

# ***RAFT***

<b>Role</b>	<b>Audience</b>	<b>Format</b>	<b>Topic</b>

# Examples of RAFT Assignments

Role	Audience	Format	Topic
Newspaper Reporter	Readers in the 1870s	Obituary	Qualities of General Custer
Lawyer	US Supreme Court	Appeal Speech	Dred Scott Decision
Abraham Lincoln	Dear Abbey	Advice Column	Frustration with his Generals
Oprah	Television Public	Talk Show	Women's Suffrage in the Early 20 <sup>th</sup> Century
Frontier Woman	Self	Diary	Harships in the West
Constituent	US Senator	Letter	Need for Civil Rights Legislation in 1950s
Newswriter	Public	Press Release	Ozone Layer has been Formed
Chemist	Chemical Company	Instructions	Dangerous combinations to avoid
Oreo	Other Oreos	Travel Guide	Journey through the digestive system
Plant	Sun	Thank you note	For the sun's role in the plant's growth
Scientist	Charles Darwin	Memo	Refute a point in the Theory of Evolution
Square Root	Whole Number	Love Letter	Explain relationship
Repeating Decimal	Set of Rational Numbers	Petition	Prove that you belong to this set
Doctor's Association	Future Parents	Web page	Need for proper Prenatal Nutrition
Advertiser	TV Audience	Public Service Announcement	Importance of Fruit
Lungs	Cigarettes	Complaint Letter	Effects of Smoking
Comma	9 <sup>th</sup> Graders	Job description	Use in Sentences
Trout	Self	Diary	Effects of Acid Rain

Buehl, D. (2001). Classroom strategies for interactive learning. Newark, DE: International Reading Association.

## More RAFT examples

Subject	Role	Audience	Format	Topic
Social Studies	Immigrant	New Yorkers	Speech	My Journey from (You pick the country) to NYC
Social Studies	Scientist in Antarctica	Family back home	Letter	Effects of Pollution
Social Studies	Map	Student	Owner's Guide	How to Use Me
Art	Clay	Students	Essay	When I Grow Up
Art	Paint	Canvas	Letter	Color is My Life
Art	Jacob Lawrence	Viewers	Talk Show	Nobody Knows the Trouble I've Seen
Business	CEO	Board of Directors	Speech	Business Plan for Growth
Business	CFP	New Investors	Newspaper Article	Investment Strategy
Business	Stock	Stock Holders	Prospectus	What Makes Me Tick
Family/Consumer Sci.	Chef	School children	Recipe	How to Make Chicken Soup
Family/Consumer Sci	Seamstress	Senior Citizens	Checklist	How to Sew a Zipper
Family/Consumer Sci	Brain	Teenager	Rap Song	How I Develop Best

# RAFT MENU

RAFT: using this chart, find a way you can earn 10 points. These points will be added to final exam as extra credit.

ROLE	AUDIENCE	FORMAT	TOPIC
Journalist <b>5 points</b>	Public	A news article	Reporting on an event that happened yesterday.
Parent <b>2 points</b>	Your son or daughter	A note on the fridge	Here is your dos and don'ts list for this weekend.
A tour operator <b>2 points</b>	Potential tourist	A travel poster	You will enjoy our best features. Talk about amenities at your resort and/or in your city.
A pilot <b>2points</b>	Passengers	An announcement	Welcome message, and flight information.
House <b>3 points</b>	Real state buyer	Real state add with photo	You are being sold and want to give a great impression. Your add should include your location, number of room, number of floor, room, and two or three commands for the buyer.
An electronic (telephone and/or computers) engineer. <b>2 points</b>	Clients	A step by step product directions	How to use your equipment
A movie critic <b>3points</b>	Readers of a magazine	A movie review	Make a review of two movies you have recently seen. The review will include a comparison between the two movies.
A comic strip creator- <b>5 points</b>	Children	Comic strip	Create a comic strip introducing and describing family.



## **RAFT Pre-writing Chart**

**Subject** Geography—Latin America History and Government

<b>Role</b>	<b>Audience</b>	<b>Format (purpose)</b>	<b>Topic</b>
Mayan Priest	Other Mayans	Glyphs (inform)	Astronomical Observations
Caudillo (dictator)	Military	Speech (persuade)	To gain allegiance from or with...
Francois Toussaint- Louverture	Enslaved Haitians	Song (encourage)	Songs about revolting against the French
Aztec Parent	Aztec Children	Fable or Story (illustrate)	Aztec class system
Historian	College Students	Article (critique)	Spanish Conquistadors and the destruction of the Inca Empire

## You are the Character! A Point of View RAFT Activity

Everything you read is presented to you from a particular **point of view**. In fiction, authors use either the **first-person** or the **third-person** point of view.

It is easy to tell which point of view an author is using because the word choice gives it away. For example, when an author uses **first-person point of view**, you will see pronouns such as "**I**" and "**we**" throughout the story. Why? Because first-person point of view is used when a character involved in the plot is narrating the story.

An advantage to the first-person point of view is that the reader gains insight into a character's (the narrator's) thoughts and feelings as the story progresses.

Homer switches between third- and first-person points of view in *The Odyssey*. The overarching story is presented in the third person, but certain chapters, such as Books 9 through 12, appear in the first person. Why? Because these chapters are "stories within the story" where Odysseus recounts all his adventures at sea for King Alcinous and the Phaeacians.

The encounter with the monsters, ghosts, gods, goddesses, and other creatures are told from Odysseus' point of view. Your task is to re-present one of the following stories, in all its imagistic glory, from the perspective of one of the characters listed below

- A Cicones Soldier
- A Lotus-Eater
- The Cyclops, Polyphemus
- A Member of Odysseus' Crew

The purposes of this assessment are as follows:

- to see how well, and to what level of detail, you are comprehending *The Odyssey*
- to lead you to a deeper appreciation for Homer's language, for the elements of an epic, and for the characterization of Odysseus
- to give you an opportunity to write a creative piece (approx. 1 page, 1.5 spacing) and to apply the writing techniques we've learned in this course so far

### RAFT Directions:

This creative writing activity involves analyzing a specific character's *point of view* in Book 9 of *The Odyssey*. You will explore this literary element by first choosing a role. Then, move horizontally across the page to determine your audience, format, and topic for this assignment. Specific directions for each RAFT are included on pages 3-4 of the packet. Please refer to page 5 for grading criteria and the rubric. Page 6 includes a sample block-style letter for you to use as a guide while writing.

<b>Role</b>	<b>Audience</b>	<b>Format</b>	<b>Topic</b>
<b>Polyphemus</b>	<b>Poseidon</b>	<b>Letter</b>	Write a letter to your father, explaining in detail, what occurred when that villain Odysseus invaded your home. Also, include a plea for your father's help in dealing with Odysseus.
<b>A Member of Odysseus' Crew</b>	<b>Odysseus</b>	<b>Letter</b>	Write a letter to your boss, Odysseus, asking him to stop his boasting. Explain how his behavior affects you and your shipmates. Also, describe how your encounter with Polyphemus would have been different if Odysseus had kept silent while escaping the island.
<b>Lotus Eaters</b>	<b>Odysseus</b>	<b>Letter</b>	Write a letter to Odysseus, begging him to return to your island with his crew. Tell him why he was wrong to drag his shipmates away. Explain the benefits of living amongst your people.
<b>Cicones Soldier</b>	<b>His wife</b>	<b>Letter</b>	Write a letter to your wife who is at home, patiently waiting for you to return from the war against Odysseus and his men. Describe what you are experiencing at war and explain the situation in detail.

