

World War II Project

DUE DATE: Monday, April 28, 2025

Task

Create a presentation that shares your research on a topic from WWII.

Format Presentation Ideas:

A Scrapbook
A Model of a BattleShip
Replica artifact and museum card
Radio Broadcast or Podcast Interview
Original Children's Book
Honorary Service Plaques
Original Song and Performance
Replica British POW Monopoly Game Board
Replica Air Raid Shelter
Recipe Book for WW2 Rationing
Replica Stolen Art during WWII and Placards
A Victory Garden with Informational Designed Seed Packets
Leaders in WWII Trading Cards
WWII Movie Analysis Brochure
Original Propaganda Poster
An Interview with a WW2 Era Survivor
Life in an Internment Camp/Daily News
Replica Field Radio or Enigma Machine
The Candy Bomber Parachute Activity
Battlefield Maps
Replica Spy Gadgets and Information Cards
Flipbook Fashion Book
Paper Dolls

Other ideas will be entertained and approved on a case by case basis!

****This is not a Google Slide/Canva Presentation or a poster project.** We are looking for your best research and a higher level of presentation than you have done in the past.*

Creativity, thoughtfulness & dedication will be awarded more points!!!

Background: *The failure of the western democracies to stop the rise of aggressive dictators after the First World War contributed to the Second World War. The Second World War was a worldwide conflict fought from 1939 until 1945 between the Allied Powers and the Axis Powers. World War II resulted in the deaths of over sixty million people.*

You will be sharing your presentation with the class. Presentations will begin on Monday, April 28, 2025. Everyone should prepare to share on Monday!!!

Research Checklist and Timeline

Requirement	Due	Teacher Signature	
Name(s) of group members and <u>Top 3 Topic Choices</u> listed on loose leaf and turned in before the end of class.	Day 1- April 7- Turn in before the end of class.		
Confirm Topics/Complete Introduction to Topic page	Day 2 - April 8 Complete as homework if needed!		
Additional Research Form/Notes	Days 3- 5 April 9,10,11		
Completed Script and Final Project - EVERYTHING DUE!	Outside of class - due on April 28, 2024		
Completed project/Bibliography shared before SS class to: kpeterston@nccsk12.org and chelsea.phillips@nccsk12.org	Due Date- Monday, April 28, 2024		

***You will work on the project during class time, beginning on Monday, April 21, 2025. You will have several library days to work on your project. You will need to work outside of class as well.**

FOLLOW ALL DIRECTIONS AS THEY ARE GIVEN HERE.

Procedure:

Day 1 Preview/Choose 3 possible topics

For the first 5 minutes- Decide if you want to go solo or work with up to one other person in your SS class. Remember if you are working with another person, your grade will ALL BE THE SAME and dependent on the strength of your partner's work. Choose wisely as this will count as a LARGE PROJECT GRADE. EVERYONE MUST EQUALLY PARTICIPATE IN THE PROJECT.

For the next 10-15 minutes- Take out a piece of loose leaf paper. Put your group member(s) names on it and SS class period. Choose **3 topics** that you are interested in researching. List the topics on your paper and turn in before the end of class.

Day 2

After topic approval (by the teachers)- fill out the Introduction to Topic Page using a source of your choice. Each person in the group will fill out this page using a different source. This will be homework if you do not finish it in class during the library time. Get initialed by Peterson/Phillips.

- Fill out the Research Checklist (and Timeline) with your name and topic.
Glue it to the envelope and hand it in. (This Checklist will be kept at school.)

REMINDER - Each student needs at least 2 RELIABLE sources, you may use more.

***Wikipedia is not a reliable website--you cannot always verify the credentials of the author of the article.*

Days 3 - 5 RECORD YOUR RESEARCH

Day 3 - setup MyBib

Record your research on the Research Form.

Have completed form initialed by teacher or finish for homework and get initialed the next day.

REMINDERS FOR YOUR PROJECT

Your presentation should be between 5-7 minutes long. **There will be a penalty if you do not meet the time requirement.**

Each person should **EQUALLY** complete the finished project and present to the class. All group members will receive the same grade with the exception of your oral presentation/question/answer portion of the grade.

Develop a plan - divide up the work and exchange contact information so you can work together outside of class. This cannot be finished in class. Any group who does not keep up with daily assignments indicated for this project is subject to working alone (group broken down).

Any typed, or written materials must be large enough for the audience to see clearly.

Arrange in advance if you need special equipment (ex. Elmo). Be sure to practice with equipment BEFORE your presentation!

All work should be grammatically correct, including spelling.

ANY DEGREE OF PLAGIARISM WILL RESULT IN AN AUTOMATIC ZERO ON THIS PROJECT.

