

MULTI-GENRE PROJECT:
Reflections on *Roll of Thunder, Hear My Cry* by
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6th Grade Advanced ELA

Author's Name:

Assignment Summary:

A multi-genre project comes about from research, opinion, experience, and your imagination. This paper has three parts: an argumentative piece, an informational inquiry piece from your group work, and a narrative fictional writing piece. All three assignments are outlined in this packet, and all three are to be turned in for the “best drafts” submission round. Here is an overview of the the three genres:

- Argumentative: An academic five-paragraph paper on a chosen topic
- Informational: Inquiry groups will research and present on a chosen line of inquiry.
- Narrative: A deleted scene from *Roll of Thunder, Hear My Cry* will be created by you!

Purpose:

The purpose of this assignment is to observe how you can respond to a piece of literature through a variety of genres. Purposes by genre:

- Argumentative: Argue a topic using evidence from the text
- Informational: Analyze questions and research answers
- Narrative: Entertain audiences with a deleted scene from the book

Role:

You are an author writing in a variety of genres.

Audience:

Interested adults as well as your peers will be reviewing your work. We will also provide a brief presentation of work in your small inquiry groups.

Form:

You will be creating a multi-genre project. Each genre of writing will have its own guidelines for submission.

Argumentative Full Draft FCA’s:

- FCA #1: Topic Sentences Connect to Reasons in Claim (10)
- FCA #2: Introduce, Cite, and Explain all Quotations/Evidence (10 points)
- FCA #3: Third Person Only (10/-2 points)

Informational Presentation Graded Using Rubric (See informational section).

Narrative Full Draft FCA’s:

- FCA #1: 300 Words
- FCA #2: Snapshot AND Thoughtshot
- FCA #3: Clear sequence of events

Argumentative Writing Procedures:

Prior to Starting Our Argumentative Writing We Will:

1. See quality examples of past argumentative papers.
2. Create argumentative essay brace map outline.
3. Pick topic.
4. Review argumentative essay vocabulary terms.
5. Create claim statement.

After Completing All of the Above We Will:

6. Introduction paragraph lesson. Complete an introduction type 3 assignment.
7. Body paragraphs lesson. Body paragraph brace map notes.
8. Outline body paragraphs using boxes and bullets.
9. Complete body paragraphs type 3 assignment.
10. Conclusion paragraph lesson. Complete conclusion type 3 assignment.
11. Create a complete Rough Draft #1 of your argumentative paper (Google Classroom).
12. Revise and Edit
13. Create a complete Rough Draft #2 of your research paper (Google Classroom).
14. Revise and Edit
15. Submit a "best draft" at the end of the revision process (Google Classroom).

Informational Inquiry Project Procedures:

1. Choose a line of inquiry.
2. Join assigned inquiry group. Set group norms.
3. Participate in daily research assignments in small group.
4. Participate in group presentation of inquiry question.
5. Create a one-page write up reflection on information learned in inquiry group.

Narrative Project Procedures:

1. Choose place in storyline to insert a 300-word deleted scene.
2. Outline the five things: Plot, character, conflict, theme and setting.
3. Choose perspective of person telling the story (Cassie or narrator)
4. Review notes on snapshots and thoughtshots.
5. Insert snapshot.
6. Insert thoughtshot.
7. Insert clear beginning, middle, and end.
8. NO AOW: December 10-14 Draft 1 of deleted scene (Google Classroom)
9. NO AOW: December 17-21 Final draft of deleted scene (Google Classroom)

ARGUMENTATIVE SECTION

Step 1: Circle Map of Argumentative Essay Examples

Step #2: Argumentative Essay Brace Map Outline

Step 4: Research Vocabulary-Resources on Quizlet!

