

RAFT Assignments

Format based on work of Doug Buehl cited in Teaching Reading in the Content Areas: If Not Me, Then Who? Billmeyer and Martin, 1998

RAFTING



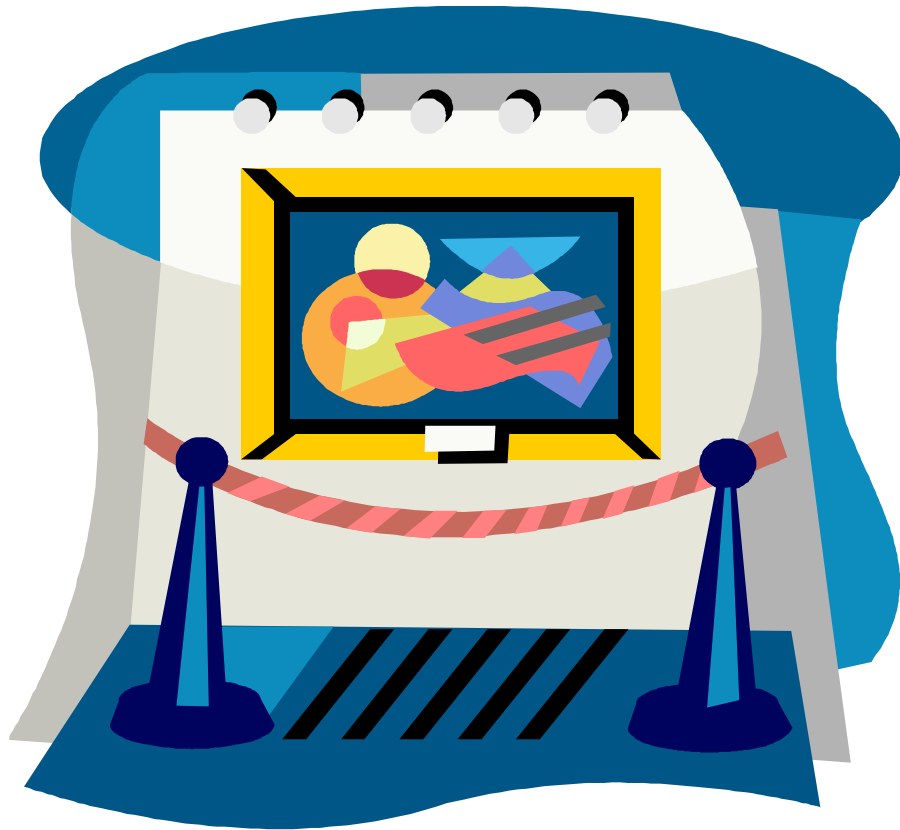
A Strategy
to Help
Students
Understand...

**The ROLE
of writer,
speaker,
artist,
historian,
etc...**



**An AUDIENCE of fellow
writers, students,
citizens, characters,
etc...**





**How to
produce a
written,
spoken,
drawn,
acted, etc.
FORMAT**

**A deeper
level of
content
within the
TOPIC
studied**



Language Arts

| ROLE | FORMAT | AUDIENCE | TOPIC |
|------------|------------------|----------------------------|---------------------------------------------|
| Semicolon | Middle Schoolers | Diary Entry | I wish you really understood where I belong |
| N.Y. Times | Public | Op Ed piece | How our language defines who we are |
| Huck Finn | Tom Sawyer | Note hidden in a tree knot | A few things you should know |

Science

| ROLE | FORMAT | AUDIENCE | TOPIC |
|-------------|-----------------|------------------------|--------------------------|
| Rain drop | Future droplets | Advice column | The beauty of cycles |
| Lung | Owner | Owner's guide | To maximize product life |
| Rain forest | John Q. Citizen | Paste up "ransom" note | Before it's too late |

History

| ROLE | FORMAT | AUDIENCE | TOPIC |
|--------------------|-------------------------------|------------------------|----------------------------|
| Reporter | Public | Obituary | Hitler is dead |
| Martin Luther King | TV audience of 2010 | Speech | The dream revisited |
| Thomas Jefferson | Current residents of Virginia | Full page newspaper ad | If I could talk to you now |