## ELA 9

### Overcoming Obstacles RAFT Activity

#### Reminders:

1. Each RAFT should be *at least* one page in length. Please type your response and use 1.5 spacing. Also, please use size 12, Times New Roman font.
2. Even though you may choose different topics, keep in mind that this activity focuses on a specific character's POINT OF VIEW during Book 9 of *The Odyssey*.
3. Follow the guidelines for writing a professional block-style letter. Use the attached template as a model and pay close attention to the format and style.
4. Pay close attention to your role, audience, format, and topic for this assignment. Review the checklist for your chosen RAFT below.
5. Please remain true to the story. Obviously, your character's point of view, opinions, and recollection of events may change the story, but please do not add new plot elements or characters.

#### Choice 1: Letter from Polyphemus to Poseidon

\_\_\_\_\_ Your letter to your father should explain, in detail, what occurred when Odysseus invaded your home with his crew. Also, include a plea for your father's help in dealing with Odysseus.

\_\_\_\_\_ Follow the block-style letter template attached to this packet. Use descriptive details and first person pronouns to address each component of your prompt.

\_\_\_\_\_ Include "showing" details, voice/tone appropriate to the character, and paragraphs with unity and coherence.

\_\_\_\_\_ Proofread for errors in spelling, capitalization, punctuation, grammar, and/or mechanics.

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#### Choice 2: Letter from Crew Member to Odysseus

\_\_\_\_\_ Your letter to Odysseus should ask him to stop boasting to others. Explain how his behavior affects you and your shipmates. Also, describe how your encounter with Polyphemus would have been different if Odysseus had kept silent while escaping the island.

\_\_\_\_\_ Follow the block-style letter template attached to this packet. Use descriptive details and first person pronouns to address each component of your prompt.

\_\_\_\_\_ Include "showing" details, voice/tone appropriate to the character, and paragraphs with unity and coherence.

\_\_\_\_\_ Proofread for errors in spelling, capitalization, punctuation, grammar, and/or mechanics.



**Choice 3: Letter from a Lotus-Eater to Odysseus**

\_\_\_\_\_ Your letter to Odysseus should beg him to return to your island with his crew. Tell him why he was wrong to drag his shipmates away. Explain the benefits of living amongst your people.

\_\_\_\_\_ Follow the block-style letter template attached to this packet. Use descriptive details and first person pronouns to address each component of your prompt.

\_\_\_\_\_ Include “showing” details, voice/tone appropriate to the character, and paragraphs with unity and coherence.

\_\_\_\_\_ Proofread for errors in spelling, capitalization, punctuation, grammar, and/or mechanics.

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**Choice 4: Letter from a Cicones Soldier to his Wife**

\_\_\_\_\_ Your letter to your wife, who is patiently waiting for you to return home, should describe what you are experiencing at war and explain the situation in detail. You may choose to make this a love letter, or you may choose to focus on the violent aspects of war. Or, you can do both!

\_\_\_\_\_ Follow the block-style letter template attached to this packet. Use descriptive details and first person pronouns to address each component of your prompt.

\_\_\_\_\_ Include “showing” details, voice/tone appropriate to the character, and paragraphs with unity and coherence.

\_\_\_\_\_ Proofread for errors in spelling, capitalization, punctuation, grammar, and/or mechanics.

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ELA 9

Rubric for Point of View RAFT

Name \_\_\_\_\_

	4	3	2	1
<b>Focus</b>	<b>Clearly focused-</b> all ideas expressed relate to the specific prompt; Author follows the guidelines for the topic. Author is aware of role, audience, and format.	<b>Somewhat focused-</b> some ideas not clearly related to the specific prompt. Author is aware of topic, role, audience, and format.	<b>Weakly focused-</b> Includes non-essential information. Shows little awareness to task and purpose.	<b>Unfocused-</b> Writer does not stay on one main topic-no awareness of task or purpose.
<b>Content</b>	<b>Well-developed content-</b> writer vividly and accurately describes the event from the character's point of voice and/or tells the story using relevant plot details, and "show don't tell" description.	<b>Sufficient content-</b> writer adequately describes the incident and/or tells the story from the character's point of view. Includes some dialogue. "Shows" some description.	<b>Insufficient content-</b> missing vivid description, point of view, or showing details.	<b>Minimal content-</b> Missing two or more required elements listed on the assignment sheet.
<b>Organization</b>	<b>Well organized-</b> Info is clearly and logically presented in a block-style letter. Paragraphs contain both unity and coherence.	<b>Adequately organized-</b> Info is presented in a block-style letter. Some paragraphs lack unity or coherence. Organized logically from beginning to end with some transitions.	<b>Vaguely organized-</b> Info presented is unclear or is not formatted appropriately. Unity and/or coherence severely hampered.	<b>Unorganized-</b> Presentation of information is random and not formatted appropriately. There is no unity or coherence in paragraphs.
<b>Style</b>	<b>Precise use of a variety of words and sentence structures.</b> Consistent, appropriate tone of character presented. Voice conveys personality and authenticity of character.	<b>Generic word choice and bland sentence structures.</b> Character's tone is consistent but voice may not be evident, or vice versa.	<b>Limited word choice.</b> Control of sentence structure inhibit both character's tone and voice.	<b>Minimal variety in word choice and minimal control of sentence structures.</b> No use of character's tone or voice.
<b>Conventions</b>	<b>Evident control of grammar, mechanics, spelling, usage and sentence formation.</b>	<b>Sufficient control of grammar, mechanics, spelling, usage and sentence formation.</b>	<b>Limited control of grammar, mechanics, spelling, usage and sentence formation.</b>	<b>Minimal control of grammar, mechanics, spelling, usage and sentence formation.</b>

Category Weights:

- Focus (1X) \_\_\_\_\_
- Content (1X) \_\_\_\_\_
- Organization (1X) \_\_\_\_\_
- Style (1X) \_\_\_\_\_
- Conventions (1X) \_\_\_\_\_

Total Score \_\_\_\_\_/20

Calypso, Nymph Goddess  
1500 Lovers Lane  
Island of Ogygia

December 10

Odysseus, King of Ithaca  
1234 Palace Drive  
Kingdom of Ithaca

Dear Odysseus:

It has been seven days since you sailed away from my island, and I am miserable. I miss you, and I hope you will reconsider your decision to leave me. I sat on the shores of the island, sobbing, as I watched your raft float out to sea. My assistant had to drag me back to my palace, and there I spent three days alone in my room with the curtains drawn. Finally, I realized that I needed to fight to get you back, so fight I will!

First, I don't think you can deny that we share a real connection. Why, Odysseus, you told me that I am the most beautiful creature you had ever seen! Of course, looks aren't everything. I know you think I'm funny because you laugh at all of my jokes. I am also very giving. I have provided you with many riches and gifts to show my affection. These are clearly qualities that would benefit you as we grow old together.

We got close over the last seven years as I held you captive on my island. I shared my secrets with you, and you shared your hopes and dreams with me. Clearly I have not forgotten that you long to see your wife, Penelope, and your son, Telemachus. You spoke about them often. However, I'm sure they have probably moved on with their lives after all of these years. It is probably very difficult for you to fit back into your old life after being away for so long. Save yourself some pain and return home to Ogygia to marry me.

I will offer you one final gift to entice you back to me. I offer you the gift of immortality so that you can rule this island by my side for all eternity. I can make you into a powerful god and you will be respected throughout all of Ogygia. Please hurry back to me, and I will make sure you have everything your heart desires.

