

Dear Villagers:

I cannot leave this forest, it is my home, this is
I love. I love this place its perfect I have enough
space for me and others and enough for families to grow
and get big. Even the weather is perfect I still can
be nice warm and cozy.

See if I move somewhere else it will either be too
cold or too hot I need specific certain weather to live
to survive. With my coat being so, so big and furry
and shed at certain times. Plus on top of that your
forest is wonderful and there is plenty enough for
me.

I don't understand I have been here since I was a baby
and now what I'm all grown up, I'm scaring you.

Well, if you never noticed ~~to~~ I used to eat the
little rabbits but I just need more traits all
don't worry and don't be afraid of me.

Everyone is afraid of me tell them not to be
I will not harm them.

You, like animals to survive to say alone why
don't I. We come from the same family of
mammals so please don't be afraid, I will
not hurt.

Sincerely:

The Creature

Teacher's Notes

Theory (Knowledge/Understanding)

- The student demonstrates some understanding of the fictional circumstances of the drama (e.g., by describing the setting of the drama "Even the weather is perfect ...", "I have been here since I was a baby", "my coat being so, so big and furry and shed at certain times").

Thinking/Inquiry

- The student demonstrates some empathy when writing in role from the creature's perspective.
- The student demonstrates some empathy for the villagers (e.g., "I have enough space for me and others and enough for families to grow ...").
- The student appeals to the emotions of the villagers for understanding (e.g., "Everyone is afraid of me tell them not to be I will not harm them"; "please don't be afraid ...").

Communication

- The student communicates the creature's thoughts, feelings, and attitudes with some effectiveness (e.g., the creature's fears and concerns are communicated to some extent - "I need specific certain weather to live to survive").

Creation (Application)

- The student explores the role with some concentration and focus when writing from the creature's perspective.
- The student has concentrated on and developed the role to some extent; the reader knows that this letter is from the creature and why the creature wants to stay.

Comments/Next Steps

To improve, this student needs to:

- develop the role of the creature more fully, detailing its thoughts, feelings, and point of view;
- focus the narrative on the essential elements of the drama so that the reader understands the central conflict (e.g., weather and fur shedding are not critical to the conflict between the creature and the villagers).

Writing in Role Level 2, Sample 2

Dear villagers,

I cannot leave this forest, as it's my home. You must respect my decision. How would you feel if something bigger than you tried to kick you out of your home? To tell you the truth, I don't know why you want me to leave so much. I am terribly afraid of you villagers. I have never harmed any one or anything in my life. I hardly ever come near the village unless I'm desperate for food. This has been my home, my families and their family's homes, and I have built my life here. You cannot take that away from someone without an explanation. I have the right to be here, just like you have the right to live where you live. I have never bothered any of you before!!!!!! And you ~~don't~~ didn't bother me, until now. Help me understand what it is that's so horrible I've done to you people, when I hardly ever see any of you!!!!!!

I'm sorry that you feel this way and I am sorry to say that there is absolutely ~~no~~ no way I am leaving this forest. Until you can give me good reason to why you want me to leave. Again I am sorry about this.

Sincerely,
the
Creature.

Teacher's Notes

Theory (Knowledge/Understanding)

- The student demonstrates some understanding of the fictional circumstances of the drama (e.g., the student draws on the context of the drama that was established in the tableaux and the preliminary activities – “I don't know why you want me to leave so much. I am terribly afraid of you villagers”; “I hardly ever come near the village unless I'm desperate for food”).

Thinking/Inquiry

- The student demonstrates some empathy when writing in role from the creature's perspective (e.g., the student appeals to the reader [the villager] for understanding – “How would you feel ...?”).

Communication

- The student communicates the creature's thoughts, feelings, and attitudes with some effectiveness (e.g., to some extent the student conveys the fear and inner pain experienced by the creature – “How would you feel if something bigger than you tried to kick you out of your home?”, “I am terribly afraid of you villagers”).

Creation (Application)

- The student explores the role with some concentration and focus when writing from the creature's perspective (e.g., the student has concentrated and developed the role to some extent, presenting a strong point of view but then weakening – “I am sorry to say that there is absolutely no way I am leaving this forest. Until you give me good reason to why you want me to leave”).

Comments/Next Steps

- To improve, the student needs to clarify the thoughts and feelings of the creature to present its point of view more effectively.