Math

| ROLE | FORMAT | AUDIENCE | TOPIC |
|----------------|------------------------|-------------------|---------------------------------------|
| Fractions | Whole number | Petition | To be considered a part of the family |
| A word problem | Students in your class | Set up directions | How to get to know me |
| Equation | Another equation | Poem | The beauty of a balanced life |

Simple Machines

Erin Smith

| ROLE | AUDIENCE | FORMAT | TOPIC |
|----------------|-----------------------|------------------------------|-------------------------------------------|
| Screw | Students | Letter | I'm not just for building things! |
| Inclined plane | Other inclined planes | Poem | To be steep or not to be steep? |
| Pulley | Students | Want ad | Let me rescue you (and so much more)! |
| Wedge | Inclined planes | Invitation to family reunion | How we are related |
| Wheel | Axle | Song | Rollin' Rollin' Rollin' |
| Lever | Fulcrum | Advice column | Lift with less force in 5 minutes or less |

Russian History RAFT

Kent Nagy

| ROLE | AUDIENCE | TOPIC | FORMAT |
|-------------------|--------------------|----------------------------------------------------------------|--------------------------------------------------|
| Karl Marx | Vladimir Lenin | Foreword to a new book on communism and the Russian revolution | Why you jumped the gun on the revolution |
| Leon Trotsky | The Mensheviks | A letter of resignation | Why I left the Mensheviks to join the Bolsheviks |
| Vladimir Lenin | The Russian People | A speech | Why the Bolshevik revolution was necessary |
| Joseph Stalin | The Soviet People | Propaganda pamphlet | What makes an outstanding Soviet citizen |
| Nikita Khrushchev | Soviet Legislature | List of grievances against Stalin | Why Stalin was wrong & why he was a monster |

Civil Rights

April Carlsen

| Role | Format | Audience | Topic |
|------------------------|-------------------------------|-------------------|------------------------------------------------|
| Coretta Scott King | Her children | Children's book | Father's story |
| Roasa Parks | Historians | Billboard bus ad | I didn't start the boycott... |
| Alabama lunch counter | Diner at that counter in 2003 | Autobiography | The life and times of an Alabama lunch counter |
| Montgomery marchers | Protestors of the marches | Marching song | A long, long, way to go... |
| Martin Luther King, Jr | Malcolm X | Persuasive Speech | We should fight with non-violent protest |
| Boycott buses | Freedom ride buses | Lament | Where have all my riders gone? |

Latin Class

K: there were different slaves for different
jobs

U: slavery was widespread in the Roman
Empire

D: Interpret secondary sources on slavery

| ROLE | AUDIENCE | FORMAT | TOPIC |
|-------------------------------------------------|--------------------------------------------|---------------|--------------------------------------------------------------------------------------|
| Citizen with large land holdings in the country | His slaves | Speech | “servos aegros retinere nolo!” What makes a good slave |
| Citizen from Pompeii | His slave recently freed for loyal service | Letter | “Felix es!” Why you are lucky to have been a slave in a city rather than the country |
| An educated slave on a farm in England | His friends | Song | “Eheu! Ad Italium redire volo!” I would rather be somewhere else |
| A slave dealer | People of Pompeii | Advertisement | “servos vendere habeo” Slaves for sale! |

Romeo and Juliet RAFT

UVA Student

2002

| ROLE | AUDIENCE | FORMAT | TOPIC |
|---------------------|---------------------|--------------------------------------|--------------------------------------|
| Juliet | Nurse | Song | The perfect man |
| Lady Capulet | Benvolio | Formal request understand | Help me understand my son |
| Benvolio | Romeo | Note | Juliet who? |
| Paris | Lord Capulet | Petition | Reasons I would be a good |
| Tybalt | Lord Capulet | Sketch | Guess who came to your party? |

**Grade 6
Social Studies RAFT**

The Feudal System

Students will

Know:

Names and roles of groups in the feudal class system.