Love always,

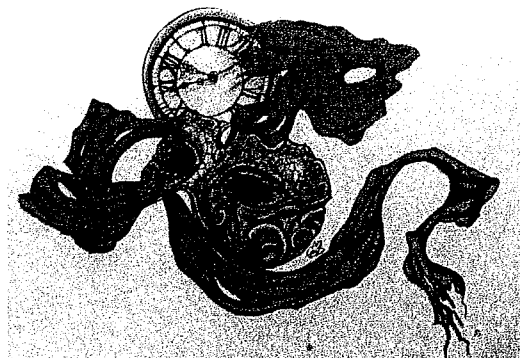
Calypso

# ***RAFT Assignments***

## ***English: Romeo & Juliet***

<b>Role</b>	<b>Audience</b>	<b>Format</b>	<b>Topic</b>
Juliet	Lord and Lady Capulet	Letter	Write to your parents expressing the reasons why you do not wish to marry Paris.
Friar Lawrence	Montagues and Capulets	Letter	Write an explanation for why you agreed to marry Romeo and Juliet. Also, include your personal feelings about the death of Romeo and Juliet.
Romeo	Capulets	Letter	Write a letter to the Capulets explaining why you attended the formal party. Discuss your feelings about meeting Juliet.
Paris	Friar Lawrence	Letter	Write to Friar Lawrence explaining how you feel about him agreeing to marry Romeo and Juliet and how you feel about his giving Juliet the "death" potion.

ROLE	AUDIENCE	FORMAT	TOPIC
Prince Prospero	Citizens outside the abbey	Proclamation	Justify to them why they will be left outside the walls
The Red Death	Prince Prospero	A formal warning	Clarify what the prince needs to know about you
The Revelers	The Red Death	An appeal speech	Argue why the Red Death should leave you alone
Citizens outside the abbey	The Revelers	Petition	Appeal to be allowed inside the walls
The ebony clock	The Revelers	A letter	Educate the revelers about why you should not be ignored



RAFT @  
PARTNER  
SCAFFOLD  
(NEXT PAGE)

## "The Masque of the Red Death" RAFT activity

### Directions:

You will be writing on one of the topics on the other side of the paper. Your product must be two paragraphs long and you must cite evidence to support your thesis.

### Process:

Once you have your topic, you will meet with peers with the same topic to brainstorm and prewrite. Decide what writing elements should be present in your particular format. Feel free to use your smart phones for help. Then you will individually write your piece. Next, you will meet with your group again to share the piece. Decide as a group, on the best piece and that will be shared with the entire class. All writing is to be turned in for points with this paper stapled to it.

### Rubric:

Role POV clear	2pt
Audience is evident	2pt
Format is followed	2pt
Topic is addressed skillfully	2pt
Evidence cited to support topic	2pt

### Exit slip:

What universal truth of the story was more clearly revealed through participation in this activity?  
EXPLAIN how it was revealed. 2 pt

Your grade: \_\_\_\_\_/12 pt

## *AIDS Unit RAFT Assignment*

<b>Role</b>	<b>Audience</b>	<b>Format</b>	<b>Topic</b>
Aids victim	Member of congress	Present a list of 4 questions congress should consider. Detail the answers.	Aids funding
T-Cell	Brain	Conversation	Removal of unwanted guests
Mother/Father of Aids child (you pick the age) who died	Other parents	Letter to the editor	Talk to your children
Yourself	Teens	Interactive learning center	What all teens need to know about Aids?

**Unit:** Mental Health

**Topic:** Autism

**Objectives:**

Students will be able to describe autism spectrum disorders and provide examples of autistic behaviors.

Students will be able to express ways to appropriately acclimate and treat students with autism.

**Procedures:**

A. Pre-assessment:

Quiz:

- \_\_\_\_\_ 1. T/F: Over 80% of autistic disorders that are diagnosed are the same.
- \_\_\_\_\_ 2. What are the odds of a student having autism?  
a. 1 in 10      b. 1 in 33      c. 1 in 88      d. 1 in 111
- \_\_\_\_\_ 3. What percent of people with autism have average to above-average intelligence?  
a. 10%      b. 40 %      c. 70%      d. 90%
- \_\_\_\_\_ 4. T/F: Use of figurative language and metaphors are an effective way to talk to someone with autism.
- \_\_\_\_\_ 5. T/F: When working with an autistic individual, patience is extremely important.
- \_\_\_\_\_ 6. What is not a characteristic of being on the autism spectrum?  
a. lack of eye contact      b. difficulty starting conversations  
c. laughing at inappropriate times  
d. all of the above are characteristics of ASD
- \_\_\_\_\_ 7. T/F: There is medication to cure autism
- \_\_\_\_\_ 8. T/F: The Autism Spectrum Test is the medical test used to diagnose autism.
- \_\_\_\_\_ 9. T/F: Individuals with autism usually know how to react in accordance with social norms.
- \_\_\_\_\_ 10. T/F: Individuals with autism usually have difficulty understanding emotion.
- \_\_\_\_\_ 11. T/F: Behavioral therapy and social skills therapy are two types of treatment for autism.



\_\_\_\_\_ 12. T/F: Usually, it is more comfortable for an autistic student to interact in a one on one setting versus a large group setting.

13. List three ways you might interact appropriately with an autistic student:

B. Watch two videos on Autism -

<https://www.youtube.com/watch?v=T3PwG36iKH8> (2:35)

<https://www.youtube.com/watch?v=j4PTf7LgsIE> (2:48)

Discussion Questions:

What is the difference between these two students?

What does that tell us about autism and the autism spectrum?

What are some characteristic behaviors of someone with autism?

C. Differentiated Article Reading and Autism Brochure

There are two articles on autism that the students should read to gather the necessary information needed to create the autism brochure assignment. The WebMD article is more difficult and will be distributed to the more advanced students (based on pre-quiz and previous teacher knowledge). The article entitled "Autism" is the easier read. I also italicized key facts in the article. This article will be distributed to the lower level students.

All students should create a brochure with the following headings:

What is Autism?

What causes Autism?

How is Autism diagnosed?

What's it like to have Autism?

How is Autism treated?

D. Using the following resources:

"Ten Things You Should Know about Autism" (Youtube - 4:55), and the article "Ten Things Every Child with Autism Wish You Knew," students should create a role play of the following situation:

You are at a summer camp and you are the head counselor. There will be a new student joining your group who has Autism. Your job is to educate your campers on what to expect and how to treat this student. Your video/skit/script should include a counselor educating his campers on autism and direction on how to treat this student. This assignment can be completed in a group of two/three or individually. Include the following information:

What the campers should expect from the new student (3-5 examples)  
Implement 3-5 of the 10 strategies from the article "Ten Things..." Include one example of each strategy.

Format:

Head counselor should be having a meeting with the campers. The campers should ask at least 2 questions each.

Students may present skit to class or may videotape it and post it on Edmodo.

**Assessment: Not Done that Day**

A. Students should choose one of the following options:

RAFT writing assignment #1

Role: Autistic Student

Audience: His/her classmates

Format: Letter

Topic: What is it like to be an autistic student? What are behaviors that you can expect from me? What are ways you (my classmates) support and help me. Hurt me.

RAFT writing assignment #2

Role: Parent of an autistic student

Audience: Teachers of the autistic students

Format: Introduction email (my autistic child will be a new student in your class).

