



Count Me In!

Exploring the historical foundations and importance of the US Census



1790 Census of the United States

The Return for SOUTH CAROLINA having been made since the foregoing Schedule was originally printed, the whole Enumeration is here given complete, except for the N. Western Territory, of which no Return has yet been published.

DISTRICTS	White	Black	Indian	Other	Total
Sumter	24431	43338	40591	551	108881
St. Charles	38480	34741	2964	921	77186
Marion	44374	42421	42829	551	87375
Madison	52142	47812	46414	545	100513
Blount	60191	52790	52815	1403	114799
Camden	67413	54741	51741	1403	124708
Richmond	82109	72109	67109	1403	150530
Wayne	91109	81109	76109	1403	165330
Franklin	100109	90109	85109	1403	180330
Wilkes	109109	99109	94109	1403	195330
Cherokee	118109	108109	103109	1403	210330
Polk	127109	117109	112109	1403	225330
Greene	136109	126109	121109	1403	240330
Wilkes	145109	135109	130109	1403	255330
Wayne	154109	144109	139109	1403	270330
Franklin	163109	153109	148109	1403	285330
Wilkes	172109	162109	157109	1403	300330
Wayne	181109	171109	166109	1403	315330
Franklin	190109	180109	175109	1403	330330
Wilkes	199109	189109	184109	1403	345330
Wayne	208109	198109	193109	1403	360330
Franklin	217109	207109	202109	1403	375330
Wilkes	226109	216109	211109	1403	390330
Wayne	235109	225109	220109	1403	405330
Franklin	244109	234109	229109	1403	420330
Wilkes	253109	243109	238109	1403	435330
Wayne	262109	252109	247109	1403	450330
Franklin	271109	261109	256109	1403	465330
Wilkes	280109	270109	265109	1403	480330
Wayne	289109	279109	274109	1403	495330
Franklin	298109	288109	283109	1403	510330
Wilkes	307109	297109	292109	1403	525330
Wayne	316109	306109	301109	1403	540330
Franklin	325109	315109	310109	1403	555330
Wilkes	334109	324109	319109	1403	570330
Wayne	343109	333109	328109	1403	585330
Franklin	352109	342109	337109	1403	600330
Wilkes	361109	351109	346109	1403	615330
Wayne	370109	360109	355109	1403	630330
Franklin	379109	369109	364109	1403	645330
Wilkes	388109	378109	373109	1403	660330
Wayne	397109	387109	382109	1403	675330
Franklin	406109	396109	391109	1403	690330
Wilkes	415109	405109	400109	1403	705330
Wayne	424109	414109	409109	1403	720330
Franklin	433109	423109	418109	1403	735330
Wilkes	442109	432109	427109	1403	750330
Wayne	451109	441109	436109	1403	765330
Franklin	460109	450109	445109	1403	780330
Wilkes	469109	459109	454109	1403	795330
Wayne	478109	468109	463109	1403	810330
Franklin	487109	477109	472109	1403	825330
Wilkes	496109	486109	481109	1403	840330
Wayne	505109	495109	490109	1403	855330
Franklin	514109	504109	499109	1403	870330
Wilkes	523109	513109	508109	1403	885330
Wayne	532109	522109	517109	1403	900330
Franklin	541109	531109	526109	1403	915330
Wilkes	550109	540109	535109	1403	930330
Wayne	559109	549109	544109	1403	945330
Franklin	568109	558109	553109	1403	960330
Wilkes	577109	567109	562109	1403	975330
Wayne	586109	576109	571109	1403	990330
Franklin	595109	585109	580109	1403	1005330
Wilkes	604109	594109	589109	1403	1020330
Wayne	613109	603109	598109	1403	1035330
Franklin	622109	612109	607109	1403	1050330
Wilkes	631109	621109	616109	1403	1065330
Wayne	640109	630109	625109	1403	1080330
Franklin	649109	639109	634109	1403	1095330
Wilkes	658109	648109	643109	1403	1110330
Wayne	667109	657109	652109	1403	1125330
Franklin	676109	666109	661109	1403	1140330
