



Broadcasting World War II Lesson Documents

Contents

	Page
Working Together as a Group	2
Finding Information	3
Broadcasting World War II Group Activity	4-5
Broadcast Script Checklist	6
Teacher Check list of Group Dynamics	7
Listening Skills Teacher Observation Checklist	8
Short- and Extended-Response Practice Exercise	9-10

Working Together as a Group



When working together in a group you should...

👍 **Organize the group members:**

- 👉 Define roles and responsibilities.
- 👉 Identify tasks to be accomplished.

👍 **Focus on group responsibilities and tasks:**

- 👉 Work diligently to finish assigned tasks.
- 👉 Stay on task until assignment is finished.
- 👉 Limit conversations to the assignment.

👍 **Interact positively:**

- 👉 Listen to other group members.
- 👉 Accept work/ideas from others.
- 👉 Give positive feedback/recognition to group members.
- 👉 Resolve problems and group conflicts.

Finding Information



World Wide Web

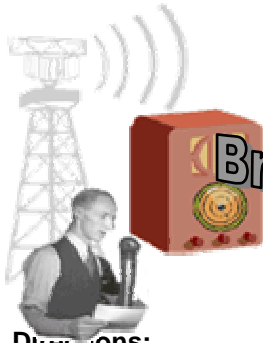
- Searching the Internet
 - Broad Topics
 - Yahoo (www.yahoo.com)
 - Lykos (www.lykos.com)
 - Narrow Topics
 - Alta Vista (www.altavista.com)
 - All the Web (www.alltheweb.com)
 - Google (www.google.com)
 - Largest Amount of the Internet
 - Ask Jeeves (www.askjeeves.com)
 - Vivisimo (www.vivisimo.com)
 - Ixquick (www.ixquick.com)

Books

- Contents page
- Index

Checking the Information

- Scan the information and ask
 - Does the source provide the necessary information?
- Ask research questions while reading
 - What facts do I need?
 - Does the information from the source provide the facts?
- Get the facts
 - Jot down the facts
 - Organize the facts to fit the problem being addressed



Broadcasting World War II Group Activity

Directions:

- Each group is responsible for two radio broadcasts on selected events or situations from World War II as indicated below.
- Each group should follow the group interaction guidelines.
- Each radio broadcast **must** include...
 - a written script of the text of the broadcast to be turned in prior to the broadcasts.
 - an oral delivery of the broadcast to the class.
 - a thorough description of the event or situation.
 - a commentary on how the event or situation affected life in the United States.
- Each group should complete and turn in the Group Interaction Rubric and Activity Log upon completion of the broadcasts.

Group Assignments:

Group #	Subject of the Radio Broadcast
Group 1	<ul style="list-style-type: none"> ○ Franklin Roosevelt's election to a third term as president ○ America's position during the early part of World War II
Group 2	<ul style="list-style-type: none"> ○ The Japanese attack on Pearl Harbor on December 7, 1941 ○ Entering World War II in Europe
Group 3	<ul style="list-style-type: none"> ○ Army recruitment ○ Increasing production of war goods
Group 4	<ul style="list-style-type: none"> ○ Scarcity and the rationing of necessities ○ War jobs
Group 5	<ul style="list-style-type: none"> ○ Expanding women's roles ○ Censorship
Group 6	<ul style="list-style-type: none"> ○ D-day ○ Roosevelt's death
Group 7	<ul style="list-style-type: none"> ○ V-E day, the surrender of Germany ○ Using the atomic bomb on Japan
Group 8	<ul style="list-style-type: none"> ○ V-J day, the surrender of Japan ○ Conditions after World War II

Group Interaction Rubric and Activity Log

Group Number _____ Group Members _____

Interaction Rubric

Directions: Check the description that best describes the group's ability to interact and complete the assignment.

