

Sample Learning Contract

(Adapted from *Student Evaluation: A Teacher Handbook*, 1991)

Name: _____ Teacher Name: _____ Student _____

Time Period of Contract: _____
Purpose of Contract: _____

I am planning to _____

The reason I have decided to work on this is _____

The main focus of my work will be _____

Through my work I hope to discover _____

I intend to obtain information and ideas from: (Check at least 5.)

- | | |
|--|--|
| <input type="checkbox"/> books | <input type="checkbox"/> films, videos |
| <input type="checkbox"/> interviews with resource people | <input type="checkbox"/> museums, art galleries |
| <input type="checkbox"/> experimentation or exploration | <input type="checkbox"/> community organizations, agencies |
| <input type="checkbox"/> magazines or journals | <input type="checkbox"/> audio recordings |
| <input type="checkbox"/> encyclopaedias | <input type="checkbox"/> reproductions of art works |
| <input type="checkbox"/> newspapers | <input type="checkbox"/> photographs |
| <input type="checkbox"/> my own research (Explain.) | |

_____ other sources such as the environment, imagination or personal experience. (List.)

Learning Contract (Continued)

The product of my work will be _____

The learning skills I will be using in order to complete this work are _____

I will make these arrangements to share my work:

- who I will share it with _____
- when I will share it _____
- how I will share it _____

My work will be completed by _____

My work will be evaluated by _____

The important things that the evaluator(s) will be looking for are _____

I will evaluate this work and my own learning by _____

Signature

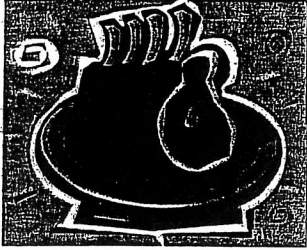
Teacher Signature

Student

Date

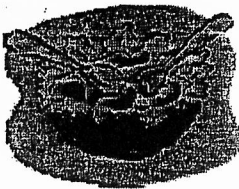
LEARNING CONTRACT: MENU

MAIN COURSE: Please complete all items from the main course.



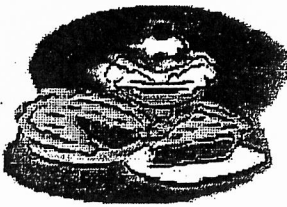
- 1.
- 2.
- 3.

SIDE DISH: Please complete 2 tasks from the side dish menu.



- 1.
- 2.
- 3.
- 4.
- 5.

DESSERT: Please complete 1 or more of the dessert items.



- 1.
- 2.
- 3.

For more information on each of the choices, please refer to the descriptors on the next page.

LEARNING CONTRACT: MENU

I have read through the contract and have agreed to complete the following items. I will give my best personal effort and will complete these items by the following date: _____.

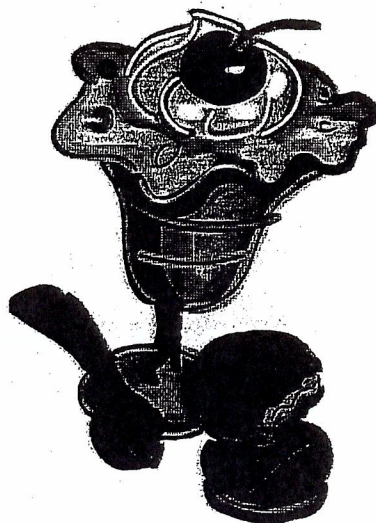
MAIN COURSE: Items 1, 2, and 3.

SIDE DISHES: Items _____ and _____

DESSERT: Item _____
Additional Items: _____, _____

Student's Signature _____ Date _____

Teacher's Signature _____ Date _____



Independent Novel Study

You need to select 100 points worth of projects.

SILVER ASSIGNMENTS (MAXIMUM 20 POINTS)

S—1 Make a soundtrack for the book by choosing at least 5 songs.

For each song, explain in a couple of sentences why you chose the song and how it relates to the events or characters in the book. (You can use quotes if you want to.)

S—2 If you could change places with one character, who would it be and why? Your explanation should be at least one page. Remember to describe the character and their situation well because your audience may not have read the book. Give EVIDENCE--examples of things the character has done or said that supports your description.

