

World War II RAFT

Overview

To complete a RAFT Assignment, you are expected to write from the point of view of a historical character. It is important that you include historically accurate details to help the reader better understand your character, write clearly, strive for creativity, and pay attention to the format.

Answer the following to help you plan your writing:

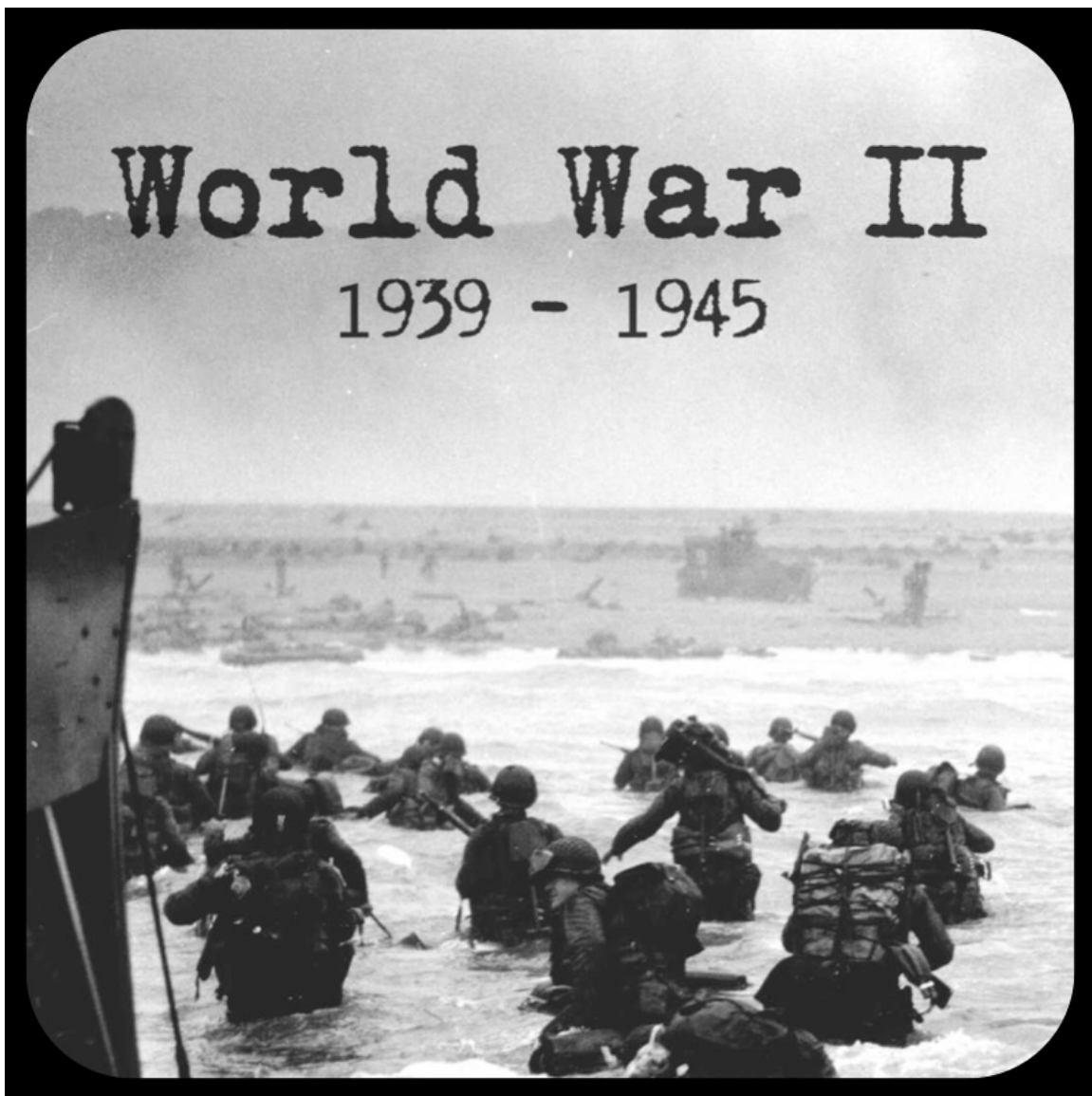
R-ole: Which role from the historical past will you play?

A-udience: Who will you be writing to?

F-ormat: What type of format or writing style will you use?

T-opic: What important event will you be writing about

You may (and should with some formats) include an illustration that you draw or paste into the document.