Wilkes	685109	675109	670109	1403	1155330
Wayne	694109	684109	679109	1403	1170330
Franklin	703109	693109	688109	1403	1185330
Wilkes	712109	702109	697109	1403	1200330
Wayne	721109	711109	706109	1403	1215330
Franklin	730109	720109	715109	1403	1230330
Wilkes	739109	729109	724109	1403	1245330
Wayne	748109	738109	733109	1403	1260330
Franklin	757109	747109	742109	1403	1275330
Wilkes	766109	756109	751109	1403	1290330
Wayne	775109	765109	760109	1403	1305330
Franklin	784109	774109	769109	1403	1320330
Wilkes	793109	783109	778109	1403	1335330
Wayne	802109	792109	787109	1403	1350330
Franklin	811109	801109	796109	1403	1365330
Wilkes	820109	810109	805109	1403	1380330
Wayne	829109	819109	814109	1403	1395330
Franklin	838109	828109	823109	1403	1410330
Wilkes	847109	837109	832109	1403	1425330
Wayne	856109	846109	841109	1403	1440330
Franklin	865109	855109	850109	1403	1455330
Wilkes	874109	864109	859109	1403	1470330
Wayne	883109	873109	868109	1403	1485330
Franklin	892109	882109	877109	1403	1500330
Wilkes	901109	891109	886109	1403	1515330
Wayne	910109	900109	895109	1403	1530330
Franklin	919109	909109	904109	1403	1545330
Wilkes	928109	918109	913109	1403	1560330
Wayne	937109	927109	922109	1403	1575330
Franklin	946109	936109	931109	1403	1590330
Wilkes	955109	945109	940109	1403	1605330
Wayne	964109	954109	949109	1403	1620330
Franklin	973109	963109	958109	1403	1635330
Wilkes	982109	972109	967109	1403	1650330
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Franklin	1000109	990109	985109	1403	1680330
Wilkes	1009109	999109	994109	1403	1695330
Wayne	1018109	1008109	1003109	1403	1710330
Franklin	1027109	1017109	1012109	1403	1725330
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Franklin	1054109	1044109	1039109	1403	1770330
Wilkes	1063109	1053109	1048109	1403	1785330
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Wilkes	1090109	1080109	1075109	1403	1830330
Wayne	1099109	1089109	1084109	1403	1845330
Franklin	1108109	1098109	1093109	1403	1860330
Wilkes	1117109	1107109	1102109	1403	1875330
Wayne	1126109	1116109	1111109	1403	1890330
Franklin	1135109	1125109	1120109	1403	1905330
Wilkes	1144109	1134109	1129109	1403	1920330
Wayne	1153109	1143109	1138109	1403	1935330
Franklin	1162109	1152109	1147109	1403	1950330
Wilkes	1171109	1161109	1156109	1403	1965330
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Wilkes	1198109	1188109	1183109	1403	2010330
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Franklin	1243109	1233109	1228109	1403	2085330
Wilkes	1252109	1242109	1237109	1403	2100330
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Franklin	1270109	1260109	1255109	1403	2130330
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Franklin	1324109	1314109	1309109	1403	2220330
Wilkes	1333109	1323109	1318109	1403	2235330
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Franklin	1351109	1341109	1336109	1403	2265330
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Franklin	1405109	1395109	1390109	1403	2355330
Wilkes	1414109	1404109	1400109	1403	2370330
Wayne	1423109	1413109	1409109	1403	2385330
Franklin	1432109	1422109	1418109	1403	2400330
Wilkes	1441109	1431109	1427109	1403	2415330
Wayne	1450109	1440109	1436109	1403	2430330
Franklin	1459109	1449109	1445109	1403	2445330
Wilkes	1468109	1458109	1454109	1403	2460330
Wayne	1477109	1467109	1463109	1403	2475330
Franklin					