S—3 Which character is most like you? Why? Your explanation should be at least one page. Remember to describe the character well because your audience may not have read the book. Give us EVIDENCE-- examples of things the character has done or said that support your description. Also, give EVIDENCE of what it is about you that is similar to the character--these might be examples of things you have said or done.

S—4 Change the time and place of the novel. Explain how this would change the story. First tell us where and when the novel takes place. Then tell us where and when you would change it to. Focus on how the characters would be different and on how the plot (what happens) might change. For example, if your book takes place in 1920 and has a female character who is a nurse, you might change the time to 2001 and say that nowadays, a woman interested in medicine can be a doctor.

S—5 Become one of the characters and describe your experiences during a certain event. Your description should be at least one page. Write in the FIRST PERSON (using 'I') and remember to use as many senses as possible in your description.

S—6 Choose one character, tell how they behaved/what they were like in the beginning, how they behaved/what they were like at the end, and how they changed. Your description should be at least one page.

S—7 Make a cartoon of the book or a chapter (at least 8 panels in full color with text.)

S—8 Draw a scene from the book. Your drawing will be scored based on how much detail is included. Make sure you somehow show who the people are in

your picture.

S—9 Describe an experience you've had that was like something that happened in the book. Your description should be at least one page. First, describe the event in the book, then describe the even that happened to you.

S—10 Write a blues song for a character. Include a one paragraph explanation after the song of why this song is appropriate for the character.

S—11 Make a collage of a major theme from the book. Use clippings from magazines, newspapers, etc. The collage must be on paper that is at least 8 1/2 x 14 and should include at least 10 different clips. On the back explain in one paragraph what theme you are representing and what it has to do with your novel.

S—12 Imagine your book is being turned into a movie--who would play each character? Name at least 8 characters and who would play them (explain in at least one sentence why and include a quote from each character that makes your point.) and tell where you would film the movie.

S—13 Write an obituary for a character (at least one page—look in the newspaper or ask me for examples.)

GOLD ACTIVITIES: Pretty Hard.... (MAXIMUM 30 POINTS)

G—1 Write a letter to a character. Then, have that character write a letter answering back in the voice of the character (using words they would use and saying things they would say.) Each letter should be at least one page.

G—2 Pretend you are a newspaper reporter and write out an interview with one of the characters (at least 10 OPEN questions and answers.)

G—3 Write an ORIGINAL SONG about the book (at least 20 lines.) Include a one paragraph explanation of how the song relates to the events and characters of the book.

G—4 Become a character and write a diary with at least 5 entries. Include events from the novel and how you feel about them. Write in the voice of the character (using words they would use and saying things they would say.)

G—5 Make an illustrated time line of events in the book, make sure your time-line includes at least 10 events with a two sentence description and small picture or clipping describing each event.

G—6 Make a character up! Imagine a character that was not in the book but

that could have been. Write a conversation between this character and one of the existing characters (one page) and tell how the book would change with this new character (half a page.)

G—7 What could happen after the story is over? Write a brief summary (two pages) of a sequel to the book (describe the main characters, tell what the plot would be.)

G—8 Write an imaginary interview with the author (at least 15 open questions and answers.)

G—9 Draw a map (in color) of one place in the book, labeling landmarks and points of interest.

G—10 Write letters from one character to another, with the second character responding. Each letter should be one page and in the voice of the character.

G—11 Redesign the front and back cover of the book, complete with a blurb and quotes on the back (these should be made up!)

G—12 Write a "Dear Abby" column with questions from at least four characters asking for advice and your answers as Dear Abby (each should be at least 1/2 page.)

G—13 Make a mobile of a character from the book. On the front of each piece have a picture that represents a character, on the back have a description of the character and your favorite quote that describes them or your favorite quote that the character said.

G—14 Write and perform a TV commercial for your book in front of the class.

PLATINUM ACTIVITIES: A challenge! (MAXIMUM 40 POINTS)

P—1 What else happens? Add a chapter to the end of the book. This should be at least three or four pages and in the style of the book.

P—2 What do you think should have happened that didn't? Write a chapter that's missing in the middle of the book. This should be at least four pages and in the style of the book.

P—3 What happened first? Write a chapter that comes before the book began. This should be at least four pages and in the style of the book.

