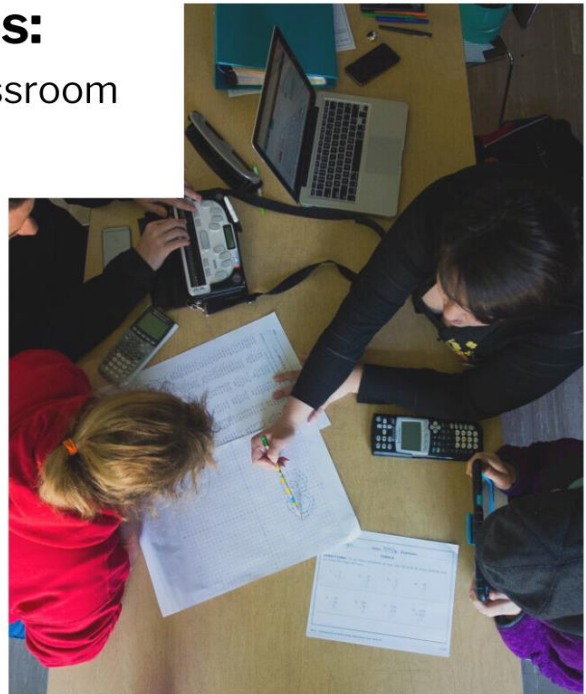




**Writing Across Disciplines:**  
An Expansion of Composition in the Classroom  
*Fall 2023*



# What is Writing Across Disciplines?

## What does “Writing Across Disciplines” mean?

Defining “Writing Across Disciplines” requires clarity around the terms “Writing” and “Across Disciplines.” Most simply, writing is communicating. Student writers communicate with themselves, peers, teachers and others. Writing in the classroom can have many purposes and audiences and may be formal or informal. In the academic setting, writing can serve as a tool to promote student learning, to allow students to demonstrate their thinking and understanding of the content and/or concepts taught, and/or to share with others in a real-world setting. These types of writing are called Writing to Learn, Writing to Demonstrate Learning and Writing for Publication. “Across Disciplines” refers to using the types of writing—as defined here—in English/language arts as well as other disciplines, such as social studies, science, math and visual and performing arts.

## What is Writing Across Disciplines, and what is its purpose?

*Writing Across Disciplines* is an expansion of [Composition in the Classroom](#), a resource developed by reading and writing teachers to help Kentucky educators provide students with opportunities to develop into confident, independent and proficient writers. *Composition in the Classroom* and its expansions support teachers implementing existing [High-Quality Instructional Resources](#) (HQIRs) adopted by school districts as well as educators teaching in districts that have not yet adopted a primary HQIR in reading and writing. The tips, suggestions and tasks in *Composition in the Classroom* and its expansions should not replace adopted HQIR but should serve to supplement instruction towards the full depth and rigor of the *Kentucky Academic Standards*. For more information regarding high-quality literacy curricula, districts and school leaders may access [The Reading and Writing Instructional Resources Consumer Guide](#), a tool for evaluating and selecting instructional resources for alignment to the *Kentucky Academic Standards (KAS) for Reading and Writing*.

*Composition in the Classroom* is organized around three modes of writing in the *Kentucky Academic Standards (KAS) for Reading and Writing*, including information regarding standards instruction through Writing to Learn, Writing to Demonstrate Learning and Writing for Publication. *Writing Across Disciplines*, however, contains sample discipline-specific writing tasks, organized by each of the three types of writing mentioned above. This resource is grounded in the *KAS for Reading and Writing*, which includes the Interdisciplinary Literacy Practices as well as each discipline’s content specific standards. The ten Interdisciplinary Literacy Practices are part of the *KAS for Reading and Writing*, appearing on every page of the standards document but **should not be confused as additional standards**. They should guide teachers in providing intentional opportunities for students to engage in deeper learning by practicing the behaviors of a literate citizen. The student practices serve as the overarching goals for literacy instruction for each student across the state. These practices are further clarified by [possible teacher and student actions](#). These actions do not define curriculum, but rather they demonstrate how teachers can provide opportunities for students to experience the literacy practices and how students will apply these practices, so they may become an innate part of life across the disciplines and beyond school. This resource aims to bring more clarity around what these practices look like in action.