Let us know who you are!

It is very important that we learn how the Census 2020 curriculum modules improve the accuracy of the upcoming census. When you download a curriculum module, please click on the link below so that we can compile information about which modules were used and in which part of the state. In the spring, we will be sending out a short survey that asks for your opinion of the curriculum modules and the estimated level of implementation of the modules. All information will be kept confidential by the project evaluator.

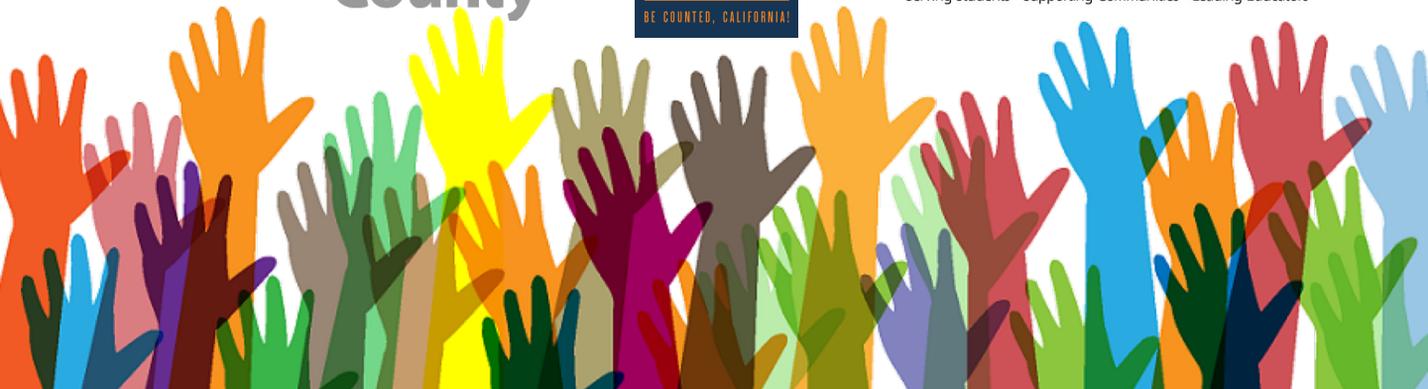
<http://bit.ly/2020CountMeIn>

Sacramento
Office of Education **County**



Los Angeles County
Office of Education

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Acknowledgements

The Count Me In! Census 2020 Curriculum Project is the product of a collaborative partnership between the Government Operations Agency, the Los Angeles County Office of Education, and the Sacramento County Office of Education.

Without the following individuals' expertise and guidance, this document would not have been possible. Thank you for your hard work and dedication to the Count Me In! Census 2020 Project

Project Facilitation and Oversight

Sacramento County Office of Education:

Frank Pisi, Director, History-Social Science

Los Angeles County Office of Education:

Michelle Herczog, Ed.D., Coordinator III, History-Social Science

Government Operations Agency:

Mignonne Pollard, Ed.D., Schools and Education Outreach Sector Manager

Grade Level Module Oversight

Charles Gilmore, Curriculum Specialist, Sacramento County Office of Education

Rob Vicario, Coordinator, Irvine Unified School District

Grade Level Module Authors

5th Grade:

Chrissy Maher
Allison Hawke
Gregg Law

8th Grade:

Linda Celey-Bultin
Ben Crago-Schneider
Ashley Silas
Kristina Roys
Rebecca Hawkins
Jennifer Law

11th Grade:

Adam Wemmer
Diana Shar
Elva Madrigal
Dana Brooks
Christine Sardo

12th Grade:

Antonia Piscitelli-Carrasco
Ricardo Reyes
Kimberly Young
Lucas Plotnik
Miguel Canales



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Census 2020

Would you buy land from a short French guy?

Title of Lesson	Louisiana Purchase	Grade Level	8th	Duration	3 Days
HSS Standards	<p>8.5 Students analyze US foreign policy in the early Republic.</p> <p>8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.</p>				
ELA Standards	<p>W.8.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>				
ELD Standards	<p>I.A.1 Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics.</p> <p>I.A.3 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges.</p> <p>I.C.10 Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology.</p> <p>I.C.11 Justifying own arguments and evaluating others' arguments in writing.</p>				

Lesson Sequence Overview				
Supporting Question	How did the US double in size in 1803? Why did Jefferson want to buy land in the West? Do you think Thomas Jefferson made the right decision in purchasing the Louisiana Territory? Why was he conflicted?	What is population density? How is population density mapped?	Do you think Thomas Jefferson made the right decision in purchasing the Louisiana Territory? Why was he conflicted?	
			Option 1	Option 2
Duration	45 minutes	50 minutes	45 minutes	50 minutes
Performance Task	Students will do a CLOSE read on the Louisiana Purchase, gathering background knowledge with a focus on the supporting questions above.	Students will use information from census.gov and stanford.edu to analyze population interactive maps showcasing census 2010 data.	Students will use the RAFT method to write a multiple paragraph response to the compelling question. Students will adopt the role of an advice columnist responding to Thomas Jefferson.	Students will participate in Philosophical Chairs. They will dialogue responses to the supporting questions above. Students will write an evidence-based question answering the compelling question.

