

RAFT Assignment Choices

RAFT stands for Role, Audience, Format, and Topic. Choose a role and write for the assigned audience in the correct format and topic. Use specific details from chapters two and three of *To Kill a Mockingbird* in your answers.

Instructions:

1. Choose one Role.
2. Pretend that you are that character or person.
3. Your task is to write to the audience listed, in the format that is given.
4. The topic of your writing is also listed for you.
5. Your answer must be a minimum of two (2) paragraphs.

Role: Scout Finch

- **Audience:** Her teacher, Miss Caroline
- **Format:** Letter
- **Topic:** Explaining the social dynamics of Maycomb from a child's perspective, especially focusing on her experiences with Walter Cunningham in school and at home.

Role: Walter Cunningham

- **Audience:** Himself
- **Format:** Diary entry
- **Topic:** Reflecting on his day at school with Scout and the Finch family, and how it feels to be a part of the Cunningham family in Maycomb.

Role: Miss Caroline

- **Audience:** Fellow teachers
- **Format:** Reflective paragraphs

- **Topic:** Discussing the challenges and revelations of teaching in a town like Maycomb, with particular emphasis on the diverse socioeconomic backgrounds of the students.

Role: Calpurnia

- **Audience:** Her friend
- **Format:** Personal letter
- **Topic:** Describing her perspective on the events of Chapter 3, especially the lunch scene with Walter Cunningham.

Role: Atticus Finch

- **Audience:** The State Legislature (A state legislature is a group of people who make decisions and laws for a state.)
- **Format:** Formal Letter
- **Topic:** As a respected lawyer and member of the State Legislature in Alabama, Atticus Finch writes to other members of the State Legislature to discuss the socio-economic challenges faced by the citizens of Maycomb. He will provide insights into the socio-economic differences within the community, the struggles of some families like the Cunninghams and the Ewells, and advocate for laws to address these issues.

Role: Harper Lee (Author)

- **Audience:** Aspiring writers
- **Format:** Interview responses
- **Topic:** Discussing the motivations and messages behind the creation of characters and social dynamics in Chapter 3.

Role: A Literary Critic

- **Audience:** Readers of a literary magazine

- **Format:** Critical analysis
- **Topic:** Analyzing the representation of class and prejudice in Chapter 3 of “To Kill a Mockingbird” and its impact on the reader’s understanding of the novel’s themes.

RAFT Assignment Marking Rubric

The following rubric is designed to evaluate students’ performance on the RAFT assignment for Chapter 3 of “To Kill a Mockingbird.” The total possible score for this assignment is 20 marks.

1. Adherence to Role (5 Marks)

- 5 Marks: Exceptionally maintains the chosen role, demonstrating a deep understanding of the character’s perspective and voice.
- 4 Marks: Adequately maintains the chosen role with a good understanding of the character’s perspective.
- 3 Marks: Satisfactorily maintains the chosen role but lacks depth in understanding the character’s perspective.
- 2 Marks: Inconsistently maintains the chosen role, with frequent deviations from the character’s perspective.
- 1 Mark: Does not maintain the chosen role, showing little to no understanding of the character’s perspective.

2. Relevance and Response to Prompt (5 Marks)

- 5 Marks: Excellently addresses the entire prompt, demonstrating a thorough understanding of the assignment’s requirements.
- 4 Marks: Adequately addresses most parts of the prompt, showing a good understanding of the assignment’s requirements.
- 3 Marks: Satisfactorily addresses the prompt but misses some key elements or lacks depth.
- 2 Marks: Partially addresses the prompt, with significant omissions or misunderstandings.
- 1 Mark: Does not effectively address the prompt, with minimal relevance to the assignment’s requirements.

3. Use of Textual Evidence (5 Marks)

- 5 Marks: Skillfully incorporates and analyzes relevant textual evidence, enhancing the response's depth and credibility.
- 4 Marks: Effectively uses textual evidence, but with less sophistication or depth in analysis.
- 3 Marks: Adequately uses some textual evidence, but the connections or analysis are surface-level.
- 2 Marks: Minimally uses textual evidence, with weak connections or little analysis.
- 1 Mark: Fails to use or reference textual evidence relevant to the assignment.

4. Mechanics of Writing (3 Marks)

- 3 Marks: Writing is free of grammatical, spelling, and punctuation errors, demonstrating excellent command of language.
- 2 Marks: Writing contains few grammatical, spelling, or punctuation errors, showing a good command of language.
- 1 Mark: Writing contains several grammatical, spelling, or punctuation errors, affecting readability.

5. Creativity and Engagement (2 Marks)

- 2 Marks: Shows exceptional creativity and engagement with the content, adding depth and originality to the response.
- 1 Mark: Shows some creativity and engagement, but it is limited or conventional.

Total Marks: 20