While *Composition in the Classroom* primarily serves English/language arts teachers and their students, *Writing Across Disciplines* attends to the needs of all teachers and their students. Because of its widespread classroom use already, the developers chose to begin the expansion

with a focus on Writing to Learn, a professional learning space that will hopefully both affirm and stretch educators' practices. The second release added Writing to Demonstrate Learning and the final release will include Writing for Publication.

Writing Across Disciplines is created to provide what *Composition in the Classroom*, alone, does not. While *Composition in the Classroom* provides general characteristics of each type of writing (Writing to Learn, Writing to Demonstrate Learning and Writing for Publication) and examples of strategies teachers can implement to engage students in each of the types of writing, this expansion includes a more disciplinary, or specialized, look at writing. *Writing Across Disciplines* intends to show more precisely how to ensure opportunities for students to engage in discipline-specific literacies or learning that uses reading and writing skills specific to each field to teach or demonstrate content knowledge and for publication purposes as well. The sample tasks in *Writing Across Disciplines* represent some of the types of reading and writing experts in each field (e.g., economists, biologists, literary scholars, mathematicians, etc.) might authentically engage in to deepen their own expertise.

## **Writing FOR PUBLICATION Across Disciplines**

[Writing for Publication](#), as previously described, allows students to share their learning with audiences beyond the classroom and school community. Writing for Publication is preceded by intentional opportunities for students to Write to Learn and Write to Demonstrate Learning. The primary difference between Writing to Demonstrate Learning and Writing for Publication is the *audience*: whereas teachers are the primary audience of Writing to Demonstrate Learning, publication is for the world beyond the school community.

“Publication” indicates writing will be shared with an intended audience and approximates writing done in a variety of real-world settings, such as in a career or academic setting or in response to civic duty. Pieces for publication are produced for an authentic audience and purpose and are also directly relevant to students’ learning. Ideally, students make decisions about audience, purpose and/or form based on their interests, experiences or inquiry. These pieces of writing are more successful when the writers pay careful attention to success criteria for writing. Teacher and/or student created rubrics may address audience/purpose, idea development, organization, word choice and conventions as well as the content of the subject matter.

Authentic Writing for Publication is writing for authentic audiences and purposes that has been taken through the complete writing process. Draper & Siegert (2010) define Writing for Publication as tasks that allow students “to negotiate (e.g., read, view, listen, taste, smell, critique) and create (e.g., write, produce, sing, act, speak) texts in discipline-appropriate ways or in ways that other members of a discipline (e.g., mathematicians, historians, artists) would recognize as ‘correct’ or ‘viable.’”<sup>1</sup> Thus, Writing for Publication must include both reading complex disciplinary text and then writing about what is learned as a disciplinary expert might write.

When students Write for Publication, they become subject matter experts who communicate their learning to the world, requiring them to make considerations for the needs of their audience. In addition to the content and skills of the discipline, many students may also require instruction or support in using technological tools, communication platforms or technical writing/communication strategies used in professional or career settings. Consider opportunities to collaborate with professionals outside of the field of education to provide feedback