<p style="text-align: center;">Why did Jefferson want to buy land in the West? Do you think Thomas Jefferson made the right decision in purchasing the Louisiana Territory? Why was he conflicted?</p>		
	Day 1	45 minutes
Learning Objective	Students will be able to conduct a CLOSE Reading on the Louisiana Purchase and summarize the primary content of the article.	
Introduction	Project the question, "How did the United States double in size in 1803?"	10 minutes
	Project or distribute a map of the United States in 1803, with the boundaries of the Louisiana Purchase highlighted.	
	<p>Students will "Stand up, Hand up, and Pair up" with a partner to share what they wrote. A whole class debrief is recommended.</p> <p>Procedures for "Stand up, Hand up, and Pair up" are as follows:</p> <ol style="list-style-type: none"> 1. Have all students stand up and put one hand in the air. 2. Have students walk around the classroom. 3. Call out "Pair" and have students pair up with the student he or she is standing closest to. 4. Students that have found partners will put their hands down. Any other students who have not found partners will keep their hands raised until they find a partner 	
Evaluation of Sources	<p>Students will conduct a CLOSE read of "Westward Expansion: The Louisiana Purchase" (Document A) by UShistory.org.</p> <p>The article can be retrieved at either site below. A copy is on the following page.</p> <p>https://newsela.com/read/lib-ushistory-louisiana-purchase/id/26820/</p> <p>http://www.ushistory.org/us/20c.asp.</p>	25 minutes
	Students will the article to write a one-paragraph response to the supporting question. .	
Closing	Put students in pairs. Each member of the pair should share what they wrote in their summary.	10 minutes
	Students should use the supporting questions to focus their discussion.	

Westward Expansion: The Louisiana Purchase

By USHistory.org, adapted by Newsela staff on 02.21.17

Word Count **806**

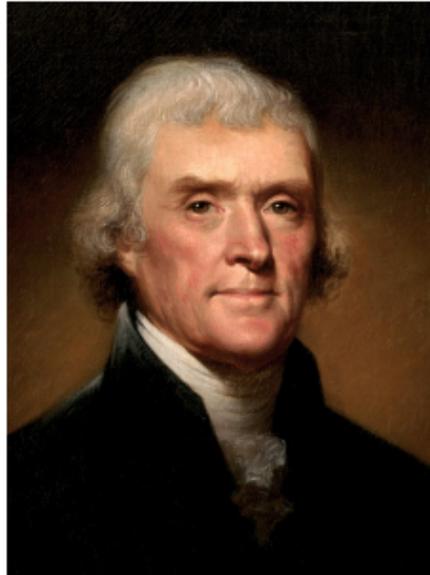
Level **940L**



TOP: The third signing of the Louisiana Treaty, which occurred in New Orleans, is depicted. MIDDLE: Official White House portrait of Thomas Jefferson. BOTTOM: Map showing the extent of the Louisiana Purchase. Photos from: Wikimedia Commons.

Thomas Jefferson believed that the ideal government was an agrarian democracy. A democracy is a system of government in which the citizens exercise power by electing their representatives. An agrarian democracy is one whose economy is based on the production of crops.

Jefferson was president of the United States from 1801 to 1809. During his presidency, he felt that American's agrarian society was at risk. The United States had just become its own country. The growth of city-based industry, and the transition from farming to factory work, threatened to take away the financial independence that Americans enjoyed as farmers.



Jefferson worked to help farmers

Jefferson's vision was not anti-modern. He had too brilliant a scientific mind to fear technological change. He supported global commerce, which would benefit farmers, and he wanted to see new technology incorporated into ordinary farms to make them more productive.

Yet Jefferson had identified a difficult problem. America's new government promised its citizens equality by law. How could this be maintained when economic and social changes might increase inequality? Across the Atlantic Ocean, England's industry was just beginning to grow, and its workers experienced awful conditions in these early factories. Jefferson saw this as a terrifying example of what could happen at home.

For Jefferson, western expansion was an alternative to industrialization. As long as hardworking farmers could acquire land at reasonable prices, America could advance as a republic of equal and independent citizens.

French leader threatened to block access to port

This vision was threatened, however, when France regained control of Louisiana. French leader Napoleon Bonaparte had risen to power in the French Revolution. He threatened to block America's use of New Orleans as a port for trade. New

Orleans, a city in Louisiana, sits on the Mississippi River. Blocking America's access to New Orleans was a grave threat to American business. New American settlements west of the Appalachian Mountains depended upon the river to transport goods for sale. Sending these products by land was much too expensive.

President Jefferson considered changing his foreign policy to join the British in their fight against Napoleon. Before deciding, he sent a U.S. official to France to bargain for continued trade access along the Mississippi. James Monroe, the top American negotiating in Paris, wanted to purchase New Orleans and West Florida for \$2 million to \$10 million.

Land purchased for \$15 million

Surprisingly, Napoleon offered much more. His military was overextended and he needed money to continue his war against Britain. Napoleon also knew that he could not force Americans out of the land France possessed in North America. So Napoleon offered all of Louisiana to the U.S. for \$15 million. The huge territory stretched from the Mississippi River to the Rocky Mountains. It more than doubled the size of the United States.