Topic: What are the strengths and weaknesses of my autistic child? What can you expect from him/her? What can you do to support my child?

B. Pending results of the pre-quiz, teacher will re-give the quiz to see what students knew before and after the class.

\*\*\*Anchor Activity:

If students finish any of the assignments early, they should watch this video on Carly's story. It's an amazing story about how one autistic student communicates.

<http://abcnews.go.com/2020/video?id=8281792>

(9:51)

2<sup>nd</sup> Anchor Activity – Jason McElwain Video.

The videos will be linked to class Edmodo page.

A. Post Assessment:

Quiz:

\_\_\_\_\_ 1. T/F : Over 80% of autistic disorders that are diagnosed are the same.

\_\_\_\_\_ 2. What are the odds of a student having autism?

- a. 1 in 10      b. 1 in 33      c. 1 in 88      d. 1 in 111

- \_\_\_\_\_ 3. What percent of people with autism have average to above-average intelligence?  
a. 10%      b. 40 %      c. 70%      d. 90%
- \_\_\_\_\_ 4. T/F: Use of figurative language and metaphors are an effective way to talk to someone with autism.
- \_\_\_\_\_ 5. T/F: When working with an autistic individual, patience is extremely important.
- \_\_\_\_\_ 6. What is not a characteristic of being on the autism spectrum?  
a. lack of eye contact      b. difficulty starting conversations  
c. laughing at inappropriate times  
d. all of the above are characteristics of ASD
- \_\_\_\_\_ 7. T/F: There is medication to cure autism
- \_\_\_\_\_ 8. T/F: The Autism Spectrum Test is the medical test used to diagnose autism.
- \_\_\_\_\_ 9. T/F: Individuals with autism usually know how to react in accordance with social norms.
- \_\_\_\_\_ 10. T/F: Individuals with autism usually have difficulty understanding emotion.
- \_\_\_\_\_ 11. T/F: Behavioral therapy and social skills therapy are two types of treatment for autism.
- \_\_\_\_\_ 12. T/F: Usually, it is more comfortable for an autistic student to interact in a one on one setting versus a large group setting.
13. List three ways you might interact appropriately with an autistic student:

## *Fractions Unit RAFT Assignment*

<b>Role</b>	<b>Audience</b>	<b>Format</b>	<b>Topic</b>
Numerator	Teenager	Directions	How to double Chocolate Chip Cookie recipe (with at least 3 fractions $\frac{3}{4}$ , $1\frac{1}{2}$ , $\frac{1}{4}$ , challenge $\frac{5}{8}$ )
Improper Fraction	Mixed Number	Venn Diagram w Note at Bottom	We're more alike than different
Like Denominators in an addition problem	Unlike Denominators in an addition problem	Conversation/ Debate	If you want to add, you have to conform (Same for Subtract)
Equivalent Fractions	Non Equivalent Fractions	Ad	How to find your match
Denominator	Change Artist who can Add 1 or Subtract 1	Visual	Why I look the way I do when you change me

## Solving Systems of Equations Project

Directions: Choose one role and work across the row to identify the audience and task that go with that role. You may choose a format from any of the rows regardless of which role you choose. This complete project is due for presentation during class on Thursday, February 17 .

<b>R</b> <b>(Role)</b>	<b>A</b> <b>(Audience)</b>	<b>F</b> <b>(Format – Pick 1)</b>	<b>T</b> <b>(Task)</b>
1. <b>Yourself</b>	1. Your Parent	Power Point Presentation using any of the 3 methods we covered to solve	1. Convince your parents to get you a cell phone or a phone with a better plan. Use research to defend the cost effectiveness of one company or plan over another.
2. <b>Alternative Energy Company Representative</b>	2. PECO Customers	Poster Using Elimination Method	2. Convince customers to switch from PECO to your more environmentally-friendly energy source company. Use research to defend why it is a better option.
3. <b>Yourself</b>	3. Your Parent	Poster Using Substitution Method	3. Convince your parents to loan you money to buy a snow blower to support your snow removal business. Tell them how many customers you will need to serve in order to pay them back. It currently takes you 30 minutes to shovel one house's sidewalk, but it would only take you 5 minutes to do the same amount of sidewalk with a snow blower.
4. <b>New Members Recruiter at a gym</b>	4. Clients of other gyms	Poster Using Graphing Method	4. Convince current members of other gyms to switch to your gym instead of renewing their membership at their current place. Perhaps your gym will waive a sign-up fee and/or have lower monthly rates. Use research to show the difference between the total annual costs for your gym vs. the competition.

## RAFTs for Science

<b>Role</b>	<b>Audience</b>	<b>Format</b>	<b>Topic</b>
<b>Experienced Water Drop</b>	<b>New Water Drops</b>	<b>Travel Guide</b>	<b>Journey through the Water Cycle</b>
<b>Lungs</b>	<b>Brain</b>	<b>Persuasive Speech</b>	<b>Why Quit Smoking</b>
<b>Seed</b>	<b>Self</b>	<b>Diary</b>	<b>Changes As I Germinate</b>
<b>Cell</b>	<b>New Cells</b>	<b>Owner's Manual</b>	<b>My Parts and How They Function</b>
<b>Safety Goggles</b>	<b>Family</b>	<b>Letter</b>	<b>Safety in the Lab</b>
<b>White Blood Cell</b>	<b>Red Blood Cell</b>	<b>Romantic Letter</b>	<b>I Will Keep You Safe</b>

## Learning More about Hurricanes

Choose one of the Roles you are most interested in learning more about hurricanes. Prepare your writing to share with your classmates. Click on the Internet links or United Streaming links: (<http://www.unitedstreaming.com>) login and type the name of the video source or Hurricanes in the Keyword box and then click GO. View the segment(s) of your video that will best help you write for your audience. Use other resources as well that may help you.

<b>Your Role</b>	<b>Audience</b>	<b>Format</b>	<b>Topic</b>
<b>A Blogger</b> Your Resource: <i>Your personal experience</i>	Members of your blog and others interested in Katrina	A Personal Narrative Your Technology Tool: <i>Voice Thread/Blog</i>	How did you or your community (school, neighborhood, etc.) respond to Hurricane Katrina?
<b>A Radio DJ</b> Your Resource: <i>Hurricane Names</i>	Your favorite Radio channel listeners	An Informative Report Your Technology Tool: <i>A Podcast</i>	Have you ever wondered how hurricanes get their names?
<b>A Red Cross Volunteer</b> Your Resource: <i>Hurricanes for Kids</i> United Streaming Video: <i>Weather Smart: Hurricane</i>	Your school and your family	A Poster Your Technology Tool: <i>Comic Life</i>	How can you prepare for a tropical storm? OR How can you prepare for a blizzard? Compare and contrast these 2 types of storms.
<b>A Magazine Reporter</b> Your Resource: <i>Hurricanes and Tornadoes</i> United Streaming Video <i>Elementary Video Adventures: Dynamic Earth</i>	Readers of your magazine	A Diagram Your Technology Tool: <i>Inspiration</i>	What is the difference between a tornado and a hurricane?
<b>A Meteorologist</b> Your Resource: <i>Movies from US</i> <i>How does a Hurricane Form?</i> <i>Hurricanes</i> United Streaming Video <i>Wonders of Weather</i>	Your favorite T.V. channel viewers	An Informative Report Your Technology Tool <i>A Podcast, an iMovie</i> <i>Google Earth</i>	What causes a hurricane?

