**Subject area/course**: English/Language Arts

**Grade level/band**: 9

**Task source**: Colorado Content Collaborative in Reading, Writing, and Communicating/Colorado Department of Education

**Uncovering Context**

**TEACHER'S GUIDE**

1. **Task overview**:

Students will create a multi-genre text that expresses their perspective on a theme of inequity they have studied through the unit. Teachers may help guide student choice in the multi-genre pieces that come together to form the whole. Students will have their choice of the various genres: poetry, informational text, infographic, visual representation, personal narrative, argument. In addition, teachers may want to secure a place to post student work in the school and community.

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

CCSS.ELA-LITERACY.WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-LITERACY.WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.SL.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 grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

 CCSS.ELA-LITERACY.SL.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, substance, and style are appropriate to purpose, audience, and task.

 CCSS.ELA-LITERACY.SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

1. **Critical Abilities**

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.

1. **Other standards**

*Colorado Academic Standards:*

* RWC10-GR.9-S.1-GLE.1
* RWC10-GR.9-S.1-GLE.2
* RWC10-GR.9-S.2-GLE.1
* RWC10-GR.9-S.2-GLE.2
* RWC10-GR.9-S.3-GLE.1
* RWC10-GR.9-S.3-GLE.2
* RWC10-GR.9-S.3-GLE.3
* RWC10-GR.9-S.4-GLE.1
* RWC10-GR.9-S.4-GLE.2
1. **Time/schedule requirements:**

This task will take approximately 2-3 weeks to complete. Teacher discretion should be used. Schedule time for research, collaborative work, and construction of multi-genre paper.

1. **Materials/resources:**
* Note-taking materials (matched to school’s writing process/curriculum)
* Variety of print materials/digital resources
1. **Prior knowledge:**
* Students must have a clear understanding of individual genres and their components.
* Note taking format
1. **Connection to curriculum:**

NOTE: This task is the culminating activity in a unit developed by the Colorado Content Collaborative in Reading, Writing, and Communicating. In this 4-6 week unit, [Uncovering Context](http://www.cde.state.co.us/standardsandinstruction/rwc9-uncoveringcontext-pdf), students will read an extended anchor text (e.g., To Kill a Mockingbird) exploring various themes: race, gender, age, etc. As they progress through the unit, students will read a variety of texts on the issues raised. The non-fiction/informational texts range from news reports, research, and infographics to opinion pieces, murals and art work, poems, and short stories. Students will analyze this rich variety of texts so they can understand that writers use different modes, genres, and techniques to express their perspectives on given issues. Class discussions will allow students to explore how different contexts impact our perspectives and how we write about issues or themes in the world around us. The unit will culminate with students writing a multi-genre text expressing their own perspective on an issue of inequity relevant to them.

The Uncovering Context unit can be found here; numerous links to supplemental materials are provided : <http://www.cde.state.co.us/standardsandinstruction/rwc9-uncoveringcontext-pdf>

1. **Teacher instructions:**

Prior to beginning the unit, students will have completed study of the anchor text.

Students will meet in small groups to identify issues of inequity presented in the text: race, gender, economics or other themes.

The teacher will provide a variety of sources relating to these themes: informational texts, graphics, visuals, poetry, short stories etc. The teacher will show how these multiple modes develop the themes.

Using research, students will select a theme and find additional sources representing multiple modes/genres that support their theme.

The teacher should schedule benchmark conferences to monitor student progress toward completion of the task and redirect if necessary

Students will create a multi-genre project of their choice demonstrating the use of their theme in a variety of formats. These projects may include writing, media, visual text. They will then create a persuasive essay proving that context (historical era, audience, mode etc.) shapes presentation of a social issue.

Collect student notes, data, and citing of sources; persuasive multi-genre paper.

1. **Student support:**

Accommodations determined according to individual student need.

Possible accommodations include:

* Texts on tape
* Scribe
* Cloze paragraph structure
* Graphic organizers structured for note taking
* Outline for debate format
* Extended time
1. **Extensions or variations:**

Alternative texts may be used:

* Grapes of Wrath
* Master Harold . . . and the Boys
* The Secret Life of Bees
* Bury My Heart at Wounded Knee
1. **Scoring:**

Student work can be scored using the Uncovering Context rubric.