A RAFT is…

• … an engaging, high level strategy that encourages writing across the curriculum
• … a way to encourage students to…
  
  – …assume a role
  – …consider their audience,
  – …examine a topic from a relevant perspective,
  – …write in a particular format
• All of the above can serve as motivators by giving students choice, appealing to their interests and learning profiles, and adapting to student readiness levels.
RAFTs can...

- Be differentiated in a variety of ways: readiness level, learning profile, and/or student interest
- Be created by the students or Incorporate a blank row for that option
- Be used as introductory “hooks” into a unit of study
- Keep one column consistent while varying the other columns in the RAFT grid

**Sample RAFT Formats**

- Advertisements
- Affidavits
- Announcements
- Biographical sketches
- Blurb
- Board game instructions
- Brochures
- Bumper stickers
- Captions
- Case studies
- Children's books
- Commentaries
- Debate outline/notes
- Declarations
- Definitions
- Dialogues
- Directions
- Editorials
- Encyclopedia entries
- Epitaph
- Eulogies
- Expense accounts and defense
- Fact sheets
- Graffiti
- Greeting card of text
- Historical accounts
- Fairy tales, myths, novels, plays
- Poems
- Science fiction
- Songs and ballads
- Story beginnings/continuations
- Indexes
- Instructions
- Interviews (real or imaginary)
- Itineraries
- Job specifications
- Journal entries
- Lab reports
- Last wills and testaments
- Legal briefs
- Legislation
- Lesson Plans
More Sample RAFT Formats

- Letters: advice, application, resignation, complaint, inquiry, congratulation
- Persuasive: to public officials, to the editor, recommendations
- Logos
- Lists
- Math notes/observations
- Math problem solutions
- Math story problems
- Memos
- Menus
- Messages to/from the past/future
- Minutes of meetings
- Monologue
- Mattoes/Slogans
- News stories - paper/radio/tv
- Orations
- Paraphrases
- Parodies
- Personality sketches
- Personalized license plates
- Predictions/prophesies
- Proposals
- Public notices
- Reaction papers
- Requests
- Reviews
- Screenplays
- Sermons
- Skits
- Speeches
- Story boards
- Summaries
- Tables of content
- Telegrams
- Telephone dialogues
- Test questions
- Thumbnail sketches
- Translations
- Wanted posters
- Word puzzles and games

Sample RAFT Strips

<table>
<thead>
<tr>
<th>Role</th>
<th>Audience</th>
<th>Format</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Squanto</td>
<td>Other Native Americans</td>
<td>Pictographs</td>
<td>I can help the inept settlers</td>
</tr>
<tr>
<td>Band Member</td>
<td>Other Band Members</td>
<td>Demo Tape</td>
<td>Here’s how it goes</td>
</tr>
<tr>
<td>Positive Numbers</td>
<td>Negative Numbers</td>
<td>Dating Ad</td>
<td>Opposites Attract</td>
</tr>
<tr>
<td>Rational Numbers</td>
<td>Irrational Numbers</td>
<td>Song</td>
<td>Must you go on forever?</td>
</tr>
<tr>
<td>Decimals</td>
<td>Fractions</td>
<td>Poem</td>
<td>Don’t you get my point?</td>
</tr>
<tr>
<td>Perimeter</td>
<td>Area</td>
<td>Diary Entry</td>
<td>How your shape affects me</td>
</tr>
<tr>
<td>Monet</td>
<td>Van Gogh</td>
<td>Letter</td>
<td>I wish you’d shed more light on the subject!</td>
</tr>
<tr>
<td>Joan of Arc</td>
<td>Self</td>
<td>Soliloquy</td>
<td>To recant, or not to recant; that is the question</td>
</tr>
<tr>
<td>Tree</td>
<td>Urban Sprawl</td>
<td>Editorial</td>
<td>My life is worth saving</td>
</tr>
<tr>
<td>Thoreau</td>
<td>Public of his day</td>
<td>Letter to the Editor</td>
<td>Why I moved to the pond</td>
</tr>
<tr>
<td>Young Chromosome</td>
<td>Experienced Chromosome</td>
<td>Children’s Book</td>
<td>What becomes of us in mitosis?</td>
</tr>
</tbody>
</table>
This RAFT is designed to be used by student in a second grade class as they are learning about endangered and extinct animals in science and natural resources in social studies. Students have been studying both topics for a number of days before they do the RAFT. The activity serves as a culmination to this period of study.