## *RAFT Assignments*

### *Biology: Circulatory System*

<b>Role</b>	<b>Audience</b>	<b>Format</b>	<b>Topic</b>
Red Blood Cell	New Blood Cell	Trip itinerary	My journey through the heart and lungs
Microscope	Slide	Postcard	The sights I see on this blood smear
Heart	Owner	Lecture	Stop treating me this way (smoking, eating, not exercising etc.)
Yourself	Teens	Interactive poster (questions with hidden answers, pictures with hidden structures and functions)	What all teens need to know about the Circulatory System



## ***RAFT Assignments***

### ***Social Studies: Great Compromise***

<b>Role</b>	<b>Audience</b>	<b>Format</b>	<b>Topic</b>
Representative of a large state	Constituents	Editorial essay for a newspaper	Why the Great Compromise is good for a large state.
Balance scales	Two Houses of Congress	A list of powers held in each pan of the scale	How to keep me in balance.
Constituent of a small state	Fellow constituent	Conversation	Benefits of the Great Compromise
Yourself	Teens	Interactive learning center	What all teens need to know about the Great Compromise.

# R.A.F.T - Martin Luther King Jr.

Due: January 15

MLK	Television audience	Speech	Is Dr. Martin Luther King's Dream Still Alive?
Martin Luther King Jr.	Children of all ages	Collage	Dream for our Country
A student	Dr. Martin Luther King Jr.	Letter	How do you feel about what is going on in our country today?

# Martin Luther King Jr.

## Due: January 15

Dr. Martin Luther King Jr.	Television audience	Speech	Is Dr. Martin Luther King's Dream Still Alive?
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Directions:

Time: January 15

Place: NBC Television Studios

Assignment:

You are Dr. King and you have been asked to give a speech about your dream for our country. Write a speech to a TV audience about your dream for our country.

Points to think about:

Has your dream been achieved?

Is your dream the same now as it was in 1963?

What can people do to help bring your dream to life in 2010?

Reminder:

Spelling, grammar and neatness count.

Parent Signature \_\_\_\_\_

# Martin Luther King Jr.

## Due: January 15

Topic	Age Group	Activity	Theme
Dr. Martin Luther King Jr.	Children of all ages	Collage	Dream for our Country

Directions:

Place: A Classroom

Assignment:

You are Dr. King and you have been asked to create visual image that describes your dream for our country. Use magazine, newspaper and drawn images to create a collage about your dream.

Points to think about:

What were you trying to achieve for all children?

Did you want people to work together to achieve your dream?

Reminder:

Spelling, grammar and neatness count.

Parent Signature \_\_\_\_\_

# Martin Luther King Jr.

Due: January 15

Assignment			
A student	Dr. Martin Luther King Jr.	Letter	How do you feel about what is going on in our country today?

Directions:

Time: January 15

Place: Your Home

Assignment:

You have been asked to write a letter to Dr. King. You want to know how he feels about what is going on in our country today.

Points to think about:

What would Dr. King think about our country today?

Has Dr. King's dream been achieved?

What should we do next?

Reminder:

Spelling, grammar and neatness count.

Parent Signature \_\_\_\_\_

Name: \_\_\_\_\_

### **“I Have a Dream”**

Write your six statements about your dreams below. Try to base them off of the original six statements that Martin Luther King Jr. uses. **When you complete this sheet, write out a good copy of all six in a row. Use notebook paper.**

1. Base your first dream off of constitutional rights. What is a creed that we say we believe in the U.S. but we don't follow?

**I have a dream that one day**

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2. Base your second dream off of brotherhood/unity with people that don't get along, or people you personally do not respect or like.

**I have a dream that one day**

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3. Base your third dream off of the 'state' of education or your school. What do you want to see change?

**I have a dream that one day**

---

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4. Base your fourth dream off of what people should NOT be judged on. (Replace 'by the color of their skin' with another aspect.)

**I have a dream that one day**

---

---

5. Base your fifth dream based on ANYTHING you really believe in. (Think of what you are truly passionate about! ex. Boy Scouts situation)

**I have a dream that one day**

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6. Base your last dream on your belief system. What do you believe WILL happen/come to pass over time?

**I have a dream that one day**

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

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6<sup>th</sup> Grade SS

I used this RAFT activity in my 6th grade SS class. The students were eager to participate, but, needed a lot of guidance with the task. For example, the open-ended questions brought up a lot of Q & A. I enjoyed watching them rack their brains and then feel satisfied as they came up with an answer. The activity catered to the creative learner, as the students were asked to make up the name, street, and city of a person living in the country that they "immigrated from". We had quite interesting variations and some more commonplace such as "Pizza Street, Rome, Italy."

Name: \_\_\_\_\_

RAFT Activity - Ch. 4, Section 1

<b>R</b> ole	You are an immigrant living in the United States. 
<b>A</b> udience	Family members in your "home" country
<b>F</b> ormat	A friendly letter 
<b>T</b> opic	Life in America – Think about and answer the questions listed below in your letter.  <ul style="list-style-type: none"> <li>- Who lives in America?</li> <li>- What is it like to be a citizen in this country?</li> <li>- Describe the government in America.</li> </ul>

Write your rough draft in your writing notebook. Remember to skip lines so you can revise. Be sure to use the correct form for a friendly letter.

Your final copy will be completed on a sheet of lined paper.

Used the correct "role" of an immigrant	/5
Addressed to a specific country	/5
Friendly letter format	/1
Addressed and answered the 3 topic questions	/9
Mechanics (Spelling, Grammar, Punctuation)	/5
<b>Total</b>	<b>/25</b>

# Ellis Island

# RAFT Activities

Role	Audience	Format	Topic
Boy of 12 who came from Europe in steerage	Best friend back in Germany	Letter	Crossing the ocean on a 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!



## World War II RAFT Choices

<b>Role</b>	<b>Audience</b>	<b>Format</b>	<b>Topic</b>
<b>President Franklin D. Roosevelt</b>	<b>His wife, Eleanor Roosevelt</b>	<b>Conversation</b>	<b>Why I issued Executive Order 9066</b>
<b>Neighbor of a Japanese American family</b>	<b>An uncle in New York City</b>	<b>Friendly Letter</b>	<b>What I think about the situation with the Japanese Americans</b>
<b>Young Japanese American girl or boy</b>	<b>Future generations of Americans</b>	<b>Poem of at least 8 lines</b>	<b>Why people should be judged on their merit, not their race, religion, or the way they look.</b>
<b>Guard at an internment camp</b>	<b>Writing in a personal diary</b>	<b>Diary entry of at least 8 sentences</b>	<b>Describing daily life in the internment camps</b>

## Sample R.A.F.T. ACTIVITY

### Social Studies – Japanese Internment

#### Writing an Argument

Role	Audience	Format	Topic
President Franklin D. Roosevelt	His wife, Eleanor Roosevelt	Argumentative dialogue	Why I issued the Executive Order of 9066
Neighbor of a Japanese American family	Community members	Letter to the editor of the community newspaper	Evacuation of my neighbors to the relocation camps
Young Japanese American girl or boy	Future generations of Americans	Propaganda poster	Tolerance
Guard at an internment camp	Himself	Diary entry	Justification for daily actions in the internment camps

The focus of a RAFT includes:

- **R**ole of the Writer: Who are you as the writer? A movie star? President? plant?
- **A**udience: To whom are you writing? A senator? Yourself? A company?
- **F**ormat: In what format are you writing? A diary entry? A newspaper? A love letter? An argument?
- **T**opic: What are you writing about?