1. **background information:** Information that you must give in the introduction to make sure that the reader has enough understanding of the topic to understand why you're writing
2. **body paragraph(s):** The paragraph(s) where you prove and support your claim statement. Number of BP match the points made in the thesis statement.
3. **claim statement:** The last sentence of the introduction; gives the subject, opinion, and sometimes reasons for your essay
4. **concluding sentence example:** Another reason that connects to this evidence is...
5. **concluding/transition sentence:** This is the last sentence in a body paragraph, which summarizes the paragraph and transitions to the next paragraph.
6. **conclusion:** The final (last) paragraph in an essay where you reword your claim statement, finalize and/or summarize what you proved or discussed.
7. **counterclaim:** the opposite of a claim; the side that you would argue against in a debate
8. **evidence:** examples to prove the claim statement; concrete details. has quotation marks and a parenthetical citation.
9. **explanation:** commentary; explain why the evidence proves your claim
10. **first person:** representing you or the person speaking, I/Me/My/Us/We/Mine/Ours/Our NOT ALLOWED IN ESSAY.
11. **hook:** When you get the reader's' attention in the introduction. The first part of an introduction.
12. **Hook, background information and claim:** the 3 main parts of an introduction
13. **introduction:** The first paragraph in an essay-- at least three things must be done in this paragraph.
14. **parts of an essay:** Introduction, Body, and Conclusion
15. **second person:** tour speaking, representing a person or thing being spoken to, You/Yours/Your NOT ALLOWED IN ESSAY.
16. **third person:** outside perspective, standing in for the person or thing that is spoken of, He/She/It/Her/Him/They/Them/His/Hers/Theirs/Its, ALLOWED IN ESSAY
17. **topic sentence:** the first sentence of the body paragraph--one of your reasons from the claim statement
18. **topic sentence, concrete details (evidence), commentary (explanation), and concluding/transition sentence (CS):** What four things must you HAVE in a body paragraph?
19. **topic sentence example:** One of the reasons explains how...
20. **transition words:** for example; in addition; furthermore; finally;

Study online at
https://quizlet.com/_3ziyn1

Step #5: Claim Statement

Claim =Topic + Position on Issue + Reason 1, Reason 2, and Reason 3

Each topic has two different sides. Keep this in mind as you argue your point. Ultimately, as yourself: Why is this important?

Topic:
Position:
1.)
2.)
3.)

Write your claim out in an entire sentence:

Step #6: Introduction Paragraph Lesson and Draft

Introduction Tree Map

Hook

Please write an attention-grabbing line that asks your reader a question or gives them an interesting fact.

Summarize the Issue/Give Background Information

It is important to let the reader know a little something about the issue you are writing about. This is not your point of view; it's just a very brief summary. Think of this as a definition of what you are discussing. If you are writing on a certain subject make sure the reader knows what the subject is. For example a paper on the Underground Railroad would require you to let the reader know what the Underground Railroad was. Never assume the reader understands your topic. It is your job to explain it. You will want to provide an overview of the book in case they have not read *Roll of Thunder, Hear My Cry* before reading your paper. Please write a **BRIEF (2-4 SENTENCES)** summary below.

Create Claim/Thesis/Position Statement

Rewrite your claim with feedback from your teacher.

Step #7: Body Paragraphs Brace Map Outline/Notes

Step #8 and #9: Body Paragraphs Boxes and Bullets (PLANNING)

Introduction will be a separate type 3 and body paragraphs will be a separate type 3-use this page to PLAN for your body paragraphs

The BOXES are for your reasons. The BULLETS are to help you find support for that reason. I often put the page numbers for my evidence in the circle of the bullet to make it more organized.

Reason #1 from Claim:

Topic Sentence:

Introduce Your Evidence (Signal Phrase):

Evidence from Book:

Page # _____

Reasons from Your Mind to Explain Evidence/Explain the Reason further:

Transition:

Reason #2 from Claim:

Topic Sentence:

Introduce Your Evidence (Signal Phrase):

Evidence from Book:

Page # _____

Reasons from Your Mind to Explain Evidence/Explain the Reason further:

Transition:

Reason #3 from Claim:

Topic Sentence:

Introduce Your Evidence (Signal Phrase):

Evidence from Book:

Page # _____

Reasons from Your Mind to Explain Evidence/Explain the Reason further:

Transition:

PROMPTS FOR PUSHING BODY PARAGRAPH WRITING:

Add these prompts in your support paragraphs to make your writing more interesting or these words!

For example...

Another example is...

To add on...

This is important because...

Another reason is...

This connects with...

On the other hand...

This is similar to...

