



<b>Title:</b> R.A.F.T. ing for Natural Resources	
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<b>Course:</b> English	<b>Duration:</b> 2 – 40 minute class periods Day 1 – media/instruction
<b>Grade:</b> 9	Day 2 – writing and sharing with an audience
<ol style="list-style-type: none"> <li>1. <b>Objective:</b></li> <li>2. Students will utilize this writing strategy to help them understand their roles as writers.</li> <li>3. Students will effectively communicate their ideas and mission clearly so that the reader can easily understand the writing.</li> <li>4. Students will focus on their audience, the varied formats for writing, and the topic about which they write.</li> </ol>	
<b>Summary of Lesson:</b> Students will utilize written and media sources to gain an understanding of the hydraulic fracturing process then apply this knowledge to their own writings.	
<b>Standards:</b>	
<b>Common Core State Standards</b>	
W.9-10.2d	Use precise language and domain-specific vocabulary to manage the complexity of the topic
W.9-10.3a	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
<b>Teacher Excellence Support System (TESS):</b> Domain 3, Category a Communicating With Students	



Domain 3, Category c  
Engaging Students in Learning

**Instructional Strategies and Practices:**

Active participation, differentiating instruction, oral reading, questioning strategies, silent reading, use of media, vocabulary development, composition. The R.A.F.T. strategy requires students to process information – not merely write out answers to questions.

**Bloom's Level:** Highest Level Only  
Synthesis

**Materials and Resources:**

<http://www.watershedcouncil.org/learn/hydraulic-fracturing/>

<http://mysite.verizon.net/kristinbatchelor/ePortfolio/WritingRubricforRAFTWritingActivity.pdf>

**Formative Assessment:**

Prewriting (graphic organizer), discussion, sharing with audience

**Notes to Teacher:**

Students will need a computer with Internet in order to visit the Watershed website (noted in Materials and Resources section). Students will read the information, watch the video and record their notes for reference while composing their writing. They may need to refer to the website as they are working for confirmation of specific vocabulary. Students are motivated to undertake the writing assignment because it addresses various learning styles.

**Student Activity**

Day 1 (40 minutes):

1. Use the **R.A.F.T.** Instruction sheet to introduce the process to students. Give examples as the components are discussed. Stress to students that the writing is not always realistic (human characteristics will be given to inanimate objects).
2. Students will visit the Watershed website (see Materials and Resources for web address). Students will read the material about hydraulic fracturing and watch the website's video. Students may take notes in the manner of their choice (or teacher's choice).

Day 2 (40 minutes):

1. Using the **R.A.F.T.s for Hydraulic Fracturing**, students will choose a R.A.F.T. assignment (or these may be assigned by the teacher, OR students may create their own R.A.F.T. assignments based on the website information and video).



2. Using the **R.A.F.T. Graphic Organizer**, students will prewrite in the top portion of the organizer and complete the writing task at the bottom.
3. Students will share their work with an audience (partner or class).
4. Teacher may use a rubric to score students  
<http://mysite.verizon.net/kristinbatchelor/ePortfolio/WritingRubricforR.A.F.T.WritingActivity.pdf>

### Student Handouts

Student Handout 1  
 R.A.F.T.ing for Natural Resources  
 R.A.F.T. Instructions

The R.A.F.T. strategy employs writing-to-learn activities to enhance understanding of informational text. Students demonstrate their understanding in a nontraditional format. This technique encourages creative thinking and motivates students to reflect in unusual ways about concepts they have read.

Role	What is the writer's role - reporter, observer, eyewitness, object, number, etc.?
Audience	Who will be reading the writing - the teacher, other students, a parent, editor, people in the community, etc.?
Format	What is the best way to present this writing - in a letter, an article, a report, a poem, an advertisement, e-mail, etc.?
Topic	What is the best way to present this writing - in a letter, an article, a report, a poem, an advertisement, e-mail, etc.?

**Student Handout 2**  
**R.A.F.T.ing for Natural Resources**  
**R.A.F.T.s for Hydraulic Fracturing**

Role	Audience	Format	Topic
drill bit	well bore	travel guide	journey through the shale play
cement casing	fresh water aquifer	persuasive speech	I will keep you safe
perforations	self	diary	my purpose in life



casing shoe	cement	owner's manual	what to do if I clog
pipeline	family	letter	safety in the gas field
kick off point	drill bit	romantic letter	you drive me crazy (and horizontal)

**Student Handout 3**  
**R.A.F.T. Graphic Organizer**

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

**The Writing Task**