Benefits for students: (Jot your ideas here)!

## RAFTING Through the Constitution

**Learning Objective:** The student will

- A. Understand the meaning of the seven principles of the Constitution
- B. Demonstrate their understanding of the principles of the Constitution by preparing a RAFT assignment.

**TEKS/TAKS:** 8.16D; US 15.D; US 18.A-C; US 25.B & D; GOVT 2.A; GOVT 8.D

**Materials Needed:** Transparency of the seven principles of the Constitution; Copies of RAFT chart for the student.

**Teaching Strategy:**

1. Review the meaning of the seven principles of the U.S. Constitution using the transparency.
2. Explain to the students they will be using a new acronym to show their understanding of these principles. **RAFT** is an acronym used to help them set up different combinations that require students to synthesize their understanding of a particular topic. **RAFT** takes the place of traditional assignments and encourages students to demonstrate their understanding in a nontraditional format. The teacher should begin by explaining the meaning of the letters in the acronym and share several examples.

**RAFT** is an acronym that stands for

**R**-Role of the writer

**A**-Audience who will be reading the writing

**F**-Format of the writing

**T**-Topic or subject of the writing

Examples:

**R**-Truman

**A**-Dear Abby

**F**-Advice column

**T**-Problems with General MacArthur

**R**-George Washington

**A**-Martha

**F**-Letter

**T**-Difficulties in training the colonial army

R-Cotton gin  
A-Southern planter  
F-Advertisement  
T-Change in the production of cotton

Encourage students to be creative (as long as it is plausible in their choices) for each of the categories. (See the example of the cotton gin as a possible role in the third example).

3. After the students understand the meaning of RAFT, put them in groups of three or four and have them draw one of the seven principles of the Constitution. Explain they are to create a **RAFT** chart for that principle of at least six roles, six audiences, six formats, and six topics.

An example for separation of powers:

Role-Congressman sponsoring a bill  
Audience-Constituents at a town meeting  
Format-Speech  
Topic-Status of the troop strength in Iraq

An example for checks and balances:

Role-President  
Audience-Congress  
Format-Veto memo  
Topic-Status of troop strength in Iraq

4. When the students have completed their **RAFT** chart, each group should have the teacher check the six choices for each of the four letters. The teacher can either choose a possible combination or let the students prepare the combination of their choice to be presented to the class.
5. After each group presents their RAFT assignment, the teacher should debrief the presentation with the following questions:
  - How was the principle illustrated in the presentation?
  - What are some additional examples of how this principle is present in today's government?

Constitutional Principle	Explanation
Popular Sovereignty	Ultimate power and final authority rest with "we the people" or all the citizens
Republicanism	The people exercise their power by delegating it to representatives through the election process
Federalism	Power is divided between the central (national or federal) government and the state government. Some powers are concurrent and thus held by both levels of government (for example, the power to tax)
Separation of Powers	Power within the national government is divided among three separate branches: Legislative, Executive, and Judicial
Checks and Balances	Each branch of the national government has certain controls (checks) over the other two branches.
Limited Government	Government's power is limited by the rule of law which includes the Constitution and the laws which are passed in pursuance of that Constitution. This means the government is not all-powerful
Individual Rights	Personal freedoms, personal protections, and equality under the law are guaranteed in the Constitution, The Bill of Rights, and laws of the U.S.

U.S. History 9  
Molly Maguires

Essential Questions:

- What motivated the actions of the Molly Maguires?
- Is violence ever an acceptable response to oppression?

Please select one of the scenarios below in order to complete the journal entry about the Molly Maguires.

<b>Role</b>	<b>Audience</b>	<b>Format</b>	<b>Topic</b>
Member of the Molly Maguires	Writing in a personal diary	Diary entry of at least 2 paragraphs	Clarify the reasons for violence
Frank Gowen (President of the Philadelphia & Reading Railroad)	Allen Pinkerton, head of the Pinkerton Detective Agency	Letter of at least 2 paragraphs	Detail instructions for dealing with the Molly Maguires
James McParland undercover Pinkerton Detective	Allen Pinkerton, head of the Pinkerton Detective Agency	Letter of at least 2 paragraphs	Description of activities carried out by the Molly Maguires
Newspaper reporter for the Bloomsburg newspaper "The Columbian."	People of Schuylkill and Carbon and Columbia counties in PA.	Newspaper editorial	Discuss the violence caused by Molly Maguires in PA

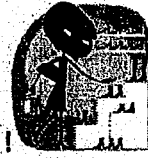
After the class discussion, answer our essential questions on moodle.



## RAFT Pre-writing Chart

Subject Geography—Latin America History and Government

Role	Audience	Format (purpose)	Topic
Mayan Priest	Other Mayans	Glyphs (inform)	Astronomical Observations
Caudillo (dictator)	Military	Speech (persuade)	To gain allegiance from or with...
Francois Toussaint- Louverture	Enslaved Haitians	Song (encourage)	Songs about revolting against the French
Aztec Parent	Aztec Children	Fable or Story (illustrate)	Aztec class system
Historian	College Students	Article (critique)	Spanish Conquistadors and the destruction of the Inca Empire



"Ropa is not rope, sopa is not soap, and butter is not Men ta quil ya" !

**Tema: "La Ropa"**- Use clothing terms, store vocabulary, and new stem-changing verbs to create ONE of the following. Pick one "Format" and work to answer everything in its theme. Use the video 7A worksheet for ideas!

EL PAPEL (ROLE)	AUDIENCIA (AUDIENCE)	COMO HACER (FORMAT)	EL TEMA (TOPIC)
You and a partner will play the roles of a customer and salesclerk (el/la dependiente,a). The customer will look at various items in the store, talk with the clerk, and then decide if he/she wants to buy something.	People in a clothing store	SKIT	Discuss with your partner will need to discuss what type of clothing your store is selling. You will need a name for the store and some "sample" clothing. You may bring in real clothing or use cutouts from magazines. You will each need 7 sentences/questions. No notes during the presentation- only a note card to "glance".
You are a friend writing an email describing a special event.	A pen-pal reading your email in a Spanish-Speaking country of your choice.	An Email	Describe your letter in the form of email that will be read to the class. The letter should include the following : the event to which you are invited, the new clothes you want to buy, where you plan to shop, the price of the items, and what you think/prefer about the items. The email should be at least <u>10</u> sentences..
"Una Página de "Facebook"- You will present a facebook page drawn or online.	Una madre o un padre	A Facebook Page	Explain the page that should also include personal information such as your birthday and hobbies. It should mostly state your clothing preferences, what you want to wear to a party coming up, what you prefer to do in your free time (el tiempo libre), and what you think about the people coming to the party. It should include at least <u>8</u> sentences using new vocabulary and stem-verbs. Include a picture of yourself drawn or real.