Know:
- Basic needs of plants and animals
- The role of natural resources in lives of people and animals

Understand:
- Our actions affect the balance of life on Earth.
- Animals become endangered or extinct when natural resources they need are damaged or limited.
- Natural resources are not unlimited and must be used wisely.

Be Able To:
- Identify causes of problems with misuse of natural resources.
- Propose a useful solution to the problems.

Directions: Pick one of these rows to help you show what you know and why taking care of natural resources is important to the balance of life in our world.

<table>
<thead>
<tr>
<th>ROLE</th>
<th>AUDIENCE</th>
<th>FORMAT</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Earth</td>
<td>Aliens who might want to live on earth</td>
<td>A written set of rules with reasons</td>
<td>What you need to know and do if you want to live here</td>
</tr>
<tr>
<td>An endangered animal</td>
<td>Humans</td>
<td>A poster with an exhibit card to explain it</td>
<td>Why I need you and you can help save me</td>
</tr>
<tr>
<td>A natural resource</td>
<td>Our class</td>
<td>A speech</td>
<td>What people need to know about using us well and why that matters anyhow</td>
</tr>
</tbody>
</table>

Primary Science

Plant Parts

Know:
- Parts of a plant: root, stem, leaf, flower, seed
- Plant needs: light, water, air, soil, food

Understand:
- Plants have needs that must be met in order for them to survive.
- Each plant part has a job to do that helps the whole plant.
- If one plant part can’t do its job, the whole plant suffers.

Do:
- Identify and describe the plant parts
- Explain the role of each plant part in meeting the plant’s needs
  - Work independently
  - Work collaboratively
  - Draw Conclusions
**Plant Raft**

- The teacher assigns a RAFT task to each student based on interest and/or learning profile.
- Students work alone to complete their task.
- Students review one another’s work and make suggestions for improvement.
- Teacher checks each student’s work for accuracy and quality.
- When students are ready, the teacher forms groups of students, making sure each RAFT role is represented in each group.

<table>
<thead>
<tr>
<th>ROLE</th>
<th>AUDIENCE</th>
<th>FORMAT</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plant parts</td>
<td>Plant needs</td>
<td>Picture</td>
<td>We’re made for each other</td>
</tr>
<tr>
<td>Roots</td>
<td>Stem, Leaf, Flower &amp; Seeds</td>
<td>Letter</td>
<td>You’d be lost without me</td>
</tr>
<tr>
<td>Flower</td>
<td>Stem, Leaf, Seeds, and Roots</td>
<td>Ad</td>
<td>I’m more than just a pretty face</td>
</tr>
<tr>
<td>Seeds</td>
<td>Flower, Leaf, Stem, Roots</td>
<td>Song or Poem</td>
<td>Here’s where you got your start</td>
</tr>
<tr>
<td>Stem</td>
<td>Flower, Leaf, Seeds, Roots</td>
<td>Chart</td>
<td>Why you can’t do without me</td>
</tr>
<tr>
<td>Leaf</td>
<td>Stem, Seeds, Flower, Roots</td>
<td>2 Riddles</td>
<td>Why I’m important to you</td>
</tr>
</tbody>
</table>

**Plant RAFT**

- After completing the RAFT, students meet in teacher-assigned table groups of 6.
- Each group has a leader or guide.
- Students share their RAFT work.
- As a group, they respond to this prompt:
  - Draw or build something to prove that a plant is well made to have all its needs met.
  - Use words to explain.
  - Everyone in your group should be ready to tell the class about your ideas.
## RAFT ACTIVITY ON FRACTIONS

