

Built Together

Trace how a team turns individual work into a shared public product.

12.P.CP.1 "Collaboration: Collaborate with others to accomplish shared goals and projects."

NAME _____

DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline actions that clarify shared responsibilities or standards. Circle actions that show the group using evidence or feedback to make a joint decision.

Voices of the River

- ① When the senior English class partnered with the local library, its goal was to create a digital exhibit called Voices of the River. The exhibit would pair short audio interviews with researched captions about how the river has shaped the town. At the first meeting, the team did not divide work by friendship groups. Instead, members listed the final products, skills needed, and deadline. They agreed that every interview needed consent, every caption needed two reliable sources, and every audio clip needed a transcript. Those shared criteria gave the group a common definition of finished work.
- ② To coordinate the work, the class used a shared planning board. Maya, the project coordinator, posted tasks and asked each person to name a deliverable, a due date, and any support needed. Jordan and Lien researched archives, while Sam scheduled interviews and checked release forms. Two editors reviewed captions separately before comparing notes. During one check-in, the researchers found conflicting dates for a flood. Rather than choosing the first source they saw, they brought both sources to the group. The team traced one date to a newspaper correction, revised the caption, and recorded the reason for the change.
- ③ Near publication, disagreement returned when several students wanted music beneath every interview. Others argued that music could distract from speakers whose voices were already difficult to hear. The group tested two versions with library volunteers, including a listener who uses hearing aids. After collecting comments, members chose music only for transitions and adjusted volume levels. Maya updated the board, and each member confirmed the final task they owned. On opening day, the exhibit credited every contributor, but the class judged success by the complete public resource, not by any one person's section. Their process made individual expertise visible while keeping the shared purpose in charge.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What shared criteria did the class set for the exhibit, and how did those criteria support the team?

2 How did the shared planning board make each member accountable to the group?

3 How did the team respond when it found conflicting flood dates, and why was that response collaborative?

4 What feedback process led the group to limit music to transitions, and what concern did the final choice address?

3 YOUR TURN _____ Your own words

Your class is creating a five-minute public service video about a local issue. In 110 to 140 words, write a one-paragraph collaboration plan that states a shared outcome, gives at least three roles with deliverables and deadlines, explains how the team will resolve one disagreement using evidence or feedback, and describes how it will track commitments.

PART 1 • READ AND MARK

Underline actions that clarify shared responsibilities or standards. Circle actions that show the group using evidence or feedback to make a joint decision. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What shared criteria did the class set for the exhibit, and how did those criteria support the team?	The class required consent for interviews, two reliable sources for each caption, and a transcript for every audio clip. These criteria gave members a common definition of finished work.
2	How did the shared planning board make each member accountable to the group?	It listed tasks and required each person to name a deliverable, due date, and needed support. Maya later updated the board, and members confirmed their final tasks.
3	How did the team respond when it found conflicting flood dates, and why was that response collaborative?	Members brought both sources to the group, traced one date to a newspaper correction, revised the caption, and recorded the reason. They used shared evidence instead of letting one person make an unsupported choice.
4	What feedback process led the group to limit music to transitions, and what concern did the final choice address?	The group tested two versions with library volunteers, including a listener who uses hearing aids, and collected comments. The final choice reduced distraction and supported listeners who might have difficulty hearing speakers.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Our team will produce a five-minute video explaining how residents can reduce food waste before the community fair on May 10. Aisha will interview the food-bank coordinator and submit two usable clips by April 20. Mateo will verify local disposal rules and draft source captions by April 22. I will write the narration and assemble a first cut by April 27. We will use a shared checklist that shows each deliverable, owner, due date, and needed help. If we disagree about whether to include a claim, we will compare credible sources and ask two intended viewers whether the wording is clear. At weekly meetings, we will record decisions, revise assignments if needed, and confirm the next steps aloud.

Accept answers that accurately cite the passage and explain how a process supports the shared goal, not merely what happened. For the open response, accept varied local issues and roles when the plan includes all required elements and a realistic method for shared decision-making and accountability.