**¿CUANDO TRABAJAMOS?**- Trabajamos en la clase de español viernes despues de la prueba.

**¿PARA CUANDO?**- Para lunes, el 16 de diciembre

**¿CUANTOS PUNTOS?**- 20 pts. ( all are worth the same number of points)

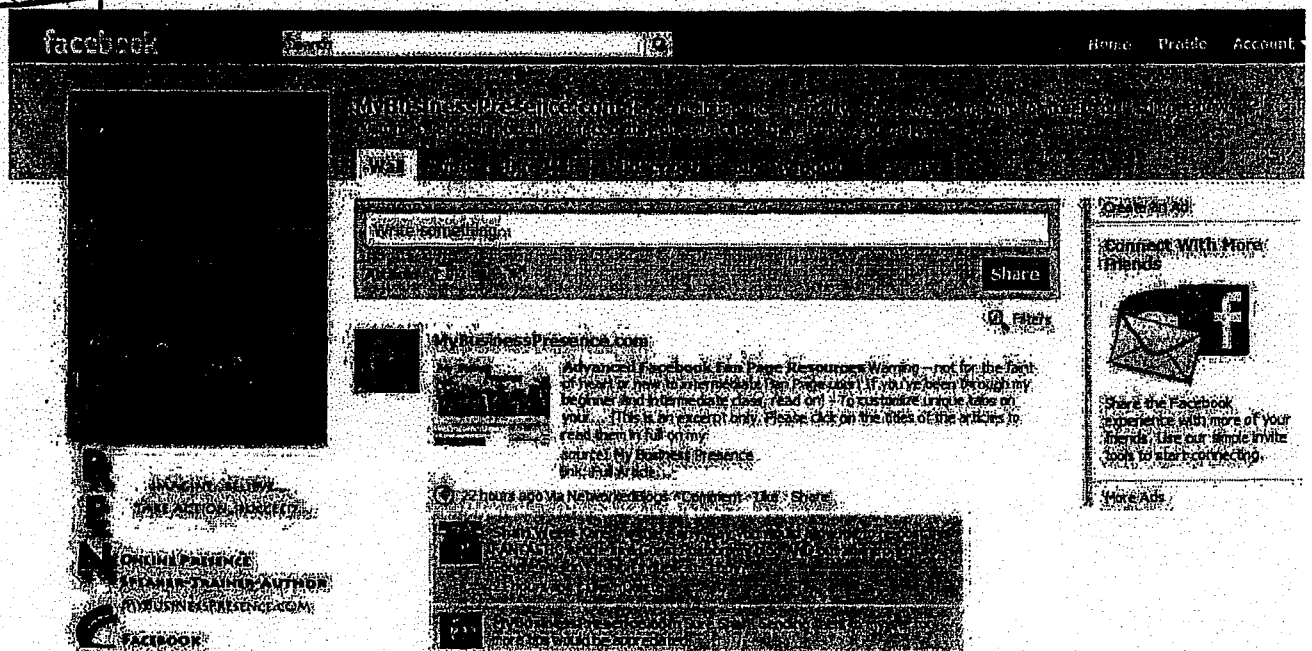


# REALIDADES 1

## Presentational Task Rubric

	<b>Score: 1</b> Does not meet expectations	<b>Score: 3</b> Meets expectations	<b>Score: 5</b> Exceeds expectations
<b>Amount of Communication</b>	Student gives limited or no details about the special event, the clothes, and the shops.	Student gives adequate details about the special event, the clothes, and the shops.	Student gives consistent details about the special event, the clothes, and the shops.
<b>Accuracy</b>	Student's accuracy with vocabulary and structures is limited.	Student's accuracy with vocabulary and structures is adequate.	Student's accuracy with vocabulary and structures is exemplary.
<b>Comprehensibility</b>	Student's ideas lack clarity and are difficult to understand.	Student's ideas are adequately clear and fairly well understood.	Student's ideas are precise and easily understood.
<b>Vocabulary Use</b>	Student uses limited and repetitive vocabulary.	Student uses only recently acquired vocabulary.	Student uses both recently and previously acquired vocabulary.

Ejemplo: Facebook



TPR  
RAFT TO  
TEACH

Miércoles

IN AM: Print lesson plans, write vocabulary on the board

- I. Spanish 2, Ropa, Capitulo 8.1
- II. **Objectives:** SWBAT name parts of outfit using adjective/noun agreement and use the verb costar with the correct subject/verb agreement. SWBAT critique an outfit worn by the main character in the story in the form of a letter or conversation.
- III. **Activities:**
  - a. Warm Up (5-10 min).
  - b. Number arranging game. Each student will have a number. They must put themselves in the correct order based on the written out description. (10-15 min)
  - c. Go over story etiquette. Students should know how to answer questions/where their desks should be.
  - d. Start story. (40 min) I will be using TPR Storytelling. There are several DI elements used in this technique to reach all of my students. Questions are scaffolded because they include yes/no questions, either/or questions, etc. I am also offering them visual support with a PPT slide with pictures and gestures. I will use personalized questions throughout the slides to engage students based on interest. I will have a retell at the end. During the retell, students will be able to choose whether they go first or second. The other partner will support them by asking questions to encourage conversation.
  - e. Afterwards, they will be completing a RAFT activity from the perspective of a character in the story. They will discuss their ideas before writing. They also have to do a self-editing step to check their own understanding.
  - f. When finished, the anchor is to draw a depiction of the story which will target students with an artistic learning style.
  - g. QQT with descriptions and pictures of clothing items from yesterday.
  - h. Smarty pants with extra time, two teams. Teacher to class. (10 minutes)
- IV. **Assessments:** RAFT Activity, QQT
- V. **Homework Assignment:** Level #2
- VI. **Teacher notes:**

ANCHOR: Dibuja una representación de hoy aquí:

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Nombre: \_\_\_\_\_

### Vocabulario Nuevo

Lana:	apretado(a):
Algodón	flojo(a):
Seda:	caro(a):
A la última moda:	barato(a):
Pasada de moda:	grande:
Le queda(n):	pequeño(a):
Le parece(n):	cuesta(n):
Me parece(n):	ganga:
Te parece(n):	robo:

ESCOGE UNA OPCIÓN:

<b>Papel (Role):</b> Perro Amiga	<b>Audiencia:</b> Stacey and Clinton	<b>Formato:</b> Conversación (10 líneas) Email (8 líneas)	<b>Tópico:</b> La ropa de Betty Incluye: una descripción de la ropa y cuanto cuesta
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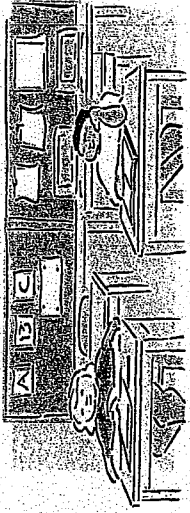
Después de terminar: highlight at least four nouns and adjectives in pink (Make sure they match in number and gender). THEN, highlight the verb *costar* at least twice. (Make sure it matches in number with the subject.)

RAFT Assignments  
La casa y los quehaceres

R Role	A Audience	F Format	T Topic
Room of the house	Home buyer	Floor plan and narration or written description	You think that you are the best room in the house. Tell what room you are, where you are located in the house, why you are the best room, what you have in you, and what is going on right now.
House	Home buyer	Real estate ad with photo	You are being sold and want to give a great impression. Write a detailed ad and include a photo. Your ad should include where you are located, the rooms you have, what rooms are on each floor, price, and two or three commands for the buyer.
Parent	Children	Note on the fridge	You are a parent with two children. Write a note to your children detailing the chores they are to do, in what rooms they are to do the chores, and why they need to do the chores (your room is messy).

Child	Parent	Voicemail	Your mom and dad have just left you and your siblings a list of chores to do while they are out. Leave your parents a voicemail telling why you and your siblings cannot complete your chores (present progressive).
Piece of furniture in a messy room	Homeowner	Letter of complaint	The room you are in is a mess! Write your homeowner a letter telling him or her that the room is a mess and where things are located. Tell him or her what he or she needs to do to straighten the room.
Children's author	Children learning about chores	Book with illustrations	Write a children's book about chores. In your book, tell what the chores are and in what rooms the chores should be done. Include the commands and if necessary, the present progressive.
Comic strip creator	Children	Comic strip	Create a comic strip telling the importance of doing chores by illustrating good and bad responses when parents ask them to help around the house.

