

Writing in Role Level 1, Sample 1

I am very sorry for you because you want me to leave the forest and the villagers and I feel very, offended because that. And I am not going to leave the forest but I want you to know that I come in peace and I will not hurt anything or anyone. I feel very offended because the villagers are trying to force me to leave the forest and I feel that it is my duty to just plainly say that there is no way you can force me to leave the great forest or great village and villagers. This is my home to and it is still my home and it always will be my home.

Creature

Teacher's Notes

Theory (Knowledge/Understanding)

- The student demonstrates limited understanding of the fictional circumstances of the drama (e.g., does not use the opening line that was provided to set the fictional context; provides little evidence of involvement in the fictional life of the creature – that is, the reasons why the creature wants to stay in the forest are not well developed).

Thinking/Inquiry

- The student demonstrates limited empathy when writing in role from the creature's perspective (e.g., the feelings of the creature are conveyed with limited impact on the reader – "I feel very offended" could be more strongly conveyed by, for example, "How dare you try to force me to leave").

Communication

- The student communicates the creature's thoughts, feelings, and attitudes with limited effectiveness (e.g., the student communicates the creature's desire to stay in the forest – "This is my home to and it is still my home and it always will be my home" – but does not substantially develop and communicate the creature's inner thoughts and feelings).

Creation (Application)

- The student explores the creature's role with limited concentration and commitment (e.g., the student has become involved in the role to a limited extent and has not focused the narrative on the details of the creature's circumstances to a sufficient extent).

Comments/Next Steps

To improve, the student needs to:

- be more fully involved in the role to identify the creature's feelings and thoughts;
- use the circumstances of the fictional context of the drama to develop a persuasive letter that has emotional impact.

Writing in Role Level 1, Sample 2

Dear villagers,

I cannot leave this village. It is all I have left.

I cannot just pack up my life and go like the
 rest of you. Although I look different I feel
 just like all of you. Please let me stay in the forest
 I mean no harm. I am just like you

The one you call creature

Teacher's Notes**Theory (Knowledge/Understanding)**

- The student demonstrates limited understanding of the fictional circumstances of the drama (e.g., limited development of the central conflict of the drama – “I mean no harm”; limited details drawn from the context of the drama established through the tableaux and the preliminary activities – “It is all I have left”).

Thinking/Inquiry

- The student demonstrates limited empathy when writing in role from the creature's perspective (e.g., the emotions of the creature are developed to a limited extent – “I feel just like all of you.”, “I am just like you”).

Communication

- The student communicates the creature's thoughts, feelings, and attitudes with limited effectiveness (e.g., the creature's reasons for wanting to stay in the village are not clearly communicated to the intended audience – the villagers).

Creation (Application)

- The student explores the role of the creature with limited concentration and commitment, and does not develop ideas.

Comments/Next Steps

To improve, this student needs to:

- describe all thoughts, feelings, and ideas, particularly the creature's motivation for staying in the forest;
- use descriptive language to convince the reader that no harm is intended.