**Subject area/course**: ELA/Senior English – Diversity Literature

**Grade level/band**: 12

**Task source**: New Hampshire Task Bank; Author: Lauren Petraitis

**Creative Writing - Disabilities**

**TEACHER'S GUIDE**

1. **Task overview**:

In order to address the essential question “How do writers convey/communicate a person’s experience with a disability through creative writing?” students will:

* Compose a multi genre creative writing collection of their choice that includes at least 3-4 pieces (memoir, short story, poems, diary entries, other) to emulate the experience of a disability.
* Write a one-page analysis of their multi genre creative writing collection explaining the genres of writing that they used and how they helped to convey the experience of that particular disability.

1. **Aligned standards:**
2. **Primary Common Core State Standards**

**CCSS.ELA-LITERACY.RI.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**CCSS.ELA-LITERACY.W.11-12.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.11-12.3.B** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

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

1. **Secondary Common Core State Standards**

**CCSS.ELA-LITERACY.W.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

1. **Critical abilities**

**Research:** Conduct sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, and demonstrate understanding of the subject under investigation. Gather relevant information from multiple authoritative print and digital sources, use advanced searches effectively, and assess the strengths and limitations of each source in terms of the specific task, purpose, and audience.

**Communication in Many Forms:** Use oral and written communication skills to learn, evaluate, and express ideas for a range of tasks, purposes, and audiences. Develop and strengthen writing as needed by planning, revising, editing, and rewriting while considering the audience.

**Use of Technology:** Present information, findings, and supporting evidence, making strategic use of digital media and visual displays to enhance understanding. Use technology, including the Internet, to research, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information.

1. **Other standards**

*New Hampshire Competencies*

*Writing Narrative:* Students will demonstrate the ability to effectively apply narrative strategies for a variety of purposes and audiences.

*Writing Process*: Use the revision process to write for a variety of purposes and audiences using appropriate form, voice, and mechanics.

1. **Time/schedule requirements:**

This task is estimated to take 5-7 days.

1. **Materials/resources:**

* Introductory research (see links below) that show different disabilities
* Access to scholarly databases (or Google Scholar) to conduct in depth research on selected disability
* Copy of Johnny Got His Gun
* Anchor examples of what a multi-genre collection looks like:
  + <http://www.users.miamioh.edu/romanots/mgrpapers.htm>
  + <http://writing.colostate.edu/gallery/multigenre/introduction.htm>

1. **Prior knowledge:**

This task was designed with the intention of students completing it in spring of 12th grade. Students should know tone, voice, style, sensory detail, and information on disabilities before completing the final task assignment.

1. **Connection to curriculum:**

* Could have connections to broader concepts of writing narrative & writing process

1. **Teacher instructions:**

* Using the following and similar websites, students conduct cursory research to learn about disabilities. Through this they will narrow it down to one disability that will be the focus of their project: (one class period)
  + - * <http://www.worldbank.org/en/topic/disability/overview>
      * <http://www.cdc.gov/ncbddd/disabilityandhealth/disability.html>
      * <http://www.disabilityaction.org/centre-on-human-rights/human-rights-and-disability/united-nations-convention-on-the-rights-of-persons-with-disabilities/>
      * <http://www.un.org/disabilities/convention/convention.shtml>
* Using a vetted database, students conduct scholarly research on selected disability (two class periods)
  + - Students write a brief proposal for their collection in which they connect their findings from research with their ideas for their multi-genre creative writing collection and how they believe their collection will convey the experiences of life with the disability
    - Discussion on Johnny Got His Gun
* Drafting the multi genre pieces
* Conference/final drafts- two classes
* Cross disciplinary presentations: students will present 2-3 pieces and and overview of their multi genre collection to a psychology class or to underclassmen.

1. **Student support:**

Possible Accommodations:

* Extra time
* Alternate setting for work
* Shortened assignment

1. **Extensions or variations:**

None provided.

1. **Scoring:**

Student work can be scored using the CCSS Writing Rubric 4 at the following link:

<http://www.schoolimprovement.com/docs/Common%20Core%20Rubrics_Gr11-12.pdf> (also provided as a PDF as part of these task materials).