No matter which option you choose, it is your responsibility to use as much vocabulary and as many of the grammatical topics we have learned in this unit. Remember that we have learned the rooms of the house, the floors of the house, chores, commands, the present progressive, and items located in each room. This is your chance to be creative and show me what you have learned!



# RAFT Assignment

**Theme:** Classroom – Use classroom objects, present conjugation of activities done in class, and prepositions of a location to talk about where things are located. **Language/Level:** Spanish 1 Honors

Role	Audience	Format	Topic
1. Student	Exchange Student coming to RHS next semester	Email	Describe the class, what time it is, what we do in the class. Also, describe what the class looks like and where things are located.
2. Chair	A Desk	Admission of jealousy (tener cellos – to be jealous)	Explain what the students do with the desk. Explain where everything is located in the classroom and why the desk is lucky (tener suerte – to be lucky) to be a part of it all.
3. Sra Frye	Another teacher	Phone call for help	Sra. Frye is sick and needs another teacher to teach her class. Explain how the class is, where everything is located and what we do on a regular basis.
4. Student	8 <sup>th</sup> grade students	Love Song/Poem	Explain why Spanish 1 Honors is the best class to take your freshman year. Explain what cool things/people are in the classroom and where they are located. Sing about what we do.

## FRENCH I RAFT

This RAFT is designed to be used by students in a "French I" class as they are developing the basic structure of the language and basic vocabulary sets.

Of particu

-lar interest here are present tense verbs and vocabulary centered on leisure activities.

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### **RAFT Goals:**

#### Students should Know...

- Names of French-speaking Countries
- Conjugation of present tense verbs
- Vocabulary for leisure time activities

#### Understand...

A country's geography affects how its people spend their leisure time.

#### Be Able to...

- Research a French speaking country to determine its basic geography
- Predict leisure activities people in a particular country might enjoy (based on its geography)
- Communicate information about leisure activities in French.

## **LEISURE ACTIVITIES RAFT**

### Directions:

- Select a French speaking country from the list on the board.
- Use research materials on the bookshelf, internet, and in you textbook to find information on the geography of that country. Get as much information about the country's geography as you can find. *For example: What is the temperature like in the various seasons? Does it have lakes? Are parts of it bordered by oceans? Are there mountains? What resources are in the country that might affect leisure? Is there something in the history of the country that shapes recreation – for example, a long-time love of music?)*
- Select one of the following options to help you practice making French sentences that use present tense verbs and vocabulary related to leisure.
- When you finish your work, we'll do two more things:
  - First, you'll have the chance to go over your work with a classmate to find ways to make it stronger.
  - Second, you'll share what you have done with students who researched French speaking countries other than the one you



<b>ROLE</b>	<b>AUDIENCE</b>	<b>FORMAT</b>	<b>TOPIC</b>
Student	Self	Packing list with Notes	Here's what I need for my vacation and why I need it.
Native of the country	A visiting athlete	Map with symbols	Here's what to look for and do on your vacation here.
Tourist	Family at home	Series of post cards	Please send my.... because.....
Native of the country	Visitors on vacation	List of dos and don'ts	When in Rome....
Hiker or driver	Roads	Magazine interview	Where are you taking me?
Bureau of Tourism	Potential inhabitants	Travel poster with narration	You'll enjoy our best features!
Radio announcer	Listener	Informational feature	Come share the wonder!
<i>Fill in your choice here. Check with the teacher for approval.</i>			

# Leisure Activities

# RAFT

**Directions:** Select a Spanish speaking country from the list on the board. Next, use research materials to find information about the geography of that country. Get as much information as you can find. For example: What is the temperature like in the various seasons? Does it have lakes? Are parts bordered by oceans? Are there mountains? What resources are in that country that might affect leisure activities?

Then, select one of the following options to help you practice making Spanish sentences that use present tense verbs and vocabulary related to leisure.

Role	Audience	Format	Topic
Student	Self	Packing list with notes	Here's what I need for my vacation and why I need it.
Native of the country	A visiting athlete	Map with symbols	Here's what to look for and do on your vacation here.
Tourist	Family at home	Series of post cards – (Publisher or photoshop or <a href="http://bighugelabs.com/">http://bighugelabs.com/</a> )	Please send my _____ because....
Native of the country	Visitors on vacation	List of do's and don'ts	When in Rome....
Hiker or driver	Roads	Magazine interview (Podcast)	Where are you taking me?
Bureau of Tourism	Potential inhabitants	Travel posters with narration (using powerpoint or Animoto.com)	You'll enjoy our best features!
Radio announcer	Listener	Informational feature – (podcast)	Come share the wonder!
Fill in your	choice here.	Check with the	teacher for approval.

## FRENCH I RAFT

This RAFT is designed to be used by students in a "French I" class as they are developing the basic structure of the language and basic vocabulary sets.

Of particu

-lar interest here are present tense verbs and vocabulary centered on leisure activities.

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### **RAFT Goals:**

#### Students should Know...

- Names of French-speaking Countries
- Conjugation of present tense verbs
- Vocabulary for leisure time activities

#### Understand...

A country's geography affects how its people spend their leisure time.

#### Be Able to...

- Research a French speaking country to determine its basic geography
- Predict leisure activities people in a particular country might enjoy (based on its geography)
- Communicate information about leisure activities in French.

## **LEISURE ACTIVITIES RAFT**

### Directions:

- Select a French speaking country from the list on the board.
- Use research materials on the bookshelf, internet, and in your textbook to find information on the geography of that country. Get as much information about the country's geography as you can find. *For example: What is the temperature like in the various seasons? Does it have lakes? Are parts of it bordered by oceans? Are there mountains? What resources are in the country that might affect leisure? Is there something in the history of the country that shapes recreation – for example, a long-time love of music?)*
- Select one of the following options to help you practice making French sentences that use present tense verbs and vocabulary related to leisure.
- When you finish your work, we'll do two more things:
  - First, you'll have the chance to go over your work with a classmate to find ways to make it stronger.
  - Second, you'll share what you have done with students who researched French speaking countries other than the one you

# RAFT MENU

RAFT: using this chart, find a way you can earn 10 points. These points will be added to final exam as extra credit.

ROLE	AUDIENCE	FORMAT	TOPIC
Journalist <b>5 points</b>	Public	A news article	Reporting on an event that happened yesterday.
Parent <b>2 points</b>	Your son or daughter	A note on the fridge	Here is your dos and don'ts list for this weekend.
A tour operator <b>2 points</b>	Potential tourist	A travel poster	You will enjoy our best features. Talk about amenities at your resort and/or in your city.
A pilot <b>2points</b>	Passengers	An announcement	Welcome message, and flight information.
House <b>3 points</b>	Real state buyer	Real state add with photo	You are being sold and want to give a great impression. Your add should include your location, number of room, number of floor, room, and two or three commands for the buyer.
An electronic (telephone and/or computers) engineer. <b>2 points</b>	Clients	A step by step product directions	How to use your equipment
A movie critic <b>3points</b>	Readers of a magazine	A movie review	Make a review of two movies you have recently seen. The review will include a comparison between the two movies.
A comic strip creator- <b>5 points</b>	Children	Comic strip	Create a comic strip introducing and describing family.