Napoleon's asking price worked out to be about four cents an acre.

The decision to make this purchase was not easy for Jefferson. He felt strongly that the central government should stay small and simple, and spend little. As president he reduced the size of the federal government by ending taxes on individuals' property and the goods they purchased. He also reduced the size of the army and navy. His desire to limit the federal government flowed from his strict interpretation of the Constitution. Spending an enormous amount on land was in direct opposition to Jefferson's long-held principles.

Some were not happy about deal

Nevertheless, the deal was struck in April 1803. Not everyone was happy about it. Some complained that Jefferson had clearly not followed his own strict interpretation of the U.S. Constitution. They argued that the Constitution didn't allow the federal government to purchase new land.

In the end, Jefferson decided that the Constitution did allow him to make the purchase. He said that it fell under his powers to make treaties, agreements with other governments. Most of the Senate agreed. The Louisiana Purchase easily passed, with 26 votes in favor of the purchase and 6 against it.

The large growth of the country's size also contradicted Jefferson's wish to quickly reduce the national debt. Although \$15 million was a small sum for such a large amount of land, it was still an enormous price tag back then.

New territory leads to 13 new states

The Louisiana Purchase demonstrates Jefferson's ability to make sensible political decisions. Although the purchase was contrary to his principles, it guaranteed western growth, which was more important to Jefferson's overall vision for the new country. He took bold action and the gains were big. The new territory would in time add 13 new states to the country.

In 1812, Louisiana became the first state to join the country from land bought in the purchase. Louisiana was allowed to enter the United States with its French legal ways largely in place.

SOURCE ANNOTATION/CLOSE READ DIRECTIONS

STEP 1: Skim or survey the source.

- Write a prediction next to the title. What will the source be about?

STEP 2: Number the paragraphs in the **left** side/margin.

STEP 3: First Read: Read the source independently or with your teacher to get the gist of the text.

Annotate and mark in the **right** side/margin by using:

- ! for surprising, interesting, or thought provoking sentences
- ? for confusing parts or questions you might have

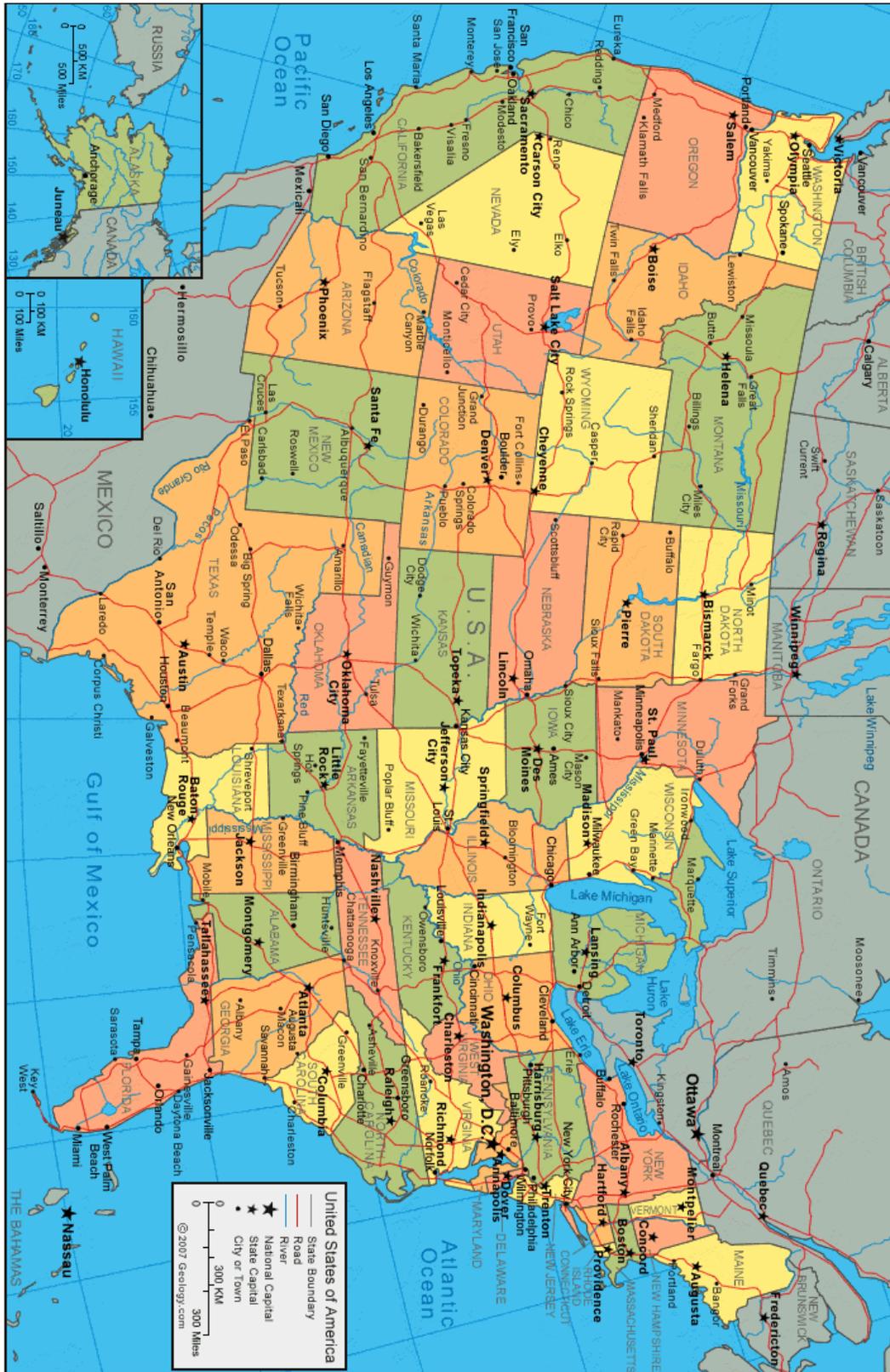
STEP 4: Second Read: Reread the source.