Understand:

Roles in the feudal system were interdependent. A person's role in the feudal system will shape his/her perspective on events.

Be Able to Do:

Research

See events through varied perspectives

Share research & perspectives with peers

Feudal Pyramid RAFT

| Role | Audience | Format | Topic |
|--------|--------------|---------------------------|-----------------------------|
| King | The Subjects | Proclamation | Read My Lips, New Taxes |
| Knight | Squire | Job Description | Chivalry, Is it for you? |
| Lord | King | Contract | Let's Make a Deal |
| Serf | Animals | Lament Poem | My So Called Life |
| Monk | Masses | Illuminated Manuscript | Do As I Say, Not as I Do |
| Lady | Pages | Song | ABC, 123 |

Following the RAFT activity, students will share their research and perspectives in mixed role groups of approximately five. Groups will have a “discussion agenda” to guide their conversation.

| ROLE | AUDIENCE | FORMAT | TOPIC |
|---------------------------|----------------------------|------------------------|---------------------------------------------|
| Juliet | Lady Capulet | Prepared speech | Help me tell dad I'm married |
| Romeo | Nurse | Monologue | There's something Juliet should know |
| Prince of Mantua | People of Mantua | Wanted poster | If you see this man... |
| Friar Lawrence | People of Mantua | Apology letter | I've let you down |
| Traveling minstrel | Whoever will listen | Ballad | The sad story of Romeo and Juliet |

Ellis Island RAFT

Upper Elementary – Middle School
Social Studies

| ROLE | AUDIENCE | FORMAT | TOPIC |
|--------------------------------------------|--------------------------------------|------------------|--------------------------------------|
| Boy of 12 who came from Europe in steerage | Best friend back in Germany | Letter | Crossing the ocean on the ship |
| Ship captain | Emigrants waiting to come to America | Booklet | How to prepare for your trip |
| Artist arriving from France | Graphic design firm in NYC | Picture postcard | Wish you were here |
| Dorothy Hargrove, NYC Sophisticate | Mayor of NYC | Editorial | We are being overrun with foreigners |
| Father arriving in first class from Italy | Wife and children in Italy | Letter | Don't worry, it's easy to immigrate! |

| ROLE | AUDIENCE | FORMAT | TOPIC |
|----------------------------------------------------------------------------------|-------------------------------------------|-----------|--------------------------------------|
| Mother whose 16 year old son does not pass the medical exam and will be deported | Family in Russia | Poem | Crying my eyes out over here |
| Young, single woman from Ireland | Her future children | Diary | Arriving at Ellis Island |
| Dorothy Hargrove, NYC Sophisticate | Mayor of NYC | Editorial | We are being overrun with foreigners |
| Ellis Island Interpreter | Immigration Service Employee Newspaper | Cartoon | What a lot of gibberish! |

Persuasive Writing RAFT

Vicki, Loudon County, VA

Know

- Definitions of: Audience, Tone, Persuasion
- The format of an effective piece of persuasive writing includes:
 - Introduction: that clearly states the author's opinion, mentions reasons why the author holds this opinion, and establishes tone of the piece.
 - Support paragraph(s): Includes at least three reasons that prove/support the authors opinion
 - » Opinions must be supported by examples/evidence
 - Conclusion: Summarizes authors opinion and final attempt to convince the audience to agree with the author

Understand

- An author's experiences and personality affect their writing. This comes through in their style of writing and the tone of their work
- Effective writing keeps the audience that they are writing to in mind
- Opinions of an author must be supported by evidence in order to be persuasive

Be able to do

- Following this lesson explaining the format and key aspects of persuasive writing students will be able to write a piece of persuasive writing in which they clearly express their opinion and support this opinion with at least two pieces of evidence.

