**Subject area/course**: Integrated English Language Arts & Social Studies

**Grade level/band**: Grade 5-6

**Task source**: Stanford Center for Assessment, Learning, & Equity (SCALE); Author: Gerald Reyes

**Untold Encounters: Counternarratives of “Exploration”**

**STUDENT INSTRUCTIONS**

1. **Task context**:

1. ESSENTIAL QUESTIONS:

* What are the costs of “exploration?”
* Who decides how we learn about and understand “exploration?”
* How can counternarratives help retell the story of “exploration?”

2. TASK SCENARIO:

Throughout history, people who have been called “explorers” have been associated with making discoveries and changing the way others view the world. Stories of their journeys have turned them into heroes who found new trade routes, created new maps, gained land and wealth for their home countries, and inspired other explorers. Yet, what some might call the “Age of Exploration,” others might call the “Age of Conquest and Colonization.” The difference lies in who is doing the “exploring,” who/what is being “explored,” who is telling the story of exploration, and who has been silenced.

Captain James Cook was credited as being the first westerner to ever set foot on the Hawai’ian islands. Because there have journals written from Captain Cook and his crew, much of the story of this encounter has been written from their perspective. What would the story be like if it was told from the perspective of a native Hawai’ian child? How might that child experience the impact of Captain Cook’s arrival years later as an elder?

1. **Final product**:

For this performance task, you will create a picture book written from the perspective of an Hawai’ian girl or boy telling the story of the encounter and impact of Captain James Cook with the people of Hawai’i. You will share your book at our very own Book Release Party.

**Additional Information**

1. **Knowledge and skills you will need to demonstrate on this task:**

READING LITERATURE

* I can recognize the literal and figurative ways in which meaning is constructed in a literary text.

SPEAKING AND LISTENING

* I can participate in a collaborative discussion, recognizing others’ ideas and expressing mine clearly.

RESEARCH

* I can conduct a short research project that uses several sources to build knowledge through investigation of different aspects of a topic.

WRITING

* I can construct a narrative to develop a real or imagined experience or event using effective literal and figurative technique, well-chosen details, and well-structured event sequences.
1. **Materials needed:**
2. *Encounter* by Jane Yolen
3. *A Young People’s History of the United States* by Howard Zinn
4. Thinking Maps ® - <http://thinkingmaps.com/thinking_maps_common_core.php>
5. 6 L’s of Colonialism framework and graphic organizers (see Appendix 2)
6. Reading Like a Historian: <https://sheg.stanford.edu/rlh>
7. Socratic Seminar - <https://www.engageny.org/file/2331/download/socratic_seminar_protocol_el_012612.pdf>
8. Note-taking organizers for conducting research (several resources available on the internet)
9. Making anchor charts - <https://www.engageny.org/sites/default/files/resource/attachments/anchor_charts.pdf>
10. Written and media texts on Captain Cook:
	1. <http://www.hawaiihistory.org/index.cfm?fuseaction=ig.page&PageID=266>
	2. <https://www.youtube.com/watch?v=2yXNrLTddME>
	3. <https://www.youtube.com/watch?v=7da0LxBwqU4>
	4. <http://en.wikipedia.org/wiki/James_Cook>
	5. <http://www.history.com/this-day-in-history/cook-discovers-hawaii>
11. Book making formats and ideas (several resources available on the internet)

Optional (for more deeper Social Studies content):

1. Propaganda art on Hawai’ian colonization or American Imperialism: <https://sites.google.com/a/hawaii.edu/ndnp-hawaii/Home/historical-feature-articles/political-cartoons>
2. *Rethinking Columbus* by Rethinking Schools
3. **Time requirements:**

READING: 4 days

SPEAKING & LISTENING: 2 days

RESEARCH: 4 days

WRITING & BOOKMAKING: 10 days

**TOTAL TIME: 20 days**

1. **Scoring:**

Your work will be scored using the Untold Encounters Task Rubric (adopted from the Literacy Design Collaborative). You should make sure you are familiar with the language that describes the expectations for proficient performance.