- Underline the main idea (thesis) of the source. It is usually found in the first paragraph.
- Underline the topic sentence of each paragraph (main idea of each paragraph). 
- Circle unfamiliar or new words. Use context clues to write the definition in the **right** margin.
- Use context clues to figure out the meaning of underlined words. Write the definition in the **right** margin.

STEP 5: At the end of the source, write the author's purpose or reason for writing the source. Was it to entertain, inform, or persuade (argumentation)?

STEP 6: Complete the writing response at the end of the source, using evidence from the text to support your answer.

<p align="center">What is population density? How is population density mapped?</p>		
	Day 2	50 minutes
Learning Objective	Students will be able to read and analyze population data displayed in multiple maps.	
Introduction	Students should take out the summary of “Westward Expansion: The Louisiana Purchase” they wrote the previous day.	5 minutes
	Display the definition of <i>population density</i> so that the whole class can see. You can project it or write it on the board.	
Evaluation of Sources	Project the 2010 census map of the United States by county. Introduce students the map key and show them how to read the map. https://www2.census.gov/geo/pdfs/maps-data/maps/thematic/us_popdensity_2010map.pdf	35 minutes
	In small groups, have students use the map (Document C) to answer a number of questions designed to help them gain familiarity with the information the map displays. Questions posed could include: How does our county compare to others nearby? To others in the state? Where do you find the most densely populated areas of the United States? The least? It can aid students to provide a political map of the United States alongside the population density map to help them identify familiar places.	
	Pass out computers or physical copies of the population density map to students and direct students to the following website: http://web.stanford.edu/group/spatialhistory/cgi-bin/site/viz.php?id=265&project_id= Additional resources for this activity can be found at: https://www.census.gov/history/pdf/General_Discussion_of_the_Movements_of_Population.pdf	
	Have students use the interactive map “Population Density in the United States from 1790-2000” to complete the questions provided. (Document D) As a scaffold for struggling learners, consider jigsawing time periods, having small student groups focus on gathering information for a specific time period to then share with the class.	
Closing	As a whole class, review the questions and have students share their answers. Students should use the data gathered to justify their answers.	10 minutes



Document D

Name(s) _____

1. Where did the majority of Americans live in 1790 when the first Census was taken?
2. What region(s) of the United States had the highest population density in 1790?
3. What region(s) of the United States had the lowest population density in 1790?
4. What does this tell you about the United States at the time?
5. What do you notice about the population in 1800?
6. The Louisiana Purchase occurred in 1803. Using the slider compare the map in 1800 and 1820. What do you notice about the population? Which areas of the United States have the highest population density? Which areas have the lowest population density?
7. What does this tell you about the United States in 1820?
8. Look at 1840's population density information. What do you notice about the population? What is happening in the West?
9. When we look at the map and continue to move the slider, we see this continuing trend of the population growing in cities and also spreading to the West. Do you think this westward expansion would have happened or happened as fast without the Louisiana Purchase?