<table>
<thead>
<tr>
<th>Role</th>
<th>Audience</th>
<th>Format</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fraction</td>
<td>Whole Number</td>
<td>Petitions</td>
<td>To be considered Part of the Family</td>
</tr>
<tr>
<td>Improper Fraction</td>
<td>Mixed Numbers</td>
<td>Reconciliation Letter</td>
<td>Were More Alike than Different</td>
</tr>
<tr>
<td>A Simplified Fraction</td>
<td>A Non-Simplified Fraction</td>
<td>Public Service Announcement</td>
<td>A Case for Simplicity</td>
</tr>
<tr>
<td>Greatest Common Factor</td>
<td>Common Factor</td>
<td>Nursery Rhyme</td>
<td>I’m the Greatest!</td>
</tr>
<tr>
<td>Equivalent Fractions</td>
<td>Non Equivalent</td>
<td>Personal Ad</td>
<td>How to Find Your Soul Mate</td>
</tr>
<tr>
<td>Least Common Factor</td>
<td>Multiple Sets of Numbers</td>
<td>Recipe</td>
<td>The Smaller the Better</td>
</tr>
<tr>
<td>Like Denominators in an Additional Problem</td>
<td>Unlike Denominators in an Addition Problem</td>
<td>Application form</td>
<td>To Become A Like Denominator</td>
</tr>
<tr>
<td>A Mixed Number that Needs to be Renamed to Subtract</td>
<td>5th Grade Math Students</td>
<td>Riddle</td>
<td>What’s My New Name</td>
</tr>
<tr>
<td>Like Denominators in a Subtraction Problem</td>
<td>Unlike Denominators in a Subtraction Problem</td>
<td>Story Board</td>
<td>How to Become a Like Denominator</td>
</tr>
<tr>
<td>Fraction</td>
<td>Baker</td>
<td>Directions</td>
<td>To Double the Recipe</td>
</tr>
<tr>
<td>Estimated Sum</td>
<td>Fractions/Mixed Numbers</td>
<td>Advice Column</td>
<td>To Become Well Rounded</td>
</tr>
</tbody>
</table>

## RAFT ACTIVITIES

<table>
<thead>
<tr>
<th>Role</th>
<th>Audience</th>
<th>Format</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fraction</td>
<td>Whole Number</td>
<td>Invitation to a family reunion</td>
<td>Here’s how we are related</td>
</tr>
<tr>
<td>Equivalent Fraction</td>
<td>Boys-Men</td>
<td>Model</td>
<td>All pizza is created equal</td>
</tr>
<tr>
<td>Fractions &amp; Mixed Numbers</td>
<td>Middle Schoolers</td>
<td>Persuasive Letter</td>
<td>You can’t live without us</td>
</tr>
<tr>
<td>Improper Fractions</td>
<td>Mixed Numbers</td>
<td>Ad for a circus</td>
<td>What is my value in the balancing act?</td>
</tr>
<tr>
<td>Dinner for 2</td>
<td>Family of 4</td>
<td>Recipe</td>
<td>Yours, Mine &amp; Ours</td>
</tr>
<tr>
<td>Mixed number Subtrahend</td>
<td>Mixed number minuend w/ Regrouping</td>
<td>Song</td>
<td>You can’t take that away from me</td>
</tr>
</tbody>
</table>
Name:_________________________________ Period:____________ Date:__________
Partner’s Names:__________________________________________________________

**Astronomy Rafts**

For this assignment you and your partners will choose one of the following assignments. You will 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 two other sources is required. Choose your assignments wisely and be very creative. Students will also be responsible for presenting their assignments to the class in a 3 – 8 minute presentation.