Choices (Choose one from each column) If you have an idea not listed, you need to have it approved:

Role	Audience	Format	Topic
Arms Manufacturer	American Soldier	Magazine Advertisements (2)	Appeasement
American Soldier	Children	Persuasive pamphlet	Pearl Harbor*
War Correspondent	Franklin D. Roosevelt	Propaganda Posters (3)	Military Drafts*
Charles Lindbergh	League of Nations	Song/Poem	Wartime Industry/Production*
Ghost of Woodrow Wilson	Japanese-Americans	Diary Entries (minimum of three)	Scientific Research and Development*
Formerly unemployed factory worker	General public/taxpayers	Plan on how to solve a problem/Call to Action	Battles/Operations of WWII*
Franklin D. Roosevelt	Your family	Political Cartoons (2-3)	Nazi Collaborators (European / American)
Winston Churchill	Union president	Newspaper editorial (note: NOT a feature article)	America First Campaign*
Interned Japanese Citizen	Military Recruiter	Play for the Radio	Liberation of Concentration Camps
Goods Smuggler	Self	Radio Speech	Rise and Fall of Hitler
Douglas MacArthur	Congress	A letter either commending or condemning	Dropping the Atomic Bomb*
A. Phillip Randolph	Spies	Radio News Report	Conferences (Yalta, Havana, Casablanca, Atlantic)*
First Generation Russian-American	WWI Veteran	Short film (the kind of newsreel that would come before a Hollywood movie)	Nuremberg and beyond
"Rosie the Riveter"	Draft-dodger	Fireside Chat	Ending segregation in combat units*
First-Generation German-American	Winston Churchill	Diagram/Chart	Japanese Internment*
A Leading American Rabbi	America First	Military Field Guide	GI Bill*
Japanese Veterans of Pearl Harbor	Democrats	War Letters (set of 3)	War Memorials*
George Marshall	Republicans	Screencast	Weaponry
Prime Minister of Japan, Hideki Tojo	Military Draftee	Coded Message	Cash and Carry to Lend/Lease Act*

COMPETENCIES

Your product/performance must demonstrate proficiency in the following competencies:

World History

Competency	Description
Craft and Structure: Comparing Points of View CCSS.ELA-LITERACY.RH.9-10.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
Research: Selecting Relevant Sources CCSS.ELA-LITERACY.WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
Research: Conducting Sustained Research Projects CCSS.ELA-LITERACY.WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Speaking: Integrate Sources & Present in Diverse Formats CCSS.ELA-LITERACY.SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

US History

Competency	Description
Key Ideas and Details: Analyzing Sources CCSS.ELA-LITERACY.RH.11-12.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
Craft and Structure: Comparing Points of View CCSS.ELA-LITERACY.RH.11-12.6	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
Research: Selecting Relevant Sources CCSS.ELA-LITERACY.WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
Research: Conducting Sustained Research Projects CCSS.ELA-LITERACY.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Speaking: Present Ideas Clearly, Concisely & Logically CCSS.ELA-LITERACY.SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
Speaking: Integrate Sources & Present in Diverse Formats CCSS.ELA-LITERACY.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

PROJECT OUTLINE

[PROJECT TEMPLATE HERE](#)

STEP 1: CHOOSE YOUR “RAFT”

STEP 2: PROJECT TIMELINE

STEP 3: ANNOTATED SOURCE LIST & [VALIDITY ASSESSMENTS](#)

STEP 4: [COMPARING POINTS OF VIEW](#)

STEP 5: DEVELOP “PRODUCT/PERFORMANCE”

STEP 6: PRESENTATION (US HISTORY ONLY)

RUBRIC (10th Grade)

Criteria	Exemplary	Advanced	Proficient
Craft and Structure: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.			Accurately assesses the authors' claims, reasoning, and evidence.
Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.			Gathers relevant information from multiple authoritative print and digital sources Uses advanced searches effectively Assesses the usefulness of each source in answering the research question Integrates information into the text selectively to maintain the flow of idea Avoids plagiarism and follows a standard format for citation.
Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize			Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem Narrows or broadens the inquiry when appropriate Demonstrating understanding of the subject under

multiple sources on the subject, demonstrating understanding of the subject under investigation.			investigation by synthesizing multiple sources on the subject,
Presentation of Knowledge and Ideas: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.			Integrates multiple sources of information presented in diverse media or formats Evaluates the credibility and accuracy of each source.

RUBRIC (11th Grade)

Criteria	Exemplary	Advanced	Proficient
Key Ideas and Details: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.			Determines the central ideas or information of a primary or secondary source Provides an accurate summary that makes clear the relationships among the key details and ideas.
Craft and Structure: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.			Accurately assesses the authors' claims, reasoning, and evidence.
Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.			Gathers relevant information from multiple authoritative print and digital sources uses advanced searches effectively; assesses the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrates information into the text selectively to maintain the flow of ideas, avoids plagiarism and overreliance on any one source follows a standard format for citation.

Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.			Conducts short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem Narrows or broadens the inquiry when appropriate Demonstrating understanding of the subject under investigation by synthesizing multiple sources on the subject,
Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.			Presents information, findings, and supporting evidence, conveys a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
Presentation of Knowledge and Ideas: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.			Integrates multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluates the credibility and accuracy of each source notes any discrepancies among the data.