Do you think Thomas Jefferson made the right decision in purchasing the Louisiana Territory? Why was he conflicted?		
	Day 3	45 minutes
Learning Objective	Students will write an evidence-based response to Thomas Jefferson on the topic of the Louisiana Purchase.	
Introduction	Introduce students to an advice column. (Document E) https://www.uexpress.com/dearabby/2018/9/14/grandparent-feels-that-family-has-been	15 minutes
	Introduce students to RAFT. R = Role, A = Audience, F = Format, T = Topic (Document F) and analyze the sample column through this lens to familiarize students with the RAFT structure.	
Evaluation of Sources	Explain that today's RAFT will be comprised of: Role – An advice columnist Audience – Thomas Jefferson and newspaper readers Format – Letter response from an advice columnist Topic –Should Jefferson make the Louisiana Purchase	25 minutes
	Students will write a multiple paragraph response to Thomas Jefferson's letter. (Document G) Their response should include evidence that either supports or opposes the Louisiana Purchase and acknowledge the counterargument.	
Closing	Students can share their claims and reasoning with a partner, small group, or whole class. One way to make sharing efficient is to ask students to only share the piece of evidence they used that they believe is the strongest.	5 minutes

Grandparent Feels That Family Has Been Slowly Drifting Apart

Sep 14, 2018 - Letter 1 of 2



by Abigail Van Buren

DEAR ABBY: Two years ago, my son and his family moved a couple of hours away. He's my only child. I know he's busy with his wife, two children and his job, but I would like to hear from him more than every two weeks -- or longer -- just to know what is going on in their lives. He told me I could call him, but I feel like I'm imposing. I'd like to be more involved in their lives. I would also like to be closer to my daughter-in-law. We have had a couple of good phone conversations recently, but I sense that she wants her own space.

I'm not an overbearing person, and I'm working on expectations vs. reality, being overly emotional when my expectations are not met and fear of sharing these emotions because I'm afraid my son and his wife won't like what I have to say. I feel they have been pushing me away.

What can I do, other than wait for them to call and work on how not to get upset when they don't include me? They have let the grandchildren stay with me a

Document E

couple of weeks at different times over the summer. I'm trying to do things with friends, but I really prefer being around my son and family because I feel happier (or used to). It has been heartbreaking. -- WORKING ON IT

DEAR WORKING ON IT: Your son has told you it's all right to call him, so you should. Because of the blessing of modern technology, there are other options as well -- texting, video chat, etc. If you are unfamiliar with them, make it a point to learn. Be grateful your son and his family are independent, and try harder to fill more of your time with hobbies and interests of your own. If you do, you will be a more interesting person to be around. Your son and his wife should not be the focus of your life the way he was when he was a child and you were responsible for him. It isn't healthy for you or your relationship with them.

Document F

Research Basis

The more often students write, the more proficient they become as writers. RAFT is a writing strategy that helps students understand their role as a writer and how to effectively communicate their ideas and mission clearly so that the reader can easily understand everything written. Additionally, RAFT helps students focus on the audience they will address, the varied formats for writing, and the topic they'll be writing about. By using this strategy, teachers encourage students to write creatively, to consider a topic from multiple perspectives, and to gain the ability to write for different audiences. In the book, *Strategic Writing*, Deborah Dean explains that writing for differing purposes and audiences may require using different genres, different information, and different strategies. Developing a sense of audience and purpose in writing, in all communication, is an important part of growth as a writer.

RAFT assignments encourage students to uncover their own voices and formats for presenting their ideas about content information they are studying. Students learn to respond to writing prompts that require them to think about various perspectives:

- Role of the Writer: Who are you as the writer? A movie star? The President? A plant?
- Audience: To whom are you writing? A senator? Yourself? A company?
- Format: In what format are you writing? A diary entry? A newspaper? A love letter?
- Topic: What are you writing about?

Santa, C., Havens, L., & Valdes, B. (2004). *Project CRISS: Creating Independence through Student-owned Strategies*. Dubuque, IA: Kendall Hunt.

Dean, Deborah. 2006. *Strategic Writing: The Writing Process and Beyond in the Secondary English Classroom*. Urbana, IL: NCTE.