This is different from...

Many people think...

Verbs for Introducing Summaries and Quotations	Commonly Used Words for Transitions
<ul style="list-style-type: none"> • argue • assert • believe • claim • emphasize • insist • suggest 	<ul style="list-style-type: none"> • accordingly • as a result • consequently <ul style="list-style-type: none"> • since • then • therefore • hence

What does it mean to ICE?

Introduce

Cite

Explain

Templates for Explaining Why Your Claim Matters

- X matters/is important because _____
- Ultimately, what is at stake here is _____
- These conclusions have significant applications in _____ as well as _____

Templates for Introducing Quotations

- X states, " _____ "
- According to X, " _____ "
- X agrees/disagrees when she writes " _____ "

Templates for Explaining Quotations

- Basically, X is saying _____
- In other words X believes _____
- X's point is that _____

Step #10: Conclusion Paragraph Lesson and Draft

Conclusion Tree Map

INFORMATIONAL SECTION

Step #1: Choose Your Inquiry!

Directions: In order to understand the book, choose a line of inquiry that you think you would be the most interested in learning more about. This project will help you prepare for your multi-genre paper, and it will also help you develop good questioning skills. You will be researching a line of inquiry with other members in the class. You will present your findings on Google Slides as a group. You will include your findings in your multi-genre paper.

Inquiry Question(s)	Connection to Text	Signpost (Literary Analysis)	Historical Significance	Current Event Significance
OPTION 1: What is the KKK? How prevalent is this group today?	-Attacks from nightriders -Berry burning -Papa getting shot -TJ hurt and jailed/killed	Again and Again: Why might the author bring this up again and again?	-Post Civil War Reconstruction -Founded in 1866 -History of hate groups in the U.S. -Lynchings	-Status of KKK groups today -Charlottesville Rally of 2017 -Confederate monuments debate
OPTION 2: How did Jim Crow laws end? What evidence of segregation exists still today?	-Jim Crow Laws: The Wallace Store	Tough Questions: What does this question make me wonder about?	-Origin of Jim Crow Laws -History of racial slurs/language -Whites only signs -"Separate, But Equal" -Plessy Vs. Ferguson	-Confederate monuments debate -Civil War lessons vary from state to state
OPTION 3: What options to live did free former slaves have in the 1900's?	-Logans owned their land -Averys were sharecroppers -Harlan Granger wanting the land -TJ on the chain gang	Tough Questions: What does this question make me wonder about?	-End of Civil War -Emancipation Proclamation -13th amendment -14th amendment -Sharecropping -Chain gangs/Mass incarceration	-Labor laws then and now -American farm labor Child labor laws -Mass incarceration today -Youth Prisons
OPTION 4: When and how did schools integrate? Are there still forms of segregation in modern schooling?	-Little Man stomping on textbook -Mama getting fired -Bus riding to school/availability of buses	Again and Again: Why might the author bring this up again and again?	-Brown vs. The Board of Education -Ruby Bridges -Little Rock Nine -Thurgood Marshall -N.A.A.C.P -May 1955 Brown II Ruling -Civil Rights Movement in the 1960s	-Public vs Private schooling -Status of high-poverty schools -Segregation in schools/specific classes -Gender Equality -Other equality concerns
OPTION 5: In what ways do the strategies of the Logan family resemble those of the Civil Rights movement in the 1960s?	-The boycott of The Wallace Store -Bus incident -The incident with Lillian Jean -Papa causes the fire	Contrasts and Contradictions: Why would the character(s) act (feel) this way? Why would the characters choose a path of civil disobedience or peaceful protest as opposed to violence?	-W.E.B Du Bois -Martin Luther King, Jr. -Montgomery Bus Boycott 1955-1956 -Student Nonviolent Coordinating Committee (SNCC) -John Lewis -Voting Rights Act of 1965 -Rosa Parks and Claudette Colvin	-Youth activism -Example: Black Lives Matter movement -Example: Women's March movement -Marley Diaz -Standing for the pledge of allegiance/national anthem debate -Immigration at U.S. borders debates

Research Information:

For all options, please follow these steps on your group's Chromebooks.

>>Go to kalamazoopublicschools.com homepage.