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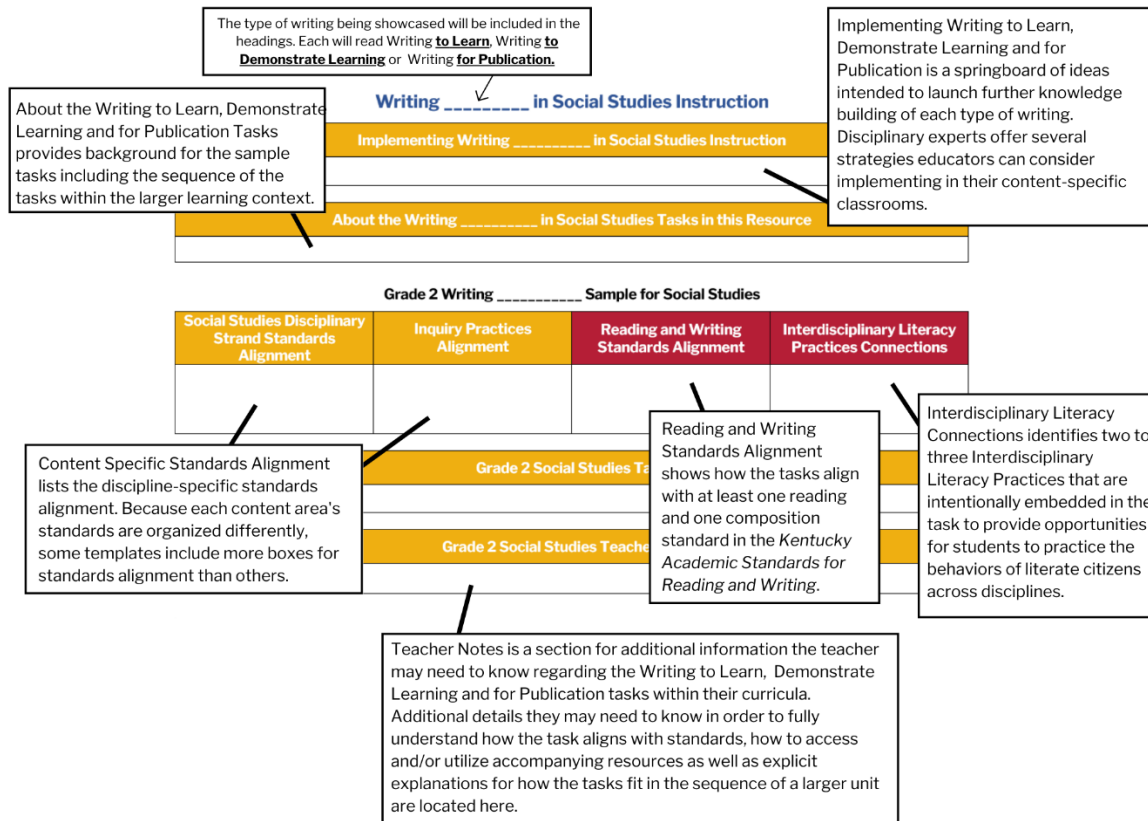
<sup>1</sup> Draper, R.J., & Siebert, D. (2010). Rethinking texts, literacies, and literacy across the curriculum. In R.J. Draper, P. Broomhead, A.P. Jensen, J.D. Nokes, & D. Siebert (Eds.), *(Re)imagining content-area literacy instruction* (pp. 20–39). New York: Teachers College Press.

or serve as the authentic audience to prepare students to Write for Publication. For example, the grade 4 visual art sample task included in this resource asks students to write biographies of fellow student artists prior to presenting the art in a community show. Teachers may collaborate with local gallerists or artists to discuss why this type of writing matters in the field of visual art. In the high school physics sample task, students write a proposal to improve local energy infrastructure. Teachers may collaborate with local energy experts or engineers to share knowledge about their field as well as provide feedback on student proposals.

At the heart of Writing for Publication is **Interdisciplinary Literacy Practice 10: Develop a literacy identity that promotes lifelong learning.** Indeed, as students access complex texts across disciplines and apply their learning from those texts to real world problems, educators can create an environment where students are empowered as lifelong learners able to think for themselves and effectively propose solutions to complex problems. When students have opportunities to engage with relevant issues through the texts they read and write, they can engage more deeply in inquiry and ultimately can take stronger ownership of their learning.

## How to Read the Writing Across Disciplines Templates

Each content area template begins broadly with a compilation of possible Writing to Learn, Writing to Demonstrate Learning and Writing for Publication strategies that experts in the field deem especially applicable to learning that discipline's content. The remainder of each template provides authentic content-specific sample tasks, organized into elementary and secondary levels. These sample tasks can help educators recognize the presence or absence of Writing to Learn, Writing to Demonstrate Learning or Writing for Publication instructional strategies within their adopted high-quality instructional resource (HQIR), equipping them with the knowledge to identify when the curriculum does not include adequate opportunities for students to engage in both types of writing. Because the types of texts involved in reading and writing vary across disciplines, each sample contains discipline-specific approaches each type of writing.



## Writing for Publication in Social Studies Instruction

### Implementing Writing for Publication Learning in Social Studies Instruction

In Social Studies, Writing for Publication provides students an opportunity to use what they have learned to write for an authentic audience and purpose. The Communicating Conclusions standards found at each grade level within the *Kentucky Academic Standards (KAS) for Social Studies* require students to effectively share their explanations and arguments with others inside and outside their school walls.