Strategy in Practice

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- Explain to your students the various perspectives writers must consider when completing any writing assignment. Examples of different roles, audiences, formats, and topics can be found in a list of [Picture Book RAFTs](#) by Doug Fisher and Nancy Frey.
- Decide on an area of study currently taking place in your classroom for which you could collaborate with the students and write a class RAFT. Discuss with your students the basic premise of the content for which you'd like to write, but allow students to help you pick the role, audience, format, and topic to write about.
 - For instance, if students are reading *To Kill a Mockingbird*, you may have students respond to the issues in the story as various characters to different audiences in multiple formats.
- Have a class think-aloud to come up with ideas for the piece of writing that you will create as a group. Model on a whiteboard, overhead projector, or chart paper how you would write in response to the prompt. Allow student input and creativity as you craft your piece of writing.
- Give students another writing prompt (for which you have already chosen the role, audience, format, and topic) and have students react to the prompt either individually or in small groups. It works best if all students follow the same process so the students can learn from the varied responses of their classmates.
- Choose a few students to read their RAFT aloud. Have a class discussion about how each student created their own version of the RAFT while using the same role, audience, format, and topic.
- As students become comfortable in reacting to RAFT prompts, give students a list of options for each component and let them choose their role, audience, format, and topic.
- Eventually, students may choose a role, audience, format, and topic entirely on their own. Varied prompts allow students to compare and contrast multiple perspectives, deepening their understanding of the content when shared.

Document G

Dear Abby Adams,

I have a really big dilemma. I have an incredible opportunity but am torn at what I am supposed to do. I love farming and I see it as the future for America. I believe that all Americans can prosper if they have land to farm. Through this agrarian lifestyle we will realize the true potential of our young republic. One issue that I see that impedes this dream is a lack of land. Our nation is growing and we need more land for our people to spread across. Recently I have come across a great opportunity. I have the ability to purchase a very large tract of land for a paltry sum. I can purchase millions of acres at \$0.04 an acre. This would more than double the area of our great nation! Here is the problem- since the founding of this nation, I have always advocated for a very limited government. I believe that our central government should be limited in order to keep it in check and avoid any problems we had when we were under the yoke of King George. I am not even sure that I could purchase this land legally under the Constitution. I do not want to miss this great opportunity, however, I do not want to be a hypocrite.

Please help,

Torn Tom

Do you think Thomas Jefferson made the right decision in purchasing the Louisiana Territory? Why was he conflicted?		
	Day 3 (Alternative)	45 minutes
Learning Objective	Students will engage in a structured, evidence-based discussion on the compelling question.	
Introduction	Have students review article from Day 1. Provide students with 5 minutes to reacquaint themselves with the article.	10 minutes
	Show students one of the following two videos: https://www.history.com/topics/louisiana-purchase/videos/thomas-jefferson-expands-presidential-power?m=528e394da93ae&s=undefined&f=1&free=false https://www.history.com/topics/louisiana-purchase/videos/louisiana-purchase?m=528e394da93ae&s=undefined&f=1&free=false	
Evaluation of Sources	Tell students that they will be participating in Philosophical Chairs. (Document H) A helpful explanation of this strategy can be found here: https://www.youtube.com/watch?v=19elwVxjfeA	30 minutes
	Pose the following questions to students, "Did Jefferson do the right thing when he purchased Louisiana from the French? Was the Louisiana Purchase constitutional?"	
	Direct students to choose an initial response to the questions posed: yes, no, or undecided. Student write three to five sentences outlining the reason they've chosen this initial position.	
	Students move into one of three groups, depending on their initial position. The three groups have a brief discussion, sharing their personal reasons for having chosen this initial position and deciding what the strongest arguments are to make to the class as a whole.	
	Students engage in Philosophical Chairs. As facilitator, the teacher should stop every few minutes to allow students who have been persuaded to change their position to move.	
Closing	Students write an evidence-based paragraph explaining whether or not the Louisiana Purchase was the correct action for Thomas Jefferson to take.	10 minutes

Philosophical Chairs

Rules of Engagement

1. Be sure you understand the central question or topic before the discussion begins.
2. Prepare for the discussion with the text(s) provided. Find evidence and keep track of your reasoning.
3. Decide which section you will sit in. (The U formation will represent to opposing sides – the straight lines of the U – with the bottom of the U represented a less decided place.)
4. Listen carefully when others speak and seek to understand their arguments even if you don't agree.
5. Wait for the mediator to recognize you before you speak; only one person speaks at a time.
6. You must first summarize briefly the previous speaker's argument before you make your response.
7. If you have spoken for your side, you must wait until three other people on your side speak before you speak again.
8. Be sure that when you speak, you address the ideas, not the person stating them. Use evidence from the text(s) to support your points.
9. Keep an open mind and move to the other side or the undecided section if you feel that someone made a good argument or your opinion is swayed.
10. Support the mediator by maintaining order and helping the discussion to progress.