<table>
<thead>
<tr>
<th>Role</th>
<th>Audience</th>
<th>Format</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supergiant Star</td>
<td>Younger star</td>
<td>Dialog</td>
<td>A look back at my life</td>
</tr>
<tr>
<td>Moon</td>
<td>Astronauts</td>
<td>Advice column</td>
<td>What to expect with your visit</td>
</tr>
<tr>
<td>A galaxy</td>
<td>neighboring galaxies</td>
<td>Letter of Concern</td>
<td>We are growing apart</td>
</tr>
<tr>
<td>A Planet</td>
<td>protoplanets</td>
<td>Motivational Speaker</td>
<td>You too can be a strong, independent Planet</td>
</tr>
<tr>
<td>Earth</td>
<td>Sun and other planets</td>
<td>Ricki Lake Show</td>
<td>No I am the Center</td>
</tr>
<tr>
<td>Sun Tour Guide</td>
<td>Sun Tourists</td>
<td>Tour guide dialog</td>
<td>Add some heat to your life</td>
</tr>
<tr>
<td>Galaxy</td>
<td>Other galaxies</td>
<td>Letter to the Editor</td>
<td>What is this redshift trying to prove</td>
</tr>
<tr>
<td>Pluto</td>
<td>other planets</td>
<td>Petition</td>
<td>Why should I be a planet or moon</td>
</tr>
</tbody>
</table>

**** Other ideas may be used also. Any other idea besides the listed topics must be approved by Miss Wall. Think creativity!
Rubric for Astronomy Rafts

Creativity: Be as creative as possible when presenting to the class. This creativity can range from dialogue, costumes, props, and/or diagrams. Use all creative skills! The more unique, the better.

10 points

Neatness: Your presentation should be well organized and neatness is a must for any props or posters.

10 points

Presentation: Your presentation must be organized and well prepared. Practice is a must. The presentation must be between 3 to 8 minutes. Everyone in the group must speak and have an active roll in the presentation.

10 points

Quality of Information: All facts and information in the presentation and summary must be accurate. All information must come from adequate sources which will be listed on a reference page.

10 points

Typed Summary: This summary should display all topics discussed in the presentation. This summary must be at least one page typed. Points will be deducted for spelling and grammar errors.

10 points

Peer evaluation: The peer evaluation must be completed by each member of the group. This form should be completed honestly. Only the teacher will be viewing these evaluations.

5 points

References: The reference page should be typed and should include all sources that were used to gather information on your subject.

5 points

Total Points Available: 60 Points

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

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

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.

Kathryn Scaman

High School History

This standards-based RAFT guides students in examining the impact of leaders’ actions and decisions. Prior to implementation the RAFT, students will have read and discussed a number of primary and secondary documents on events surrounding the Cuban Missile Crisis. They will also have learned and discussed the ideologies of capitalism and communism. Primary Resource documents and other Cold War resources can be found at [http://www.cnn.com/SPECIAL/cold_war](http://www.cnn.com/SPECIAL/cold_war)

**AS A RESULT OF THE LESSON, STUDENTS SHOULD:**

**KNOW**
- President John Kennedy, Nikita Khruschev, Fidel Castro, Cold War, Ex Comm, U2 plane, key events in the Cold War,

**UNDERSTAND THAT**
- Political leaders’ actions and decisions can be driven by a desire to propagate national ideologies.
- Desire to propagate national ideologies can override reason and logic.

**BE ABLE TO**
- Use information to write from a non-personal perspective.
- Analyze and account for differing perspectives.
- Discuss and reach consensus on important topics.
RAFT For the Cuban Missile Crisis

- President Kennedy
- His children
- Journal entry
- "I must confide my true thoughts about that fateful week in Oct.

- A fly on the wall at the ExComm meeting
- The American Public
- Oct. 29th, 1962
- Editorial
- "The weight of the world was so heavy in the room that I could hardly fly"

- President Nikita Khrushchev
- Leonid Brezhnev
- Private Conservation
- Oct. 29th
- "Did I just break the back of my communist empire Leonid?"

- Pilot U2 Plane
- Head of Command
- Radio Transmission
- "That's correct sir, nuclear warheads! What should I do?"