The students will complete the RAFT activity after studying the use of tone, attention to audience and the key parts of a persuasive piece of writing. The class will have already read The True Story of the Three Little Pigs and discussed the characters. The students will be assigned a choice of two roles according to their writing readiness level. This lesson will be introduced as the class putting the A. Wolf on trial. All of the pieces that the students write will be presented to the class. As a class the students will discuss the opinions and evidence presented by the different characters. The class will then step out of their characters and as class vote on whether or not the wolf should be left in jail or set free.

| ROLE | AUDIENCE | FORMAT | TOPIC |
|-----------------------|-------------------|----------------------|-------------------------------------------------------------|
| A. Wolf | Jury | Testimony | <i>I</i> am telling the TRUE story of the three little pigs |
| Grandma | A. Wolf's Parents | Letters | Give Al a chance (and some money for a lawyer) |
| Third Pig | Newspaper Readers | Letter to the Editor | My brothers were mincemeat – and Al ATE THEM!! |
| Police Officer | Jury | Testimony | He blew the house and the law down |
| A. Wolf's Lawyer | Jury | Closing Statement | The wolf isn't so big and bad. He is telling the TRUE story |
| Reporter on the Scene | Newspaper Reader | Editorial | A. Wolf is guilty what is all this huff and puff about? |

H.S. ART RAFT

Joan Carlin Schilling, Laura Lewis,
Stephen Rhodes, Kathryn
Seaman

KNOW

- Characteristics of self portrait as genre
- Appropriate use of art materials
- Principles of design
- Definition of artistic expression

UNDERSTAND

- Each artist has a personal style
- Personal style reflects the individuals culture, time , and personal experiences
- Use of materials and style are related

BE ABLE TO DO

- Analyze an artist's personal style and use of materials
- Create a facsimile of an artist's personal style and use of materials

Self Portrait

| ROLE | FORMAT | AUDIENCE | TOPIC |
|-----------------|--------------------------------------|--------------|-------------------------------|
| Norman Rockwell | Masses | Illustration | What you see is what you get |
| Van Gogh | Self | Oil painting | Can I find myself in here? |
| Andy Warhol | Someone you want to now the true you | Photograph | Now you see me; now you don't |

Self Portrait

| ROLE | FORMAT | AUDIENCE | TOPIC |
|---------|-------------|--------------|------------------------------------------|
| Ruebens | Self | Oil painting | Props make the person |
| Goya | School | Charcoal | On the side, but central |
| Escher | Apprentices | Pen and ink | What you see is not necessarily what you |

get

Astronomy RAFT

Directions

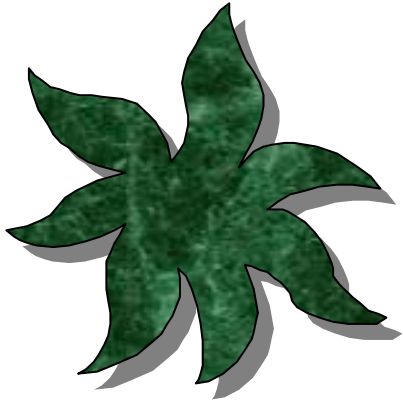
- For this assignment, you and your partners will choose one of the following assignments
- Work with your partners to create a story that follows the topic and format
- All topics can be found in your textbook, but a minimum of 2 other sources is required
- Choose wisely and be creative
- You will present your product to the class in a 3-8 minute presentation
- Any other ideas must be approved

| ROLE | AUDIENCE | FORMAT | TOPIC |
|------------------|-----------------------|----------------------|---------------------------------------------|
| Super giant star | Younger stars | Dialog | A look back on my life |
| Moon | Astronauts | Advice column | What to expect when you visit |
| A galaxy | Neighboring galaxies | Letter of concern | We are growing apart |
| A planet | Protoplanets | Motivational speaker | You too can be a strong, independent planet |
| Earth | Sun and other planets | Ricki Lake show | No, I am the center |
| Sun Tour Guide | Sun tourists | Dialog | Add some heat to your life |
| Galaxy | Other galaxies | Letter to the editor | What is this redshift trying to prove? |
| Pluto | Other planets | Petition | Why should I be a planet or moon? |