P—4 Pick two characters from different books. Describe a meeting between the two of them (where and when and how it would take place) and write twenty lines of dialogue between them.

P—5 Find and read an interview with the author or a review of the book. Read it and write a summary (attach a copy of the interview.) What surprised you? What didn't surprise you? Your summary should be at least one page.

P—6 Rewrite a section of the book from a different character's point of view than is in the original book. This should be at least four pages and in the style of the book.

P—7 Rewrite a section of the book with yourself as a character. This should be at least four pages and in the style of the book.

P-8 Create a diorama of an important scene in your novel. Please remember to include an explanation about why you selected this particular scene.

P-8 Create a model of an important building in your novel. Please remember to include an explanation about the building's significance to the novel.

DIAMOND ACTIVITIES: Truly tough! (MAXIMUM 60 POINTS)

D—1 Act out and video tape several scenes from the book of at least ten minutes. Present it to the class.

D—2 Write and illustrate (you can use cut-outs) a full children's book telling the story of your book—with a cover.

LEARNING CONTRACT
SOCIAL STUDIES 9

Students will select from one of the options below.

Option #1 - Mark Range: 90 – 100%

- ✓
- ✓
- ✓
- ✓
- ✓

✓ All work completed achieves a mark of at least 90%

Option #2 - Mark Range: 80 – 89%

- ✓
- ✓
- ✓
- ✓

✓ All work completed achieves a mark of at least 80%

Option #3 - Mark Range: 70 – 79%

- ✓
- ✓
- ✓

✓ All work completed achieves a mark of at least 70%

Option #4 - Mark Range: 60 – 69%

- ✓
- ✓

✓ All work completed achieves a mark of at least 60%

Option #5 - Mark Range: 50 – 59%

- ✓

✓ All work completed achieves a mark of at least 50%

I, _____, have chosen Option _____ for my contract.

I agree to complete my project by: _____.

Student Signature: _____

Teacher Signature: _____

Parent Signature: _____

RAFT(S)

RAFT stands for Role, Audience, Format, Topic (or Time). The teacher provides a short menu of choices for each one of these attributes of a student's task, and the student chooses one from each column to create a unique task. One of the motivating factors is that students get to choose their own assignment, of course, but we can also make it compelling by tiering the choices. For example, we can provide an early readiness group with choices that are natural combinations so that any combination of attributes (role, audience, format, and topic or time) would be a straightforward experience with little ambiguity. We can also limit the number of choices so that students don't feel overwhelmed. For the advanced readiness groups, we can provide menus of options that would yield more abstract or diverse combinations. Pulling together what they've learned for the sake of the unique assignments they've created for themselves stretches students beyond what's expected in grade-level assignments.

The following is an example for an early readiness group.

Role	Audience	Format	Topic
A southern orphan living under a train depot	President Lincoln at the White House	A personal journal entry	Reconstruction of the United States
A southern colonel who has returned to the South to find that his plantation burned to the ground	A group of Civil War veterans gathered at a cemetery to remember a friend	Personal monologue	Why the South tried to secede from the Union
A northern industrialist	School children ten years after the Civil War ended	A set of drawings	The abolitionists
Harriet Tubman	A news reporter doing a story	A speech	Abraham Lincoln's presidency

To increase complexity further, we can replace one variable of the task—the "T" in RAFT can stand for "time." Instead of a chosen topic, the same topic is assigned to everyone, but students get to choose the role; the audience; the format; and an interesting time period such as fifty years in the future, during the potato famine, in ancient Sumer, or during the modern day.

Here's a similar experience to the one described on the previous page—this time for an advanced readiness group. In this task, all students must respond to the same topic—"How will (or did) the country rebuild itself after a war?"