- Historian
- College Class
- Lecture
- "What if Maxwell Taylor's position won?"

- Anatii Dobrynin
- Members of the Russian government
- Debriefing
- "How did the world come so close?"

- Fidel Castro
- To his people
- Propaganda Speech Oct 13th
- "We will not be American pawns!"

High School History

To ensure that all students work with the range of ideological perspectives, students will participate in the following activities after the RAFT.

Two Stage Round Table: Students will work in two groups. In the first, they will develop an argument for the actions of either a communist or capitalist nation during the Cold War. They will then move to a group in which ideologies are represented to hear and respond to both perspectives.

Consensus Building: the whole class will listen to a representative presentation on each ideology. The teacher will then lead the class in a consensus building activity to determine whether the conclusion to the missile crisis was an effective/appropriate conclusion.

Advisory Letter to Heads of Nations: For homework, students will individually develop a statement to the United Nations advising leaders on ways to handle potential conflicts based on ideological differences. The statements will be based on research and discussions.

Meegan Snyder, 2003
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 particular interest here are present tense verbs and vocabulary centered around leisure activities.

**RAFT Goals**

**Students Should Know**
- Understand

**Be Able To**
- Names of French speaking countries
- Research a French speaking country
- Basic geographic features of those countries
- Conjugation of present tense verbs
- Predict leisure activities people in a country's geography affect
- Vocabulary for leisure time activities
- Communicate leisure activities in French

**LEISURE ACTIVITIES RAFT**

Directions: First select a French speaking country from the list on the boards. Next, use research materials on the bookshelf, internet, and in our 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 war). Check with the teacher for approval.

---

**ROLE** | **AUDIENCE** | **FORMAT** | **TOPIC**
---|---|---|---
Student | Self | Packing List with notes | Here’s what I need on my vacation and why
Native of the Country | A visiting athlete | Map with symbols | Here’s what to look for & 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 Posters with Narration | You’ll enjoy our best features!
Radio Announcer | Listener | Announcer | Come share the wonder

Fill in your choice here. Check with the teacher for approval.

Developed by and reprinted with permission of Cindy Strickland.
## Angle Relationship RAFT

<table>
<thead>
<tr>
<th>Role</th>
<th>Audience</th>
<th>Format</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>One vertical angle</td>
<td>Opposite vertical angle</td>
<td>Poem</td>
<td>It’s like looking in a mirror</td>
</tr>
<tr>
<td>Interior (exterior) angle</td>
<td>Alternate interior angle</td>
<td>Invitation to a family reunion</td>
<td>My separated twin</td>
</tr>
<tr>
<td>Acute angle</td>
<td>Missing angle</td>
<td>Wanted poster</td>
<td>Wanted: My complement</td>
</tr>
<tr>
<td>An angle less than 180</td>
<td>Supplementary angle</td>
<td>Persuasive speech</td>
<td>Together, we’re a straight angle</td>
</tr>
<tr>
<td><strong>Angles</strong></td>
<td>Humans</td>
<td>Video</td>
<td>See, we’re everywhere!</td>
</tr>
</tbody>
</table>

## Algebra RAFT

<table>
<thead>
<tr>
<th>Role</th>
<th>Audience</th>
<th>Format</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coefficient</td>
<td>Variable</td>
<td>Email</td>
<td>We belong together</td>
</tr>
<tr>
<td>Scale / Balance</td>
<td>Students</td>
<td>Advice column</td>
<td>Keep me in mind when solving an equation</td>
</tr>
<tr>
<td>Variable</td>
<td>Humans</td>
<td>Monologue</td>
<td>All that I can be</td>
</tr>
<tr>
<td>Variable</td>
<td>Algebra students</td>
<td>Instruction manual</td>
<td>How and why to isolate me</td>
</tr>
<tr>
<td>Algebra</td>
<td>Public</td>
<td>Passionate plea</td>
<td>Why you really do need me!</td>
</tr>
</tbody>
</table>
## Indicator Raft

