and labeled the different layers of the site to correspond to different time periods in Troy’s history.
- E. More importantly, he was not a skilled archaeologist who cared about studying and preserving history for the future.

**Answer the following questions about both passages in this lesson.**

- 4** Evaluate and explain whether or not the author of “Heinrich Schliemann: Archaeological Con Artist” included sufficient evidence to support the claim. Use details from the passage to support your response.

Write your answer on the lines below.

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- 5** The following question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

Which sentence from “Heinrich Schliemann: Archaeological Con Artist” includes a statement about the opposing argument?

- A.** However, most people can agree that Schliemann’s interest in Troy was partly fueled by Homer’s *The Iliad* and *The Odyssey*.
- B.** Although some accounts state that Schliemann closely studied Homer’s writings to pinpoint the place to excavate for Troy, they are not accurate.
- C.** Although Schliemann later wrote several books about his discoveries, the information he included is highly debated.
- D.** In the years after Schliemann’s discovery, other archaeologists continued to explore the excavation site.

**Part B**

Which sentences from “Heinrich Schliemann: Father of Archaeology” relate to the opposing argument you chose in Part A? Choose **all** that apply.

- A.** Then, after theorizing about where the city of Troy actually was, he began to excavate.
- B.** In the next ten years, he would continue to make additional discoveries, including another ancient city.
- C.** Schliemann seemed to have a sixth sense of knowing where to dig for sites.
- D.** There were no universally accepted rules of excavation in the late 1800s.

- The authors of “Heinrich Schliemann: Father of Archaeology” and “Heinrich Schliemann: Archaeological Con Artist” present very different views of Heinrich Schliemann. Analyze how each author presents a claim about Schliemann and the reasons and evidence used to support that claim. Compare and contrast the evidence provided in each passage and how each author interprets the facts related to Schliemann’s life and work as an archaeologist. Use details from both passages to support your response.

Write your response on the lines below.

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