Stephanie Davis

CI 306

Choice Project #2

**R.A.F.T. for Wendelin Van Draanen’s Flipped**

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| **R**  Role | | **A**  Audience | **F**  Format | **T**  Topic |
| 1. | Bryce | Garrett  (Bryce’s best friend) | Letter | How Bryce suddenly feels about Juli and why. Defend his position. |
| 2. | Juli | Robert Baker  (Uncle) | Letter | How much Juli enjoyed being with Robert and what he has taught her. |
| 3. | Robert Baker (Father) | Patsy Baker  (Mother) | Conversation | How Juli handled being with Robert and how she has matured. |
| 4. | Chet Loski (Grandfather) | Renée Loski  (Chet’s deceased wife) | Eulogy | Chet’s love for Reneé and how brave and strong she was. |

Option number three:

\*Robert walks in the door\*

**Patsy**: Where have you been all this time? You’re never gone this long.

**Robert**: I brought Juli to meet her Uncle Daniel.

**Patsy**: \*gasp\* You did what? Robert, are you sure she was ready for this?

**Robert**: \*gentle smile\* Pats, she was wonderful. She *insisted* on coming with me, no matter how hard I tried to convince her to stay home. We got there, and Daniel was a little worried, but as soon as I explained, he was overjoyed to finally meet her.

**Patsy**: \*sigh of relief\* That’s wonderful. How did Juli handle it all? Were… were there any incidents?

**Robert**: Jules was superb! She was calm and rational, she was gentle and truly let her guard down. Daniel was sad to see her go.

**Patsy**: But Robert, were there any incidents?

**Robert**: \*sits down in chair\* Well, there was one.

**Patsy**: Oh no, what happened?

**Robert**: Well, we went out for some ice cream, and Daniel dropped his on the ground-

**Patsy**: Oh dear!

**Robert**: - and he just broke. Chairs were flying, the table fell over-

**Patsy**: \*brings hand to mouth\* What did Juli do?

**Robert**: \*smiles\* Juli calmly went to the counter and got Daniel a new cone. I didn’t even have to ask. She just did it. She didn’t run away, she didn’t stare blankly. She knew just what to do.

**Patsy**: That’s our little girl.

**Robert**: I wouldn’t call her little anymore. Our baby is all grown up.

**Patsy**: Just the other day she was chasing the neighbor boy down the street.

**Robert**: Now she’s raising chickens and facing the world- one day at a time.

This RAFT assignment is great for young adolescents reading Wendelin Van Draanen’s novel, Flipped. While this assignment would work well after the book has been finished, I think it would be interesting to have the students complete this assignment after finishing the chapter each option applies to. If being conducted this way, the student are allowed to be more creative and imaginative towards their writing. This writing assignment would be done during the unit in which Flipped is read. This can be a narrative unit, as the story is written in narratives, or in a general fiction unit. Using a RAFT would work well in these units because it is creative writing that works well with the story. It allows the students to write what they wish would have happened, or what they hope will happen as the book continues. I think that the RAFT strategy is useful because teachers can use it in multiple ways. For example, a teacher could provide one option for the students to do or multiple (as seen in my example). The teacher can also work with his or her students to come up with an option together. I think for this novel, the students would be able to come up with their own choices of role and audience. This would give the students more power over their writing as well as help them analyze their opinions of the book. If they did not want to create their own RAFT, one could be provided by the teacher. I made these role-audience pairs because when I read this story years ago, I always wanted these interactions to happen. In the first option, in which Bryce writes to Garrett, I always wanted Bryce to put Garrett in his place and do the right thing even though it is tough to stand up to your friends. Having Juli write to her uncle with special needs would be interesting because it is an interaction that is never really elaborated on during the novel. Having a student write as Juli would require them to find Juli’s passion and energy for life. The students would need to learn some sort of moral or lesson from Juli’s experiences with Daniel. The third option, as seen in my example, is between Juli’s parents. I feel that the novel doesn’t show much of their relationship. I think is important the students realize that Juli’s parents admire her, and the Juli as a character has grown since the beginning of the novel. Finally, the eulogy for Chet’s wife is an important option. Renée is never met during the novel, so a student writing as Chet would need to inference what she is like based on the few passages comparing her to Juli. They would need to discuss her spirit and bravery as well as how she was an important being. Overall, I think that I made these choices because I personally find them interesting, and I hope that my future students would as well.