A R.A.F.T. is a new and exciting way of doing a writing assignment! We will be applying this technique to the Westward Movement. You will need to pick a choice from each of the following categories:

**R- Role of the Writer:** Who are you? (Homesteader (man, woman, or child,) entrepreneur, gold rusher, cowboy, factory owner, Southeaster farmer, soldier, child laborer) ***only choose one in the list***

**A- Audience:** For whom are you going to be writing? (Congress, President, family member, employer, friend, American citizens, etc.) ***choose an appropriate audience for your role***

**F- Format:** What format am I going to use? (letter, pre-recorder song, movie, newspaper article, artist rendition (painting, sculpture, etc), pamphlet, speech, billboard/advertisement, etc.) ***please ask if you’re confused***

**T- Topic:** What am I going to write about? (The topic should relate to a theme that we have talked about during the WESTWARD EXPANSION unit. Possible topics might include: traveling the Santa Fe Trail, working in a factory, the gold rush, living in a boom town, wanting to invent and sell a new item, railroads, etc.) ***This will depend on the role you choose***

An example of a possible R.A.F.T. may be (you may not use this example):

*R - Cherokee Indian from Georgia*

*A - Andrew Jackson and the Georgia Congressmen*

*F - Speech*

*T - The unfairness of the Indian Removal Act of 1830, abuses of the American government to the Indian tribes of the Cherokee*

**You will have the 30 minutes FROM EACH CLASS TO WORK ON YOUR PROJECT.** You need to begin by choosing the four parts of your R.A.F.T. Then you will need to research the information you need to write your piece. **YOU MAY USE BOOKS, THE INTERNET, MAGAZINES, AND ENCYCLOPEDIAS!!!**

Neatness and spelling **does** count!!! Have fun with this... the more creative the better. **Happy Trails!**
## WESTWARD EXPANSION RAFT RUBRIC

<table>
<thead>
<tr>
<th>Points</th>
<th>TASK</th>
<th>Points earned &amp; Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>CLEAR AND CONCISE <strong>ROLE OF THE WRITER</strong> chosen and explained throughout assignment</td>
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<tr>
<td>20</td>
<td>DEFINED AUDIENCE WITH CLEAR UNDERSTANDING that the audience falls into the time period of Westward Expansion.</td>
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<tr>
<td>40</td>
<td>FORMAT THAT THE STUDENT SELECTED AND USED A <strong>WIDE RANGE OF RELEVANT</strong> information. Work shows a <strong>HIGH LEVEL OF CRITICAL ANALYSIS</strong>. Arguments, decisions and judgments are <strong>FULLY SUPPORTED AND WELL BALANCED</strong>. The student demonstrated <strong>SOPHISTICATED RAFT SKILLS</strong>.</td>
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**For artist renditions**
An accompanying 2-3 paragraph write-up of the format chosen, the mediums used and what was being represented

**For songs**
Must be 2-3 minutes long
All pre-recorded song must have accompanying lyrics

**Cinemas**
All Motion Pictures but be a maximum of 5 minutes long. A script must be prepared and provided. Movie’s final format must be .MOV, .QTFF or .AVI

**For written work**
All written work must be a minimum of 5 paragraphs. Articles must cover the 5 q’s of writing.

20 The student shows an excellent command of a wide range of Westward Expansion terminology, and uses it appropriately. An extensive range of relevant Westward Expansion facts and examples are used to show understanding. Descriptions are accurate and detailed and explanations are fully developed, leaving no question as to the student’s purpose

**Total points:** ___________/100

**Comments:**