

World War II Creative Activity

Mr.Rautiainen - CHC 2D

Choose one of the following tasks:

- * **comic book (approx 4-6 pages)**
- * **magazine (4-6 pp)**
- * **kid's book (4-6 pp)**
- * **newspaper (4 pages)**
- * **scrapbook (4-6 pages)**
- * **movie (5-10 minutes)**
- * **diorama**
- * **board game**
- * **soldier's journal (5-6 pp)**
- * **2-3 pages essay**
- * **photo essay (6-8 pp)**
- * **prezi overview / website**



Your project should include visuals and text to explain at least 4 different elements (or themes) of World War II.

Below there are examples to get you started, but you are not restricted to just these ideas. Any of these tasks may be completed digitally.

- * the holocaust
- * the dropping of the atomic bombs
- * Key Canadian battles [ex. Dieppe, Ortona, Juno Beach]
- * the war at home [conscription, Air Training plan, Camp X]
- * factors leading to WW II
- * key political figures during 1930s - WW II

Use printed / borrowed images, specific textual information from our notes or textbook, and a unique approach to explain your ideas about WW II.

Your final product should have a unique title, should use the elements of the medium selected effectively, and should be completed no later than _____.

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	Level 4	Level 3	Level 2	Level 1
Application 40	The chosen medium is used with thorough proficiency. A solid range of ideas is demonstrated clearly.	Medium is used with proficiency. Range of ideas is acceptable.	Medium is used with some proficiency. Range of ideas could be stronger.	Medium is used with little proficiency. Range of ideas is limited.
Communication 20	Information is presented efficiently, and it is free from error. It has been presented in the student's own words.	Information is presented clearly with few errors. It is mostly in the student's own words.	Information is presented with a number of errors. Passages are clearly not the student's own words.	Information contains many errors, and is clearly not in the student's words.
Knowledge 20	Information that is presented is always relevant, and it is clearly linked to a range of themes from the unit.	Information is relevant and mostly linked to the key themes.	Information is sometimes relevant, but not always linked to the key themes.	Information is rarely relevant or linked to the key themes.
Thinking 20	Information has been chosen wisely with a clear objective in mind.	Information has been chosen with a solid objective.	Information does not consistently link to the overall objective.	Information is chosen poorly, with no clear objective in mind.