Organization			
<input type="checkbox"/> Group is well organized—all roles are defined and responsibilities are evenly assigned as per assignment.	<input type="checkbox"/> Group is organized—most roles are defined and responsibilities are evenly assigned as per assignment.	<input type="checkbox"/> Group is poorly organized—poorly defined roles and/or responsibility is unevenly assigned as per assignment.	<input type="checkbox"/> Group is not organized—no defined roles and responsibilities are not assigned.
Responsibilities and Tasks			
<input type="checkbox"/> All group members work to finish tasks. All members are on task. All conversations are on the assignment. Work is distributed equally among group members.	<input type="checkbox"/> Most group members work to finish tasks. Most members are on task. Most conversations are on the assignment. Work is basically distributed equally among group members.	<input type="checkbox"/> Few group members work to finish tasks. Many members are off task. Most conversations are not on the assignment. One or two students seem to be doing all of the work.	<input type="checkbox"/> No group members work to finish tasks. All members are off task. Conversations are not on the assignment. If anything gets accomplished, it is by only one student.
Interaction			
<input type="checkbox"/> Excellent interaction—all group members accept delegated tasks. Arguments and disagreements rarely occur. If disagreements occur, then they are resolved amicably.	<input type="checkbox"/> Good interaction—most group members accept delegated tasks. Arguments and disagreements seldom occur. If disagreements occur, then they are resolved amicably.	<input type="checkbox"/> Poor interaction—most group members have difficulty accepting delegated tasks. Arguments and disagreements often occur. When disagreements occur they are either not resolved or feelings are hurt.	<input type="checkbox"/> Terrible interaction—tasks don't get delegated. Arguments and disagreements often occur. When disagreements occur they are not resolved.

Activity Log:

Directions: Keep track of what the group members did to prepare and present the radio broadcasts.

Name	List of Activities

Broadcast Script Checklist

Group number _____

Directions:

- Use the checklist below to assess your broadcast scripts before you give them to your teacher for review. Indicate completion in the “Student Assessment” section of the chart.
- Turn in this checklist with your script when it is ready for review.

Subject _____

Student Assessment	Teacher Comments	The broadcast script...
		is written to be similar to a radio broadcast.
		thoroughly describes the event or situation.
		is historically accurate.
		contains a commentary on how the event or situation affected life in the United States.
		will not take longer than five minutes to deliver orally.



Teacher Checklist of Group Dynamics

Directions: Groups that work together well should be given positive reinforcement during the group process. Use this form to provide groups that work together poorly with a list of areas that need improvement.

Group _____

Organization	
<input type="checkbox"/> Group is poorly organized—poorly defined roles and little delegation of responsibility as per assignment.	<input type="checkbox"/> Group is not organized—no defined roles and responsibilities not delegated as per assignment.
Responsibilities and Tasks	
<input type="checkbox"/> Few group members work to finish tasks. Many members are off task. Most conversations are not on the assignment. One student seems to be doing all of the work.	<input type="checkbox"/> No group members work to finish tasks. All members are off task. Conversations are not on the assignment. If anything gets accomplished, it is by only one student.
Interaction	
<input type="checkbox"/> Poor interaction—most group members have difficulty accepting delegated tasks. Arguments and disagreements often occur.	<input type="checkbox"/> Terrible interaction— tasks don't get delegated. Arguments and disagreements often occur.

Notes:

Group _____

Organization	
<input type="checkbox"/> Group is poorly organized—poorly defined roles and little delegation of responsibility as per assignment.	<input type="checkbox"/> Group is not organized—no defined roles and responsibilities not delegated as per assignment.
Responsibilities and Tasks	
<input type="checkbox"/> Few group members work to finish tasks. Many members are off task. Most conversations are not on the assignment. One student seems to be doing all of the work.	<input type="checkbox"/> No group members work to finish tasks. All members are off task. Conversations are not on the assignment. If anything gets accomplished, it is by only one student.
Interaction	
<input type="checkbox"/> Poor interaction—most group members have difficulty accepting delegated tasks. Arguments and disagreements often occur.	<input type="checkbox"/> Terrible interaction— tasks don't get delegated. Arguments and disagreements often occur.