Role	Audience	Format	Time
The mayor of Vicksburg, Mississippi	Congress	Rap or song	Two years before the war ends
A Japanese immigrant living in the United States, building railroads	A group of Civil War veterans gathered at a cemetery to remember a friend	Editorial letter in major newspaper	May 18, 2010
A northern industrialist	A group of European politicians of the 1800s	Political cartoon	During the McCarthyism of the 1950s
Robert E. Lee (chosen for his complex views, reflecting both North and South arguments)	Mrs. Bixby, who legend says lost four sons on the battlefield (Lincoln's famous letter referring to her "... sacrifice upon the altar of freedom")	PowerPoint presentation	Two years after the Civil War, during the Reconstruction era

Rick Stiggins (2000) recommends RAFT(S) as the way to go, with the "S" standing for "Strong Verb" or "Strong Adverb." This fifth column of choices is a list of compelling verbs and/or adverbs that set the tone of the piece to be created, adding another dimension to the task.

Change the Verb

"Describe the fall of city-states in ancient Mesopotamia."

After reading this prompt, can you feel the exhilaration of students raring to get started? It's a stampede of excitement!

Okay, maybe not.

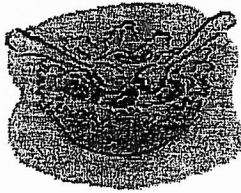
LEARNING CONTRACT: MENU

MAIN COURSE: Please complete all items from the main course.



- 1.
- 2.
- 3.

SIDE DISH: Please complete 2 tasks from the side dish menu.



- 1.
- 2.
- 3.
- 4.
- 5.

DESSERT: Please complete 1 or more of the dessert items.



- 1.
- 2.
- 3.

LEARNING CONTRACT: MENU

I have read through the contract and have agreed to complete the following items. I will give my best personal effort and will complete these items by the following date: _____.

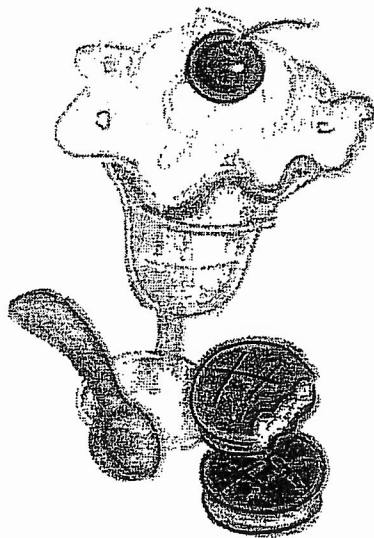
MAIN COURSE: Items 1, 2, and 3.

SIDE DISHES: Items _____ and _____

DESSERT: Item _____
Additional Items: _____, _____

Student's Signature _____ Date _____

Teacher's Signature _____ Date _____



LEARNING CONTRACT: THINK-TAC-TOE

FAMOUS CANADIANS PRESENTATION

Choose one activity from each row

ORAL:

- | | | |
|---|---|---|
| 1. Pretend you are the famous character from your book. You have been hired to give a short talk on your life to a group of students. | 2. With a partner, role play an interview between a TV host and the famous Canadian from your book. | 3. Orally present and explain the visual component of your project. Also, describe why you chose your particular visual activity. |
|---|---|---|

VISUAL:

- | | | |
|--|--|--|
| 4. Create a collage to represent the life of the famous Canadian person. Your collage should include both pictures and captions. | 5. Create an artistic timeline (ex. 3D) on the life of the famous Canadian in your book. | 6. Draw a comic strip based on the life of the famous Canadian in your book. |
|--|--|--|

WRITTEN:

- | | | |
|--|--|--|
| 7. Create a diary describing a week in the life of the famous Canadian in your book. | 8. Write a bio-poem based on the famous Canadian in your book. | 9. Pretend you are the famous Canadian. Write a letter to an advice columnist regarding a dilemma you are having and the response from the advice columnist. |
|--|--|--|

NOVEL TITLE: _____

STUDENT'S NAME: _____

ACTIVITIES SELECTED: _____, _____, _____

TEACHER'S SIGNATURE: _____

The RAFT Assignment

As a result of the RAFT, students should

- KNOW:
- UNDERSTAND:
- BE ABLE TO DO:

ROLE	AUDIENCE	FORMAT	TOPIC

Learning Contract

What are you going to learn? (Objectives)	How are you going to learn it? (Resources and Strategies)	Target date for completion	How are you going to know that you learned it? (Evidence)	How are you going to prove that you learned it? (Verification)	Student/Teacher feedback (Evaluation)

I have reviewed and find acceptable the above learning contract.

Date: _____

Student: _____

Teacher: _____