

Name: _____

R.A.F.T.

Instructions: Imagine you are living during World War II. Review the options as a group, select one entry from each column, and create a diary entry, narrative, speech, newspaper article, or editorial which will be presented to the rest of the class. Review the character values handout, and include traits as deemed appropriate.

Role	Audience	Format	Topic
French girl	American citizens	Diary	Child lives in ruins with no food due to destruction of war.
Nurse	Self	Diary	Writes about the hardships of caring for the wounded
General Eisenhower	Winston Churchill	Speech	Soliciting help from the British army to join the American army to fight against the Germans
Newswriter	American citizens	Obituary	Writes an obituary for the local newspaper so others can pay respect to soldier's family for sacrifices made
American soldier	Another soldier's parents	Letter	Write a letter to inform couple that their heroic son was killed in Battle.
Wife of a soldier	Self	Diary	Hardships at home caring for family while also working and dealing with rations.
A Jewish child freed from concentration camp	Self	Narrative	Records memoirs/hardships of living in a concentration camp.
Newswriter	American citizens	Article	Write an article about what happened on D Day: the Normandy Invasion
Fly on the wall	Fly colony	Narrative	Write a narrative about your observation of troops storming the shores of Normandy

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Role Definition Matrix

Personality - Who am I and what are some aspects of my character?	Attitude-What are my feelings, beliefs, ideas, concerns?	Information - what do I know that I need to share in my writing?

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RAFT Rubric

Points:

0

3

5

Accuracy —Is the information synthesized correctly and Supported by text/research?	Information is not synthesized correctly or supported by text or research	Information shows some evidence of being synthesized correctly or supported by text	Information is synthesized correctly or supported by text or research
Perspective —Did the writer adapt the writing to reflect the role chosen? Did the voice sound like the role chosen?	Writer did not reflect on the role chosen and voice sounded as student's voice.	Overall, the writer's voice reflected role chosen, but was inconsistent through writing.	Writer's voice was reflective of role chosen and voice was consistent throughout writing.
Focus —Did the writer follow his/her chosen format? Did he/she provide examples and details?	Format was not followed. No examples or details were provided.	Either format was consistently followed, or examples and details provided, but not both.	Both, format was consistently followed and quality examples and details were provided.
Mechanics —Did the writer proof their work? Were there any punctuation, spelling, or grammar errors?	More than three mechanical errors were found.	Three or less mechanical errors were found.	No mechanical errors were found.