

After different types of exploration of our state, including the most eventful field trip in history, you will create a multi-genre report that responds to our unit question

Why do people live in Idaho?

The bulk of your multi-genre project (MGP) will be five documents, each representing a different genre that helps persuade your audience to your point of view. Aim for a good balance of genres, and be sure that at least three of your documents *directly* use the sources you've gathered from your research. The documents that make up your MGP should show your knowledge, creativity, and ability to persuade your audience toward your central claim.

Documents should be created and organized in order to lead readers through the project, to help them understand your focus and purpose. A series of seemingly unconnected pieces, though they may share a similar topic, will not result in a strong multi-genre project. Instead, readers should experience a sense of cohesion, a sense of connection and transition between each generic document in the project. You can create coherence through transitional pieces between genres, your table of contents, etc.

Start your MGP with a preface. Similar to the preface of a novel, explain a little about your process in putting this report together. Cover what went well, what you had trouble with, challenges and successes, offer insight about why you chose the genres you chose, and why you organized it the way you did. Make it quick but thorough. This piece should come first, but the rest of your report can be arranged in any order that makes sense to you.

The MGP should conclude with an annotated Works Cited page. As you cite sources for each document, your citation approach should be appropriate for each genre. It's a rare ghost story, for example, that includes parenthetical citations! But there are creative ways to ensure that you give credit to the source from which you draw information (e.g., discussing that info in your introduction). Your annotation must include a brief summary of the source's central argument (don't just state the topic of the source; state its claim and significant findings) and a brief discussion of if/how this source might inform your report.

Make good use of your photographs from the Silver City field trip. Your photographs can be scattered throughout, used as background images, or featured as a sort of "art show" for one of your elective genres. However, one of your written pieces must highlight some of your photographs as an integral component for your writing.

Required components of the MGP:

- Personal Response
 - A two- to three-page personal response to this scenario:
 - Your best friend’s family is considering moving away because they want to live somewhere *new* – to experience adventure and novelty that “Idaho can’t provide” because they think this is a boring place with little to offer. How do you persuade them otherwise?
- Advertisement for Idaho
 - Your ad may focus on any aspect of your answer to the central question, it may be completed in any format you prefer, and it can address any time period you wish as long as it makes sense for your response to the central question.

Optional components of the MGP:

- Shape Poem
 - A poem written in a symbolic shape with content related thematically to our unit question.
- Diary Entry
 - Assuming the voice of someone who could answer our thematic question, write a diary entry. The diary entry should be dated, believable, and directly respond to our class question.
- Newspaper Article
 - Assuming the style of a newspaper reporter, create an article concerning your ideas about why people live in Idaho. This could be a contemporary or historical view. The article should be roughly one page, in two columns, with a picture and a headline.
- Map
 - Providing explanations and analysis, use a map to explain data that relates to people moving to Idaho. This could be from any time period.
- Children’s Story
 - Frame a piece of your response as a narrative; illustrations optional.

Other options are possible and acceptable. Discuss ideas with me first.
It’s likely that you’ll consider something I didn’t!

In-Class Work Days (to be used as work – as well as revision – time):

Thursday, September 12

Thursday, September 19

Thursday, September 26

The MGP is due Friday, September 27. We will be sharing them in class on this day.