RAFT Patriotism

Cynthia Kelly / Kay Brimijoin

| ROLE | AUDIENCE | FORMAT | TOPIC |
|------------------------------------------------------------------------------------------------------|-------------------------------|--------------------------------|---------------------------------------------------------------------------|
| Friend of Suicidal Soldier (Sassoon) | 1918 Newspaper Readers | Letter to Editor | <i>Can I be against the war and patriotic?</i> |
| Enlisted Guy (Having just heard the conversation of the Majors in the bar.) (Sassoon) | Bartender | Monologue | <i>You know, buddy, those guys don't know what they're talking about.</i> |
| US President (Brook) | Congress | Speech | <i>Why should we continue in this war?</i> |
| Gassed Soldier in Wagon (Owen) | Fellow Soldiers | Multiple Medium Collage | <i>Was it worth it?</i> |
| 18 Year-Old About to Enlist (Thomas) | Parents | Letter Home | <i>Let me tell you why I made this decision....</i> |



PLANT RAFT



| ROLE | AUDIENCE | FORMAT | TOPIC |
|-------------|---------------------------|---------|----------------------------------|
| Plant parts | Plant needs | Picture | We're made for each other |
| Roots | Stem, leaf, flower, seeds | Letter | You'd be lost w/o me |
| Flower | Stem, leaf, seeds, roots | Ad | I'm more than just a pretty face |

| ROLE | AUDIENCE | FORMAT | TOPIC |
|-------|----------------------------|--------------|---------------------------------|
| Seeds | Flower, leaf, stem, roots | Song or poem | Here's where you got your start |
| Stem | Flower, leaf, seeds, roots | Chart | Why you can't do w/o me |
| Leaf | Stem, seeds, flower, roots | 3 riddles | Why I'm important to you |

- Share RAFTS in mixed groups
- Draw or build something to prove that a plant is well made to have all its needs met

Fractions RAFT

| ROLE | AUDIENCE | FORMAT | TOPIC |
|-----------------------|---------------------------|-----------------------------|-------------------------------------|
| Fraction | Whole # | Petition | To be considered part of the family |
| Improper fraction | Mixed numbers | Reconciliation letter | We're more alike than different |
| A simplified fraction | A non-simplified fraction | Public service announcement | A case for simplicity |

5th grade team*Free Rock Elementary*Brighton, NY

Fractions RAFT

| ROLE | AUDIENCE | FORMAT | TOPIC |
|----------------------------------------|------------------------------------------|------------------|------------------------------|
| GCF | Common factor | Nursery rhyme | I'm the greatest! |
| Equivalent fractions | Non-equivalent | Personal ad | How to find your soul mate |
| LCM | Multiple sets of numbers | Recipe | The smaller the better |
| Like denominators in addition problems | Unlike denominators in addition problems | Application form | To become a like denominator |

5th grade team*Free Rock Elementary*Brighton, NY

Fractions RAFT

| ROLE | AUDIENCE | FORMAT | TOPIC |
|-----------------------------------------------------|---------------------------------------------|---------------|----------------------------------|
| A mixed number that needs to be renamed to subtract | 5 th grade math students | Riddle | What's my new name? |
| Like denominators in subtraction problems | Unlike denominators in subtraction problems | Story board | How to become a like denominator |
| Fraction | Baker | Directions | To double the recipe |
| Estimated sum | Fractions/ mixed numbers | Advice column | To become well-rounded |

Tom Sawyer

| ROLE | AUDIENCE | FORMAT | TOPIC |
|--------------------|----------------------|-------------------------|-----------------------------------------------------------------------------|
| SID | AUNT POLLY | AFFADAVIT | Why Tom should get a lickin' |
| HUCK | SELF | POEM OR SONG | Who am I without my friend Tom? |
| AUNT POLLY | WIDOW DOUGLAS | DIALOGUE | Nobody knows the troubles I've seen (because of Tom) |
| BECKY | TOM | LETTER | How I really feel about you |
| INJUN JOE | SELF | DRAWING OF DREAM | Why I'm going to get even with Tom Sawyer and how I'm going to do it |
| MUFF POTTER | TOWNSPEOPLE | SPEECH | Why I thank goodness for Tom Sawyer |

