

**Writing in Role Level 3, Sample 1**

DEAR VILLAGERS,  
 I CANNOT LEAVE THIS VILLAGE. MY LIFE, MY WORLD LIES WITHIN THESE WOODS. I HAVE RECEIVED A LETTER FROM AN ANONYMOUS VILLAGER, TELLING ME THE PLAN TO SEEK ME OUT AND KILL ME. I BRING YOU NO HARM. I HAVE LIVED HERE ALL MY LIFE. UNDISTURBED, UNKNOWN. I DIDN'T HURT ANY OF YOU, YET YOU FEEL IT IS APPROPRIATE TO HURT ME. I LIVED IN THIS VILLAGE EVEN BEFORE YOU KNEW OF ME. I DIDN'T DISTURB YOUR LIFESTYLES, HARM YOUR CHILDREN OR POISON YOUR WATER. WHY SHOULD THINGS BE DIFFERENT NOW THAT I HAVE BEEN IDENTIFIED? I STILL STAND BY THE FACT THAT I WILL NOT DISTURB YOUR LIFESTYLES, HARM YOUR CHILDREN OR POISON YOUR WATER. WE (CREATURES AND HUMAN) HAVE THE CHANCE TO UNITE. ALL I WANT IS A FRIEND. ALL THE RUMORS YOU HAVE HEARD ABOUT ME ARE BY NO MEANS TRUE. MY TEETH ARE NOT THE SIZE OF 5 HOUSES, AND I WOULD SAY I AM PRETTY GOOD LOOKING CONSIDERING I AM PART DRAGON PART GOAT. PLEASE RE-CONSIDER THE PART THAT YOU PLAY IN THIS. BE THE BETTER PERSON. EXCEPT ME FOR WHO I AM. I EXCEPT YOU. WE MAY NOT LOOK THE SAME, BUT AT HEART WE BOTH HAVE FEELINGS AND EMOTIONS. PLEASE DON'T MAKE ME LEAVE THE ONLY THING THAT I LOOK FORWARD TO WHEN I WAKE UP IN THE MORNINGS. THANK YOU FOR YOUR TIME.

SIGNED,  
 THE CREATURE.

P.S MY NAME IS  
 PACIUSUS...

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

- The student demonstrates considerable understanding of the fictional circumstances of the drama (e.g., presents considerable detail regarding the creature's life and intentions – "I bring you no harm. I have lived here all my life undisturbed, unknown").

**Thinking/Inquiry**

- The student demonstrates considerable empathy when writing from the creature's perspective (e.g., by showing evidence of the creature's remorse and need to belong and be understood – "All I want is a friend"; by voicing possible compromises and solutions; and by reflecting a sense of the creature's pain and desire for justice).

**Communication**

- The student communicates the creature's thoughts, feelings, and attitudes with considerable effectiveness (e.g., "Except me for who I am. I except you" conveys considerable emotional desire for equality).

**Creation (Application)**

- The student explores the creature's role with considerable concentration and focus.
- The student has focused on the role of the creature, effectively developing the creature's voice and point of view (e.g., "All the rumors you have heard about me are by no means true. My teeth are not the size of 5 houses, and I would say I am pretty good looking considering I am part dragon").

**Comments/Next Steps**

- The student shows a considerable knowledge of the fictional elements and has an empathetic understanding of the creature and its relationship with the village.
- The student should develop the details of the story more creatively to reflect a greater awareness of the creature's predicament.

## Writing in Role Level 3, Sample 2

Dear villagers,

I cannot leave this place. It has been my home for as long as I can remember. I don't know how I would ever live away from it. The comfort of the trees, the sweet birds, the sound of the river call my name everyday. These are my friends and they mean so much to me. I do not want the sweet forest scent and the shadows of the trees as the sun sets to just be a memory. These are all I have in my world. Please don't take these away from me.

What have I done wrong to deserve this fate? I dream of you, the villagers, almost every night, as kind dwellers of a world just beyond reach. Sometimes I wish I could become friends with you, although I do not know you. But now you have banished me, cursed me, because of something I do not know. Please, if I have done any harm, tell me what it is. Then tell me how I can repay you. But please, don't take the only thing that I have: the forest. The forest is my home; the forest is my life. If you take me away from my home, you have taken away my reason for living. So I beg you for one last time, please, if I have done anything wrong, I will do whatever I can to help make it better. But please don't take my world away.

The Creature.

### Teacher's Notes

#### Theory (Knowledge/Understanding)

- The student demonstrates considerable understanding of the fictional circumstances of the drama (e.g., considerable thought has been given to the fictional setting and the character of the creature – “The comfort of the trees, the sweet birds, the sound of the river call my name everyday”).
- The student is involved in the fictional world of the drama (e.g., “If you take me away from my home, you have taken away my reason for living”).

#### Thinking/Inquiry

- The student demonstrates considerable empathy when writing in role from the creature's perspective (e.g., appeals strongly to the villagers' emotions – “So I beg you for one more time ... please don't take my world away”).

#### Communication

- The student communicates the creature's thoughts, feelings, and attitudes with considerable effectiveness (e.g., uses descriptive language to evoke a response from the reader – “I dream of you the villagers, almost every night, as kind dwellers of a world just beyond reach”; “I do not want the sweet forest scent and the shadows of the trees as the sun sets to just be a memory”).

#### Creation (Application)

- The student explores the role with considerable concentration and focus when writing from the creature's perspective.
- The student has concentrated on and developed the role of the creature (e.g., the letter focuses on the creature's needs and aspirations effectively – “Please, if I have done any harm, tell me what it is. But please, don't take the only thing that I have: the forest”).

**Comments/Next Steps**

To improve, the student needs to:

- consider drawing on more of the fictional context of the drama to enrich the narrative;
- consider adding more mystery and tension.