<table>
<thead>
<tr>
<th>ROLE</th>
<th>AUDIENCE</th>
<th>FORMAT</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benedict’s Solution</td>
<td>Simple Sugar</td>
<td>Song</td>
<td>I’m Blue Without You</td>
</tr>
<tr>
<td>Phenolphthalein</td>
<td>Base</td>
<td>E-mail</td>
<td>I’m tickled Pink</td>
</tr>
<tr>
<td>Indolphenol</td>
<td>An Orange</td>
<td>Dialogue</td>
<td>Now you “see” me, now you don’t</td>
</tr>
<tr>
<td>Litmus paper</td>
<td>MOMs (Milk of Magnesia)</td>
<td>Poem / Song</td>
<td>You make me blue</td>
</tr>
<tr>
<td>Bromthymol Blue</td>
<td>Bromthymol Yellow</td>
<td>Letter of concern</td>
<td>You make me green with envy</td>
</tr>
<tr>
<td>Phenol Red</td>
<td>Vinegar</td>
<td>Obituary</td>
<td>You left me Jaundiced</td>
</tr>
<tr>
<td>Lugol’s Solution</td>
<td>A Potato</td>
<td>Ramson Note</td>
<td>I’ll leave you black as night</td>
</tr>
</tbody>
</table>

Morein Gordon, Joyce Kent and Karen Woodworth, 2004
New Rochelle High School

## High School Biology RAFT

**Know:** (See terms below the RAFT)

**Understand:**
- Plants and animals have a symbiotic relationship with photosynthesis and respiration.
- Photosynthesis and respiration are essential to human life.

**Be Able to Do:**
- Explain the relationship between photosynthesis in plants and respiration in humans
- Explain and connect the equations for photosynthesis and respiration
- Explain the nature of human dependence on plants
<table>
<thead>
<tr>
<th>ROLE</th>
<th>AUDIENCE</th>
<th>FORMAT</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>An animal of your choice</td>
<td>A plant of your choice</td>
<td>Song</td>
<td>Why I am grateful to you</td>
</tr>
<tr>
<td>Trees &amp; shrubs in the local park</td>
<td>Real Estate Developer</td>
<td>Numbered List</td>
<td>Our needs, why you should care, and what you should do about them</td>
</tr>
<tr>
<td>Athlete</td>
<td>Coach</td>
<td>Letter (with sketches, if you’d like)</td>
<td>For better or worse: What plants have to do with my performance this year</td>
</tr>
<tr>
<td>High school biology student</td>
<td>3rd Grader</td>
<td>Annotated diagram</td>
<td>What plants have to do with you</td>
</tr>
<tr>
<td>Scientist preparing for a Mars mission</td>
<td>Financial backers for the trip</td>
<td>Presentation</td>
<td>Plants—and plant substitutes: The unsung heroes of the mission</td>
</tr>
<tr>
<td>A kid</td>
<td>Mom</td>
<td>Conversation</td>
<td>The lettuce is turning yellow! Are we threatening the balance of nature?!</td>
</tr>
</tbody>
</table>

**Important Terms:** photosynthesis, respiration, carbon dioxide, sunlight, blue light or green light (or other colors), sugar, water, mitochondria, chloroplast, stoma (stomata), lactic acid, aerobic respiration, anaerobic respiration, autotroph, heterotroph, sunny, cloudy, cool, warm, long sunny days, short days, lungs, light energy, food energy

