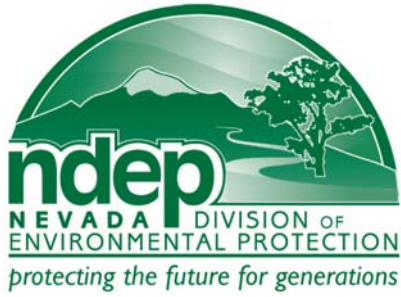


It's Organic, Man!

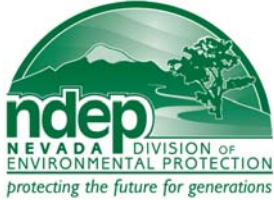


Lesson 13

Thoreau Think Piece

Writing Project / Assessment

Support Document	Teaching Strategies	M2-87
Lesson 13	Assessment	M2-89
Support Document	RAFT	M2-92
Support Document	Student Worksheets	M2-93



Teaching Strategies

Thoreau Think Piece

Writing Project / Assessment

Teaching Strategies

Students with special needs

Small Group Discussion / Work

For below level learners and special ed, the teacher may consider grouping the students together. Read the instructions / rubric aloud and discuss. Help them put their thoughts on paper.

The discussion of individual questions/topics will allow all students to participate. It will also allow individual students to hear another classmate's ideas in a more relaxed setting (they will not be afraid of sharing information).

RAFT

A RAFT paper is a piece of writing that allows your students to process the information presented in the class in a creative way. In this lesson / assessment, the students will have 3 options to write from. The rubric should be applicable to all three assignments.

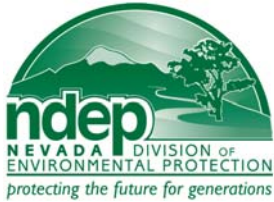
The RAFT is effective for all levels of learners.

Rubrics

The use of a detailed rubric will allow the students to understand exactly what they are being asked to do. In this lesson, there is one rubric that can be applied to all three writing options.

The rubric will allow the instructor to easily grade the student's work. For more advanced classes, the instructor may want the students to grade their own work.

Tip: The student worksheet can be made as a transparency for group discussion.



Lesson Time:
60 minutes

Thoreau Think Piece

Writing Project / Assessment

“Simplicity, simplicity, simplicity!”

Henry David Thoreau
Walden

Objective

Students will write a RAFT paper to show mastery of the concepts presented in previous lessons.

Materials Needed

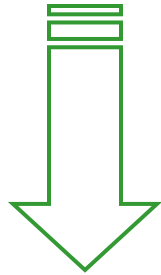
30	Workbooks (or handouts)
1	White board
1	Set of dry erase markers
30	Pieces paper
30	Sets colored pencils / crayons

Anticipatory Set

Write the lesson objectives on the white board.
Discuss with the students what the objectives of the lessons are.

Objective: You will write a RAFT paper to show mastery of the concepts presented in previous lessons.

Distribute handouts (or workbooks).



Introduction:

“Today we are going begin writing a paper called a RAFT paper. This assignment will be used as an assessment instead of a test.”

EXPLAIN WHAT A RAFT PAPER IS.

“The project is going to cover all of the topics we have discussed in Module 2. Let’s take a look at what is expected.”

(Lessons 9-12)

Modeling / Guided Practice

1. Have the students focus their attention to the handouts (workbook).
2. Discuss what the final product (RAFT) should look like.
3. Present and discuss the rubrics that will be used to assess the student’s work.
4. Allow the students the rest of the class period to work on the RAFT.
5. Remind the students to carefully read and follow the rubric.
6. Scaffold for support.




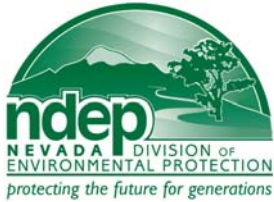
Closure:

1. Have the students clean up.
2. **The lesson will be continued next class period.**



Independent Practice

1. Not applicable for this lesson.
- 



Teaching Strategies

Thoreau Think Piece

Writing Project / Assessment

RAFT

R – Role of the Writer

The student writes the paper in the role / character assigned by the teacher. In our example, the roles are: A piece of recycled paper, a compost pile, and a worm.

A – Audience

The student writes the paper to an assigned audience. In our example, the audiences are: A piece of recycled paper, micro-organisms, and a worm pen-pal.

F – Format

The student writes the paper in an assigned format. In our example, the formats are: A diary page, an advertisement, and a friendly letter.

T – Topic

The student writes the paper about an assigned topic. In our example, the formats are: How I became recycled paper, a vacation paradise, and an all about me.

Role	Audience	Format	Topic
Recycled Paper	Self	Diary Entry	Stages of becoming recycled paper
Compost Pile	Micro-organisms	Advertisement	A vacation paradise
Red Wiggler	Pen-Pal (worm)	Friendly letter	All about me

Objectives: You will write a RAFT paper to show mastery of the concepts presented from previous lessons.

Topics to be covered by the RAFT:

- **Compost**
- **Vermicompost**
- **Paper Making**

RAFT

Role: Who are you as a writer?
Audience: Who are you writing to?
Format: What form will write in?
Topic: What is the subject of the writing?

Please select one of the following options:

Role: Piece of recycled paper Audience: Yourself Format: Diary Entry / Entries Topic: Describe how you were remade from old newspapers	Role: Compost pile Audience: Micro-organisms Format: Full page magazine advertisement Topic: Try to convince micro-organisms that a compost pile is a great place for a vacation
Role: A Red Wiggler Audience: A pen-pal Format: A friendly letter Topic: All about me	

Please refer to your notes if you have any questions about the content covered.

Please refer to the rubric if you have any questions about how the RAFT will be graded.

Thoreau Think Piece-- RAFT Rubric

	0	Needs Work 1	Approaching Expectations 2	Meets Expectations 3	Score Received
Role: How well did you interpret the character's voice you were writing in?	The author was never in character.	The author stayed in character for some of the piece.	The author stayed in character for most of the piece.	The author stayed in character for the entire piece.	
Format: Did you follow the format that corresponds to the role?	The author does not follow the writing form assigned			The author follows the writing form assigned.	
Audience: How well did you acknowledge the group or person you were writing for?	The audience is not acknowledged.	The audience was acknowledged in one place.	The audience is acknowledged in two separate places.	The audience is acknowledged in at least three separate places.	

Solid Waste and Recycling Curriculum
Lesson 13

Name: _____

Thoreau Think Piece

Date: _____

Thoreau Think Piece-- RAFT Rubric

	0	Needs Work 1	Approaching Expectations 2	Meets Expectations 3	Score Received
Vocabulary: Did you use subject (topic) appropriate vocabulary?	The author does not use any vocabulary words.	The author uses one vocabulary word.	The author uses two vocabulary words.	The author uses at least three vocabulary words.	
Topic: How well did you prove that you learned about the topic?	The author does not include any facts.	The author includes at least two facts.	The author includes at least three facts.	The author includes at least four facts.	
Proper use of spelling, grammar, and punctuation.	The writer makes more than 4 errors in grammar or spelling.	The writer makes 3-4 errors in grammar or spelling.	The writer makes 1-2 errors in grammar and spelling.	Writer makes no errors in grammar or spelling.	

Solid Waste and Recycling Curriculum
Lesson 13

Name: _____

Thoreau Think Piece

Date: _____

Thoreau Think Piece-- RAFT Rubric

Role	Points earned:
Format	Points earned:
Audience	Points earned:
Vocabulary	Points earned:
Topic	Points earned:
Spelling	Points earned:

Total points earned:	Total possible: 18	Percent:
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