When addressing these standards, some learning may result in student products that are Writing to Demonstrate Learning, which compositions written for the teacher to assess student learning. Other Communicating Conclusions standards should lead to Writing for Publication since these standards require students to take action. Taking action requires students to learn how to engage appropriate authority figure(s) or agency in their community to create positive change. For example, in Grade 1, students are required to use listening and voting procedures to decide on and take action in their school, local community or Kentucky. For students to successfully take action, they must engage with the appropriate, authentic audience to address a problem or situation that needs to be fixed.

This skill is critical for students to learn how to use civic mindedness to be informed citizens, foster civic dispositions and be life-long participants in the political process. Writing for an authentic purpose and audience with the intent to publish is an expectation throughout a child's elementary and secondary social studies learning experiences. For example, Writing for Publication can be a natural product for even kindergarten students as they too have Communicating Conclusions standards. These standards include constructing an argument to address a problem in the classroom or school (K.I.CC.2), identifying ways to civically engage at school (K.I.CC.3) and using listening skills to decide on and take action in their classrooms (K.I.CC.4).

These knowledge and skills continue to progress through elementary, middle and high school. In Grade 8, students are required to:

- Apply a range of deliberative and democratic procedures to make decisions about ways to take action on current local, regional and global issues. (8.I.CC.4)

In high school, students are required to:

- Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to compelling and/or supporting questions in civics, economics, geography and history.
- Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or supporting questions in civics, economics, geography and history.

Writing for Publication is an appropriate approach to address these standards. They can write for an authentic audience, such as, but not limited to, school, community, state or national leaders. They can also write with an authentic purpose, such as proposing a solution to address a problem at school, informing other students in the school how they can civically engage or proposing an action to take that will improve their classroom or community. Note that some components of the Communicating Conclusions standards require students to

## Implementing Writing for Publication Learning in Social Studies Instruction

identify ways to authentically solve problems. This means that while students are required to write for authentic audiences, the standards may require that students identify the appropriate audience to help solve the problem. Therefore, providing an authentic audience for students may not always be necessary, especially when students are problem-solving on their own to determine their audience.

Writing for Publication in the social studies classroom is essential in supporting Kentucky students learning how to use their knowledge and skills to improve their communities. Writing for an authentic audience beyond the classroom provides an opportunity for students to make decisions and solve problems as responsible members of society. Additionally, communicating their conclusions in authentic ways will help students to be better prepared for the responsibilities and demands of civic life. Students may require additional support when Writing for Publication, particularly with genre conventions, navigating technological or design tools, citing sources and writing with a tone appropriate for their purpose and audience. When planning for Writing for Publication, build time to support these skills and provide feedback cycles for revision before publishing work to an audience beyond the classroom.

Writing for Publication takes many forms in the social studies classroom, as students can communicate their conclusions for an authentic audience and purpose in a variety of forms including but not limited to the following:

- Speeches
- PowerPoint/Google Slide presentations
- Videos
- Editorials
- Letter to the appropriate individual or agency to solve a problem
- Songs written about issues and performed for an audience
- Forums for stakeholders
- Public-facing posters
- Community education pamphlets
- Newspaper editorials
- Social media posts to raise awareness about an issue
- Short public service announcements
- School-wide morning or afternoon announcements
- Debates
- Work collaboratively to write a resolution
- Contact an organization and see how you can get involved.
- Class position statements

Additionally, there are many authentic audiences that could be utilized in Writing for Publication in social studies. Depending on the action students are taking, some audiences may include, but are not limited to, the following:

- School-Based Decision Making Councils

## Implementing Writing for Publication Learning in Social Studies Instruction

- Principals
- District superintendents
- Local school board members
- Public officials (mayor, city council members/city commissioners, judge executive, county clerk, attorney governor)
- Kentucky Congress representatives
- United States Congress representatives
- Local/national newspaper
- National and world leaders
- Community businesses
- Corporate leaders (such as CEOs)
- Other local, regional and world leaders and public figures

Teachers are also encouraged to leverage writing as a tool for deeper learning using Writing to Learn tasks described in Writing to Learn in Social Studies. See Writing to Demonstrate Learning in Social Studies for tools for assessing and monitoring progress towards mastery of skills and concepts.