Parts of Speech

| ROLE | AUDIENCE | FORMAT | TOPIC |
|--------------------|-----------------------------------------|---------------------------------|------------------------------------|
| SUBJECT | ATHLETICS AWARD DINNER | ACCEPTANCE SPEECH | It's all about me! |
| PREDICATE | "TOP 40" MUSIC RADIO LISTENERS | SONG | All things revolve around me |
| DIRECT OBJECT | MIDDLE SCHOOLERS | POEM | "To be acted upon" |
| INDIRECT OBJECT | WRITERS | ONE PAGE WRITTEN ARGUMENT | No one understands me! |

French

| ROLE | AUDIENCE | FORMAT | TOPIC |
|---------------------|----------------------|------------------------|--------------------------------------|
| An exchange student | Your host family | A letter | What you should know before I arrive |
| A French teacher | All English teachers | A memo | What I need from you |
| An accent mark | A composition | A Country Western song | Please don't forget me |
| A subject pronoun | A verb | Advice column | You better shape up! |
| Australia | Families | Poster | Come on down! |
| A student | His/her teacher | Political ad | I deserve an A |

RAFT

CONCEPT: A Healthy Lifestyle

| Role | Audience | Format | Topic |
|------------------|---------------------------|----------------------|------------------------------|
| Michael Jordan | Middle schoolers | Inspirational speech | How I stay fit |
| Oscar the Grouch | NPR Radio audience | Commercial | The importance of diet |
| Fitness expert | Local health club members | Pantomime | Variety is the spice of life |

“Erie Canal” RAFT Assignment

- **Directions:** As we prepare the song “Erie Canal” for our performance, you will
- be choosing three assignments to complete from the chart below. Choose a role
- to assume from the first column. You are to address the person or group listed
- next to the role in the Audience column. The format for your assignment appears
- next in the Format column. The topic you need to address is listed in the last
- column. Choose three roles and complete the assignment for each of the three
- you choose. Submit all three together by the due date below.

- - Stephanie Standerfer, University of Virginia

| | | | |
|------------------------------------|------------------------------------|----------------------|-------------------------------------------------------|
| De Witt Clinton | Business owners in Albany | Speech | A canal will benefit you because... |
| Irish Canal Worker | His mother in Ireland | Letter | Let me tell you about my day... |
| Joyce Eilers | Irish Canal Worker | Interview | Tell me about your life. |
| General store owner in Schenectady | Possible customers | Web site information | Let me tell you how we can make prices low, low, LOW! |
| Environment | Industry | Complaint | What you do to me... |
| Irish Canal Worker | Irish Railroad Workers in Oklahoma | Advice Column | Our contributions are important to history because... |
| Rochester Townspeople | Canal Workers | Debate | The state of our Town |
| Thomas Jefferson | Canal Workers | Speech | Aiding westward Expansion |
| Irish Canal Worker | Joyce Eilers | Letter | What I think about your song... |

RAFT Assignments

→ Grade 10 English

Know: Voice, Tone, Style

Understand:

- Each writer has a voice.
- Voice is shaped by life experiences and reflects the writer.
- Voice shapes expression.
- Voice affects communication.
- Voice and style are related.

Be Able to Do:

- Describe a writer's voice and style.
- Mimic a writer's voice and style.
- Create a piece of writing that reflects a writer's voice and style

| Role | Audience | Format | Topic |
|--------------------------------|--------------------------------|----------------------------------|--------------------------------------------------|
| Edgar Allan Poe | 10 th grade writers | letter | Here's How I Found My Voice |
| Garrison Keillor | 10 th grade writers | e mail | Here's How I Found My Voice |
| Emily Dickinson | self | diary entry | Looking for My Voice |
| 10 th Grader | English teacher | formal request | Please Help Me Find My Voice |
| teacher | 10 th graders | interior monologue | Finding a Balance Between Voice and Expectations |
| 3 authors | the public | visual symbols / logos annotated | Here's what Represents My Voice |
| 3 authors from different genre | one another | conversation | What shaped My Voice and Style |