>>Click Departments

>>Click Library Services

>>Click Follett Link

>>Click Maple Street Magnet School of Arts

>>Click Michigan E-Library

>>Click E-Resources

>>>Choose **Brittanica School** OR **World Book Kids**

OPTION 1:

INQUIRY QUESTION: What is the KKK? How prevalent is this group today?

Search Terms: KKK, Ku Klux Klan, Reconstruction

OPTION 2:

INQUIRY QUESTION: How did Jim Crow laws end? What evidence of segregation exists still today?

Search Terms: Jim Crow Laws, Plessy vs. Ferguson, Separate But Equal

OPTION 3:

INQUIRY QUESTION: What options to live did free former slaves have in the 1900's?

Search Terms: The Great Depression, Sharecropping, Emancipation Proclamation

OPTION 4:

INQUIRY QUESTION: When and how did schools integrate? Are there still forms of segregation in modern schooling?

Search Terms: Brown vs. Board of Education, Ruby Bridges, Little Rock Nine

OPTION 5:

INQUIRY QUESTION: In what ways do the strategies of the Logan family resemble those of the Civil Rights movement in the 1960s?

Search Terms: Montgomery Bus Boycott, Voting Rights Act, Rosa Parks, Claudette Colvin

A NOTE ABOUT CITING OR SAYING WHERE YOU GOT YOUR FACTS FROM:

In **Brittanica School**, there is a CITE button with a checkmark, and in **World Book Kids** at the bottom of each article, you get directions on how to cite information. For this project, you must include the title of the article and the name of the database (Brittanica School or World Book Kids) if you use the information in your project.

Example: "An awesome fact I took from an article for my inquiry project" (Title of Article, World Book Kids).

YOU MUST CITE WHERE YOU GOT YOUR INFORMATION FROM!

Step #2: Set Your Group Norms!

There are seven groups with 5-6 members each.

Group Member Name #1: _____

Group Member Name #2: _____

Group Member Name #3: _____

Group Member Name #4: _____

Group Member Name #5: _____

Group Norms Circle Map

Step #3: Daily Inquiry Research Flow Map

Step #3 (Continued): Daily Inquiry Research Flow Map

Step #4 and #5: Group Oral Presentation Rubric :Taken from Readwritethink.org

4	3	2	1
All group members participate equally.	All group members participate.	Some group members participate.	Only 1 or 2 group members participate.
Group members help each other as needed.	Group members help each other as needed.	Some group members speak clearly and are easy to understand.	Most group members are hard to understand.
All group members speak clearly and are easy to understand.	Most group members speak clearly and are easy to understand.	Some group members speak clearly, but are difficult to understand.	Only 1 or 2 group members speak and can be understood.
All group members speak to the entire audience.	Most group members speak to the entire audience.	Group members speak to only part of the audience.	Most group members speak only to part of the audience.
Information is presented in an organized way.	Information is presented in an organized way.	Information may be only partially organized.	Information is presented in a disorganized way.
Oral presentation includes many details.	Oral presentation includes some details.	Oral presentation includes few details.	Oral presentation includes few or no details.
Presentation is visually organized and complete.	Presentation is organized and complete.	Presentation is complete.	Presentation is disorganized or incomplete

NARRATIVE SECTION

Step #1: Brainstorm place to add deleted scene.

Chapter #	Brainstorm
Chapter 1:	
Chapter 2:	
Chapter 3:	
Chapter 4:	
Chapter 5:	
Chapter 6:	
Chapter 7:	
Chapter 8:	
Chapter 9:	
Chapter 10:	
Chapter 11:	
Chapter 12	

Step #2 and #3: Brainstorm FIVE PARTS to your story (Circle Map) Who will be doing the speaking?

Step #4-#6: Review Snapshots. Learn Thoughtshots.

Steps 7-9 will be completed on Google
Classroom

Calendars

DECEMBER 2018						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
25	26	27	28	29	30	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	1	2	3	4	5

Printable Calendars From 123Calendars.Com

JANUARY 2019

Sun	Mon	Tue	Wed	Thu	Fri	Sat
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	1	2

Printable Calendars From 123Calendars.Com