## About the Writing for Publication in Social Studies Tasks in this Resource

The elementary task below is designed for kindergarten students and requires them to answer the compelling question, “How can I improve my classroom community?” To prepare students to answer this question, they investigate the rules in their school and community and their purpose. The Task Aligned to the Compelling Question requires students to use their knowledge and conclusions to take action to make their classroom safer. Their Writing for Publication composition is their posters featuring their new classroom rule. The purpose of these products is to inform other students how they can keep themselves safe in their classroom.

The middle school task below is designed for Grade 8 students and requires students to answer the compelling question, “How does a government compromise amidst polarization?” To prepare students to answer the compelling question, students should investigate a variety of related supporting questions, including “How did the Missouri Compromise temporarily save the Union?” The Task Aligned to the Compelling Question requires students to use their knowledge and conclusions about compromising amidst polarization to take action. Students will create an argument in the form of an editorial and will submit it to the local newspaper for consideration.

The high school task below is designed for World History and requires students to answer the compelling question, “How does the desire for inexpensive goods lead to unintended consequences?” To prepare students to answer the compelling question, students should examine multiple related supporting questions, including, “What incentives caused individuals, organizations and governments to use



## About the Writing for Publication in Social Studies Tasks in this Resource

slavery and other systems of forced labor for the purpose of production across the globe between 1300-1888?” Using this knowledge, students will identify a local, regional or global problem that results from the unintended consequences of desiring goods at low prices. To solve the problem, students must engage in disciplinary thinking and apply appropriate evidence to design an action plan that identifies how they can address a local, regional or global problem that results from the unintended consequences of desiring goods. The Task Aligned to the Compelling Question requires students to use their knowledge and conclusions about how the desire for inexpensive goods leads to unintended consequences to take action.

## Kindergarten Writing for Publication Sample for Social Studies

Social Studies Disciplinary Strand Standards Alignment	Inquiry Practices Alignment	Reading and Writing Standards Alignment	Interdisciplinary Literacy Practices Connections
<p><b>K.C.PR.1</b> Identify examples of rules that apply in the school and community, and explain why they exist.</p> <p><b>K.G.GR.1</b> Create maps of familiar areas, such as the classroom, school and community.</p>	<p><b>K.I.Q.1</b> Ask compelling questions about their community.</p> <p><b>K.I.UE.2</b> Construct responses to compelling questions about oneself and one’s community.</p> <p><b>K.I.CC.2</b> Construct an argument to address a problem in the classroom or school.</p>	<p><b>Part 1:</b>  <b>RI.K.9</b> With prompting and support, identify information from two or more texts on similar themes or topics.</p> <p><b>C.K.1</b> Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.</p> <p><b>Part 2:</b>  <b>RI.K.9</b> With prompting and support, identify information from two or more texts on similar themes or topics.</p> <p><b>C.K.2</b> Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and supply information about the topic.</p> <p><b>C.K.4</b> With guidance and support from adults, explore a variety of digital resources to create and publish products, including in collaboration with peers.</p> <p><b>C.K.6</b> With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.</p>	<p><b>ILP 3:</b> View literacy experiences as transactional, interdisciplinary and transformational.</p> <p><b>ILP 7:</b> Utilize digital resources to learn and share with others.</p>

## Kindergarten Social Studies Task

### **Compelling Question: Part One:**

Participate in a discussion to identify ways to improve your classroom community.

### **Compelling Question: Part Two:**

In small groups, use the discussion from Part One to create a poster that shows your new classroom rule.

Create a poster to hang in our classroom. The poster must show a new rule that you and your classmates think will improve our classroom community.

Your poster must show the following:

1. The new rule to use in your classroom,
2. Why the rule is needed. What problem does it solve? Use information from two or more sources in the classroom to explain how creating a new rule will improve your classroom community.
3. How following the new rule will improve the classroom community.

Use what you have learned about school and community rules and why they exist to design the new classroom rule. Use drawing **and** writing that will make your friends want to follow the classroom rule.

## Kindergarten Social Studies Teacher Notes

This example of Writing for Publication is a synthesis task intended to occur after students have engaged in numerous learning opportunities from the [Kindergarten Strongly Aligned Assignment with Teacher Notes](#) which is in the [Social Studies Student Assignment Library](#).

