

# PROJECT BASED LESSON 2: ASSUMING A ROLE IN DADAAB

## Summary

Any complex subject can be viewed from a wide variety of perspectives, through the lenses of different disciplines, and for many purposes. In this lesson, students create a booklet or blog that showcases a number of approaches to Nasro's story in Dadaab, using a technique called the RAFT strategy, one that allows students to assume multiple stances and tailor their writing to the particular stance.

## Objectives

Students will create either a booklet or an online blog that supplies additional information about Dadaab and provides insight into many different attitudes and views of the camp. They will choose a stance from which to write, imagine an appropriate audience, select a format for writing that reflects the role of the writer, and narrow the subject to a manageable topic. They will demonstrate the ability to choose language and writing structures that reflect their stance.

## Subjects

Social studies, English language arts

## Time Needed

Four to six 50-minute class periods

## Skill Building

- Choosing a stance and determining appropriate content, diction, and sentence structure
- Planning, writing, and editing an essay
- Preparing layout for print or online publication

## **Common Core State Standards**

### CCSS.ELA-Literacy.W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

### CCSS.ELA-Literacy.W.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 [here](#).)

### CCSS.ELA-Literacy.W.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

### CCSS.ELA-Literacy.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

### CCSS.ELA-Literacy.W.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 [here](#).)

### CCSS.ELA-Literacy.W.11-12.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**Resources and Materials**

- Video of *Brave Girl Rising*
- Related teacher resources including Introductory Lessons and Film Viewing Guides (found in the Teacher Guide) and Issue Fact Sheet, including Resources
- Country pages at <https://www.cia.gov/library/publications/resources/the-world-factbook/>
- Publisher or similar desktop-publishing program (optional)
- Background on RAFT strategy at <http://www.readwritethink.org/professional-development/strategy-guides/using-raft-writing-strategy-30625.html>
- Research materials on Dadaab

**Essential Questions**

1. How do people in different roles perceive conditions at Dadaab refugee camp?
2. How does their roles in life influence their perceptions?
3. How do these differing perceptions influence writing?

**Sample Content Questions**

1. What particular role will you assume for this project? What is it about this role that interests or appeals to you?
2. What format for writing would a person in your role be likely to use?
3. What kind of language would that person be likely to use? Would it be formal or informal? How will your sentence structures and word choices change with your role?
4. Who will be the likely audience for your writing? What effect do you think your writing will have on your audience?
5. How can you prepare your writing and that of your classmates for inclusion in a printed publication or online blog?

**Building a Foundation and Making Connections**

View *Brave Girl Rising* and use the introductory lesson, film viewing guide, relevant country and issue fact sheets, and suggested resources to engage students and help them understand why people are in a refugee camp and what conditions are like in such a place.

If students are not already familiar with the RAFT strategy as a writing tool, explain it to them and give them several examples of role, audience, format, and topic for a subject unrelated to *Brave Girl Rising* such as a book you have read in class recently or a topic in the news.

**Project**

The class will hold a general discussion of the project and brainstorm RAFT categories for writing about Dadaab while the teacher records suggestions on the board and conducts a discussion of their usefulness. A few samples to start with:

Role of the writer	Audience	Format	Topic
Nasro herself	Nasro's teacher	Letter	Her desire to go on to college instead of marrying early
Nasro's best friend	Herself	Diary entry	Description of a day in the camp
A nurse at the Dadaab camp	Administrator at the World Health Organization	A quarterly report on health conditions in Dadaab	Physical condition of arriving refugees
An American celebrity who is concerned with refugees and has visited the camp	Academy Awards television watchers and audience members	Speech	Need for additional funds for relief in Dadaab

These are only a few possibilities; students will be able to brainstorm many more. The teacher should point out that the items can be mixed, matched, and supplemented as appropriate. For example, a nurse (role) at the camp might write a letter (format) to her sister (audience) asking her to send items the camp needs (topic).

Once students have an idea of their RAFT goal, they should meet with the teacher to plan any additional research strategy needed and discuss how the audience and format might affect their use of language and the appearance of their work. Teachers should allow some in-class time for research, writing, and peer editing while writing conferences are occurring.

When all writings are completed and edited, they can be published in a printed booklet, with a copy given to each student, or published online, perhaps on the school's website. In either case, the publication can be illustrated with student-drawn artwork and/or the many public-domain images of Dadaab that can be found online.

## Ideas for Encouraging All Learners

### English Language Learners

Depending on their proficiency in the target language, the teacher may wish to allow ESL students to write in their native language and then translate it. They should be encouraged to choose a role and format commensurate with their current language ability. Additional help with vocabulary may be necessary.

### Gifted Students

Encourage gifted students to take on more challenging roles and formats. Help them align their syntax and diction with their RAFT choices when necessary. Some students may wish to volunteer as editors for the blog or print publication in addition to writing their own RAFT papers.