*Annette Hanson, Timberline High School, Boise, Idaho*

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### Self Portrait RAFT

<table>
<thead>
<tr>
<th>ROLE</th>
<th>AUDIENCE</th>
<th>FORMAT</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Norman Rockwell</td>
<td>Masses</td>
<td>Illustration</td>
<td>What you see is what you get!</td>
</tr>
<tr>
<td>Van Gogh</td>
<td>Self</td>
<td>Oil Painting</td>
<td>Can I find myself in here?</td>
</tr>
<tr>
<td>Andy Warhol</td>
<td>Someone you want to know the true you</td>
<td>Photograph</td>
<td>Now you see me, Now you don't</td>
</tr>
<tr>
<td>Rueben</td>
<td>Self</td>
<td>Oil Painting</td>
<td>Props make the person</td>
</tr>
<tr>
<td>Goya</td>
<td>School</td>
<td>Charcoal</td>
<td>On the side. But central</td>
</tr>
</tbody>
</table>
**Playwright Voice and Style**

**KNOW:**
- Voice, Tone and Style

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

**DO:**
- Describe an author’s voice and style.
- Mimic a playwright’s voice and style.
- Create a piece of writing that reflects a writer’s voice and style.

---

**Playwright Voice and Style**

<table>
<thead>
<tr>
<th>ROLE</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Shakespeare</td>
<td>10th Graders</td>
<td>Soliloquy</td>
<td>My many voices</td>
</tr>
<tr>
<td></td>
<td>Today</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Henrik Ibsen</td>
<td>Mother</td>
<td>Letter</td>
<td>The role of a woman</td>
</tr>
<tr>
<td>Arthur Miller</td>
<td>Himself</td>
<td>Diary entry</td>
<td>How I’m like Willie Loman</td>
</tr>
<tr>
<td>Tennessee</td>
<td>Edward Albee</td>
<td>Debate</td>
<td>We’re more alike than different</td>
</tr>
<tr>
<td>Williams</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
# Raft Rubric

<table>
<thead>
<tr>
<th>Accuracy</th>
<th>Information, details in RAFT always accurate and properly reflects information, ideas and themes related to the subject</th>
<th>The information you provide in RAFT is accurate but could use more support</th>
<th>The information you provide in your RAFT has some inaccuracies or omissions</th>
<th>The information you provide in your RAFT is incomplete and/or inaccurate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perspective</td>
<td>RAFT maintains clear, consistent point of view, tone and ideas relevant to role played; ideas and information always tied to role and audience</td>
<td>You explain how your character would feel about the event(s)</td>
<td>You show little insight into how your character would feel or act during the event(s)</td>
<td>You do not accurately develop your characters thoughts or reactions to the event(s)</td>
</tr>
</tbody>
</table>

http://olc.spsd.sk.ca/DE/PD/instr/strats/raft/

Hinrichs/Miller/Leonard
Civ/Lit

<table>
<thead>
<tr>
<th>Focus</th>
<th>RAFT stays on topic, never drifts from required form or type; details and information are included that are pertinent only to developed purpose</th>
<th>You spend most of the RAFT discussing issues on topic, but occasionally stray from the focus.</th>
<th>You spend some time discussing issues off topic</th>
<th>Most of your RAFT is spent on issues that do not directly deal with the RAFT you choose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Time</td>
<td>You use class time appropriately to research the era and create well-written stories</td>
<td>You seldom need to be reminded to get back on task</td>
<td>You use library and computer time to do work for other classes and or chat with friends or lounge on couches</td>
<td>You treat research time as an open period you can be seen chatting with friends and hanging out on the couches</td>
</tr>
</tbody>
</table>

| Mechanics | Essay contains few to no fragments, run-on sentences; rare errors or mechanical mistakes; writing is fluent | Essay contains some fragments, run-ons or other errors; occasional mechanical mistakes; writing generally clear | Essay contains several sentence errors, mechanical mistakes that may interfere with ideas, clarity of ideas in writing | Essay is marred by numerous errors, mechanical mistakes |

A+ 20  A  19  A- 18  B+ 17  B  16  B- 15  C+ 14  C  13  D  12  F  11 and below

MLA Format Incorrect Format -1
RAFT Planning Sheet

Know
Understand
Do

How to Differentiate:
• Tiered? (See Equalizer)
• Profile? (Differentiate Format)
• Interest? (Keep options equivalent in learning)
• Other?

<table>
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