This task provides Kindergarten students an opportunity to share their conclusions with an audience other than their teacher and for an authentic purpose. To prepare for this task, students are asked to investigate the purpose of rules and laws in their classroom, school and community. Students are also asked to consider areas in their classroom where safety issues may arise and determine new rules to address them. Their learning from these investigations will help students answer the compelling question, “How can I improve my classroom community?” The products produced from the Task Aligned to the Compelling Question will demonstrate to students their ability to use their learning to identify a problem and take action to address this problem.

## Grade 8 Writing for Publication Sample for Social Studies

Social Studies Disciplinary Strand Standards Alignment	Inquiry Practices Alignment	Reading and Writing Standards Alignment	Interdisciplinary Literacy Practices Connections
<p><b>Since this Writing for Publication example uses Tasks Aligned to the Compelling Question, disciplinary strand standards are not cited in this assignment.</b></p> <p>Students should engage with multiple supporting questions to answer a compelling question. Since only one supporting question is investigated in this assignment with Teacher Notes to help students answer the Compelling Question, the disciplinary strand standards are not listed. The disciplinary strand standards found in the supporting question task represent only a fraction of the standards that should be addressed through other supporting questions. Students must synthesize the content and skills they engaged with through multiple supporting questions to answer the Task Aligned to the Compelling Question.</p>	<p><b>8.I.Q.1</b> Develop compelling questions related to the development of the United States between 1600-1877.</p> <p><b>8.I.U.E.1</b> Use multiple sources to develop claims in response to compelling and supporting questions.</p> <p><b>8.I.CC.3</b> Evaluate how individuals and groups address local, regional and global problems concerning the development of the United States.</p> <p><b>8.I.CC.4</b> Apply a range of deliberative and democratic procedures to make decisions about ways to take action on current local, regional and global issues.</p>	<p><b>RI.8.1</b> Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><i><b>Teacher’s Note:</b> This task requires students to analyze and synthesize information across multiple sources that address the same topic (how governments can compromise amidst polarization). This higher-order level thinking is most consistent with <b>RI.8.9 Analyze two or more texts with conflicting information on the same topic and identify where the texts disagree in fact or interpretation.</b> While this standard aligns with the cognitive complexity of the task, note that the texts used in this task do not present conflicting information but information that builds knowledge on the same topic.</i></p> <p><b>C.8.1</b> Compose arguments to support claims with clear reasons and relevant evidence.</p>	<p><b>ILP 2:</b> Employ, develop and refine schema to understand and create text.</p> <p><b>ILP 8:</b> Engage in specialized, discipline-specific literacy practices.</p> <p><b>ILP 9:</b> Apply high level cognitive processes to think deeply and critically about text.</p>

## Grade 8 Social Studies Task

After investigating the conflicts and compromises that shaped the development of the U.S. government between 1783-1877:

### **Task Aligned to the Compelling Question**

How does a government compromise amidst polarization?

Based on your explanation for the supporting question, consider the following video entitled, "[This 60-second animation shows how divided Congress has become over the last 60 years.](#)"

Construct an argument to the following question: In light of the modern division within Congress, how does a government compromise amidst polarization? Draw on what you learned about Henry Clay's civic action and additional compromises in American history to evaluate how individuals or groups might address a local, regional and/or global problem in modern society to write an editorial for the local newspaper. Be prepared to share your thinking through deliberative and democratic procedures, support your argument with evidence from multiple sources and share this product with the intended audience.

## Grade 8 Social Studies Teacher Notes

This example of Writing for Publication is a synthesis task intended to occur after students have engaged in numerous learning opportunities and is modified from the [Grade 8 Strongly Aligned Assignment with Teacher Notes](#) which is in the [Social Studies Student Assignment Library](#). This linked assignment also features the Analyze a Written Document tool, an example of Writing to Learn in Social Studies featured on the Writing Across Disciplines webpage.

This task provides Grade 8 students an opportunity to apply their learning about events in history to the modern day. To prepare for this task, students should investigate examples from history where governments have had to compromise amidst polarization. Based on this knowledge, students should apply reasoning to determine how these strategies can be applied to today's Congress. The Task Aligned to the Compelling Question will demonstrate students' ability to make decisions and communicate their conclusions to address local, regional and/or global problems.