Outside of Class- PREPARE SCRIPT Using the *Script Form*

1. Write down what you will say to the class during your presentation.
 - a. This script will tell the class more information than what appears on your project.
 - It must include **at least 2 additional** facts, points, or details for each slide.
2. Rehearse your script - DO NOT read directly from your script when you present to the class.

REMEMBER TO CHECK OVER DIRECTIONS AND SCORING RUBRIC TO BE SURE YOU HAVE MET ALL CRITERIA TO THE BEST OF YOUR ABILITY.

PRESENTATION

Give an effective Presentation

- Make eye contact
- Speak, don't read, to your audience
- Elaborate on ALL aspects of your topic
- Explain concepts SLOWLY & CLEARLY
- Explain images/models/etc. and what they represent

Topic Options [choose up to 3 possible topics]

Topic 1 Leaders 1. Benito Mussolini 2. Adolf Hitler 3. Josef Stalin 4. Tojo and Emperor Hirohito 5. Franklin D. Roosevelt 6. Winston Churchill	Topic 5 Homefront 1. Changing role of women and Rosie The Riveter 2. Rationing and Recycling-what is it, how did it affect daily life, how it worked 3. All-American Girls Professional Baseball League (AAGPBL)
Topic 2 Warfare During WWII 1. Blitzkrieg & Germany Conquers Europe 2. Advances in Technology During WWII 3. The Battle of Britain and The London Blitz 4. The Pearl Harbor Attack	Topic 6 Major Battles and Turning Points 1. Battle of the Bulge 2. Midway and Island Hopping; The War in the Pacific 3. D-Day in Normandy

Topic 3 Controversy in War

1. The Internment of Japanese Americans in the United States (Korematsu v. U.S.)
2. Lend-Lease Act and the End of Isolationism
3. Japan's Treatment of Enemy Soldiers (Bataan Death March)
4. The Decision to use the atomic bomb on Hiroshima & Nagasaki

***These topics are challenging!**

Topic 7 Miscellaneous

1. Pre-Desegregation of military including the Tuskegee Airmen
2. Navajo Code Talkers
3. The United Nations
4. Eleanor Roosevelt and the Declaration of Human Rights
5. The GI Bill
6. US/Soviet relations and the start of the Cold War

Topic 4 The Holocaust

1. Anti-Semitism & Propaganda in Nazi Germany
2. The "Final Solution"
3. Jewish Resistance & The Warsaw Ghetto Uprising
4. The Nuremberg Trials: Was Justice Served?
5. Concentration Camps (basics only, please)
6. The Hitler Youth & Indoctrination
7. White Rose Opposition

Miscellaneous Continued

7. Candy Bomber
8. Project Valkyrie
9. Triple Nickles Paratroopers
10. The Manhattan Project
11. The Four Freedoms (for art lovers!) - Rockwell
12. Spies in WW2 (include gadgets and missions)
13. Virginia Hall, Lady Spy
14. War correspondents /Reporting the War
15. Cooking, Baking & Rationing during WWII
16. WW2 and Fashion
17. Unsung Heroes- The dogs of WW2
18. Stolen art of WW2
19. Barkers for Britain (for Dog Lovers!) :)
20. Hollywood and the USO shows
21. The Night Witches (**challenging**)
22. Escape Kits for POWs during WW2, including Monopoly (**challenging**)
23. JFK, his service to our country, and the coconut message in WW2 (**challenging**)
24. Grand Central Station/Underground Terminal in WWII → M42 (**challenging**)
25. The Ritchie Boys- Jewish Refugees from Germany recruited in U.S.
26. The Navy Seals
27. American Code Breaker and Father of American Cryptology, William Friedman
28. Famous People Who Served:
Paul Newman
Jackie Robinson and Joe Louis
29. Camp Siegfried (Long Island, NY)
30. The Ghost Army
31. The 6 Triple 8

SCORING RUBRIC - 100 POINTS TOTAL AVAILABLE

LATE PROJECTS WILL LOSE 10 POINTS (Out of a total 100 points) PER CLASS DAY IT IS NOT IN SCHOOL.