Notes:

Group _____

Organization	
<input type="checkbox"/> Group is poorly organized—poorly defined roles and little delegation of responsibility as per assignment.	<input type="checkbox"/> Group is not organized—no defined roles and responsibilities not delegated as per assignment.
Responsibilities and Tasks	
<input type="checkbox"/> Few group members work to finish tasks. Many members are off task. Most conversations are not on the assignment. One student seems to be doing all of the work.	<input type="checkbox"/> No group members work to finish tasks. All members are off task. Conversations are not on the assignment. If anything gets accomplished, it is by only one student.
Interaction	
<input type="checkbox"/> Poor interaction—most group members have difficulty accepting delegated tasks. Arguments and disagreements often occur.	<input type="checkbox"/> Terrible interaction— tasks don't get delegated. Arguments and disagreements often occur.

Notes:



Listening Skills Teacher Observation Checklist

Many of the listening skills found in the Listening Skills Inventory are internal skills that are difficult to check through observation of students during a presentation. Use this checklist to evaluate listening skills that can be checked through observation. If students are doing poorly in the observable skills, then they are probably not demonstrating the other internal skills as well.

Student _____

You did not appear to ...

- situate yourself where there are a minimum of distractions before the broadcasts began.
- pay attention during the broadcasts.
- ask any questions during the question session at the end of each broadcast.
- take notes during the broadcasts.

Comments:

Student _____

You did not appear to ...

- situate yourself where there are a minimum of distractions before the broadcasts began.
- pay attention during the broadcasts.
- ask questions during the question session at the end of each broadcast.
- take notes during the broadcasts.

Comments:

Student _____

You did not appear to ...

- situate yourself where there are a minimum of distractions before the broadcasts began.
- pay attention during the broadcasts.
- ask questions during the question session at the end of each broadcast.
- take notes during the broadcasts.


Comments:



Short- and Extended-Response Practice Exercise

Events of World War II caused many Americans to make sacrifices and change their way of life.


Part 1: Short Response Task

 Write a short description of how the reelection of Franklin Roosevelt to a third term was important to the war effort.

Use the following rubric to guide your answer.

Short Response Rubric

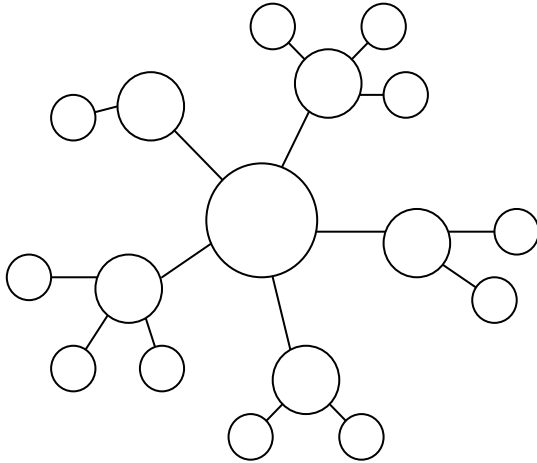
Full Credit The response	Half Credit The response	No Credit The response
<ul style="list-style-type: none">· indicates that the student has a complete understanding of the event or situation.· is accurate, complete, and fulfills all the requirements of the task.	<ul style="list-style-type: none">· indicates that the student has a partial understanding of the event or situation.· includes information that contains some inaccuracies but is essentially correct, and/or the information is too general or too simplistic.	<ul style="list-style-type: none">· is inaccurate, confused, and/or irrelevant, or the student has failed to respond to the task.

 Write your answer in the space provided below.

Part II: Extended Response Practice

Using what you have learned from the broadcasts, create a web diagram or outline (see the samples below) to organize your thoughts concerning the following task.

Web Diagram



Outline

- Introduction
 - Thesis statement
 - Areas to be covered
- First point
 - Information
 - Information
- Second point
 - Information
 - Information
- Third point
 - Information
 - Information
- Fourth point
 - Information
 - Information
- Fifth point
 - Information
 - Information
- Conclusion

Task:

Using at least FIVE examples from World War II unit, EXPLAIN how the United States and its citizens reacted to the adversities created by World War II.

 Organize your thoughts concerning the task by creating a web diagram or outline in the area below or on the back of this page.