## High School Social Studies Writing for Publication Sample

Social Studies Disciplinary Strand Standards Alignment	Inquiry Practices Alignment	Reading and Writing Standards Alignment	Interdisciplinary Literacy Practices Connections
<p><b>Since this Writing for Publication example uses Tasks Aligned to the Compelling Question, disciplinary strand standards are not cited in this assignment.</b></p> <p>Students should engage with multiple supporting questions to answer a compelling question. Since only one supporting question is investigated in this assignment with Teacher Notes to help students answer the Compelling Question, the disciplinary strand standards are not listed. The disciplinary strand standards found in the supporting question task represent only a fraction of the standards that should be addressed through other supporting questions. Students must synthesize the content and skills they engaged with through multiple supporting questions to answer the Task Aligned to the Compelling Question.</p>	<p><b>HS.WH.I.U.2</b> Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling/supporting questions in world history.</p> <p><b>HS.WH.I.U.3</b> Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling/supporting questions in world history.</p> <p><b>HS.WH.I.CC.1</b> Engage in meaningful discussions/democratic discourse and respect diverse opinions relevant to compelling/supporting questions in world history.</p> <p><b>HS.WH.I.CC.2</b> Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to compelling/supporting questions in world history.</p> <p><b>HS.WH.I.CC.3</b> Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling/supporting questions in world history.</p>	<p><b>RI.9-10.7</b> Analyze various accounts of a subject presented in different print and non-print formats, determining which details are emphasized in each account.</p> <p><b>C.9-10.1</b> Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>C.9-10.5</b> 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</p> <p><b>C.9-10.6</b> 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,</p>	<p><b>ILP 8:</b> Engage in specialized, discipline-specific literacy practices.</p> <p><b>ILP 9:</b> Apply high level cognitive processes to think deeply and critically about text.</p> <p><b>ILP 10:</b> Develop a literacy identity that promotes lifelong learning.</p>

Social Studies Disciplinary Strand Standards Alignment	Inquiry Practices Alignment	Reading and Writing Standards Alignment	Interdisciplinary Literacy Practices Connections
		avoiding plagiarism and following a standard format for citation.	

## High School Social Studies Task

**After engaging in readings and discussions about the unintended consequences of inexpensive goods throughout history:**

**Task Aligned to the Compelling Question:**

How does the desire for inexpensive goods lead to unintended consequences?

**Part One:** Construct an argument to answer the following compelling question: “**How does the desire for inexpensive goods lead to unintended consequences?**” Gather information and evidence from credible sources and use appropriate evidence to construct claim(s) and counterclaim(s) to answer the compelling question.

**Part Two:** Based on your argument to the compelling question, investigate your slavery footprint using <http://slaveryfootprint.org/>. Using this knowledge, identify a local, regional or global problem that results from the unintended consequences of desiring goods at low prices. Be prepared to share your response through meaningful discussions and democratic discourse. In your discussions, respect diverse opinions related to the problems that result from the unintended consequences of desiring goods at low prices.

**Part Three:** Engage in disciplinary thinking and apply appropriate evidence to design an action plan that identifies how you can address a local, regional or global problem that results from the unintended consequences of desiring goods.



## High School Social Studies Teacher Notes

This example of Writing for Publication is a synthesis task intended to occur after students have engaged in numerous learning opportunities and is from the [High School Strongly Aligned Assignment 2 with Teacher Notes](#) which is in the [Social Studies Student Assignment Library](#). This linked assignment also features the Mind Mapping visual organization strategy, an example of Writing to Learn in Social Studies featured on the Writing Across Disciplines webpage.

This task provides high school students the opportunity to apply their learning about events in history to the modern day. To prepare for this task, students should have the opportunity to investigate the incentives that led to slavery and forced labor being implemented throughout the world. Students should use this knowledge, along with the results of their slavery footprint survey, to design an action plan to address the problem of modern day forced labor. When designing this action plan, students should determine the appropriate audience for their proposal, which should be presented to the intended audience upon completion. To support students with determining an appropriate audience, refer to the list of potential audiences in the Implementing Writing for Publication in Social Studies Instruction portion of this resource. The Task Aligned to the Compelling Question will demonstrate students' ability to take their learning and apply it to a modern-day problem and take action by communicating their ideas for addressing this problem.