	Excellent - 10 POINTS	Good -8-7 POINTS	Fair- 6-4 Points	Poor - 3-0 Points
Research	Introduction research form and 2 Research Forms complete; research is thorough and provides complete understanding of topic. Sign-off on Research checklist was always on time.	Introduction research form and 2 Research Forms complete; research provides basic understanding of topic. Sign-off on Research checklist was always on time.	Introduction research form and 2 Research Forms have information missing; research does not provide complete understanding of topic. Sign-off on Research Checklist was late/not always done on assigned due date.	Introduction research form and 2 Research Forms are incomplete or not done; research does not provide understanding of topic. Sign-off on Research Checklist was late/not always done on assigned due date.
Citations	Citations are complete on worksheets and accurate to MLA standards. Students seek more than 3 <u>reliable</u> sources in a variety of formats (either print, web, database). Students work independently.	Citations are complete on worksheets and mostly accurate to MLA standards, with only 1-2 errors. Students seek information from at least 3 <u>reliable</u> sources (either print, web, database).	Citations on worksheets and are mostly complete and accurate to MLA standards, with only 3-4 errors. Students seek information from only 2 <u>reliable</u> web sources, no other formats.	Citations on worksheets are incomplete, nonexistent or contain 5 or more errors. Students seek out information from 1-2 <u>reliable</u> web sources.
Project Design (20 points)	All requirements on Research Checklist and Timeline are complete, and appear in a neat, clear format with no grammar or spelling errors; layout is attractive and conveys information in a clear manner; graphics/models/etc. are well-chosen to increase understanding.	1 requirement on Research Checklist and Timeline is not met and/or has 1-2 errors in grammar or spelling; layout is done in a neat and clear manner and easy to understand; graphics/models/etc. support understanding.	2 requirements on Research Checklist and Timeline are not met, 3-4 errors in grammar or spelling; presentation is difficult to understand; graphics/models/etc. mostly support understanding.	3 or more requirements on Research Checklist and Timeline are not met; layout has 5 or more errors in grammar or spelling; information is difficult to read, graphics models/etc. do not support understanding.
Information in Project (20 points)	Project contains all required information and supporting evidence shows a thorough understanding of the topic.	Project contains most required information and some supporting evidence that shows an understanding of the topic.	Project missing required information and contains only 1-2 pieces of supporting evidence, project shows general understanding of the topic.	Project missing completely or missing required information, and has no supporting evidence, project does not show an understanding of the topic.
Presentation Information	Verbal presentation enhances project in some way with several details not shown in graphics/model/etc. Presenters speak clearly and can be heard by entire room, appear comfortable and make eye contact with audience.	Verbal presentation enhances project in some way with 3 or 4 details not shown in graphics/model/etc. Presenters speak clearly, can be heard by entire room, face the room and make some eye contact with audience.	Verbal presentation enhances project with 1 or 2 details not shown in graphics/model/etc. Presenters are often difficult to hear and understand and make little eye contact with audience.	Verbal presentation repeats information shown in graphics/model/etc. Presenters are difficult to hear and understand and make no eye contact with audience.
Ability to address questions on your topic	Presenters have mastered topic and readily answer topic questions with further examples and historic data.	Presenters answer questions with coaching/leading questions from teacher; refer to notes for answers.	Presenters attempt to answer questions, but are unprepared and refer only to information in notes.	Presenters cannot or do not answer questions on topic.
Directions	All directions are followed completely for project.	<u>All but one</u> part of directions are followed for project.	<u>Two or three directions</u> are not followed for project.	<u>Four or more directions</u> are not followed for project.
Use of Library Research Time /Behavior during Presentations	Students are on task at all times during class time, as well as during study halls and after school. Students work independently and show perseverance. Students are attentive and polite during class presentations.	Students are on task at all times during class time and only need minimal redirection during study halls and after school. Students work independently and show perseverance. Students are attentive and polite during class presentations.	Students need reminders to stay on task during class time, study halls and after school. Students need prompts to stay on task. Students need to be reminded to be attentive and polite during class presentations.	Students need continual reminders to stay on task during class time, study hall and after school.

Introduction to Topic Page - Day 2

Directions:

The person whose birthday is closest to today, will make a copy of this form and share with their partners (if applicable).

Each group will fill out this form only after your topic has been confirmed by the teacher/librarian.

Each group member will contribute to this form. Use a **different color text** to indicate each person's part.

My/Our Topic Is...

What I know about my topic (brainstorm any ideas you have about it):

Read one general article about your topic. For example: a database article.

What new information I now know about my topic:

Each person in the group should choose a different article and a different text color & take notes from their article below:

RESEARCH QUESTIONS

Here are the things I/we will research and include in my/our project (you may add others as you proceed with your research).

Each group member MUST ADD A MINIMAL ONE QUESTION TO EACH SENTENCE

STARTER BELOW.

Create multiple questions for the following: who, what, where, when, why and how (on your topic).

Be sure to **COLOR CODE YOUR** QUESTIONS (One member types in red, another in blue, and another in purple.) Create a key to indicate who is using each color text.

EX:

Red= Mrs. P.

Blue- Ms. Phillips

EX: *Who was involved in the Manhattan Project? (Assuming your topic was the Manhattan Project.)*

Who were the lead scientists working on the Manhattan Project?

Now, it's your turn...

Who...

What...

Where...

When...

Why...

How...

REMINDER- KEEP THIS IN MIND *EVERYTIME* YOU RESEARCH and/or GO TO A NEW SOURCE.

Questions to answer to HELP YOU (This is a guideline)	Yes	No
Is it a well-known source? Is it legitimate?		
If you are not sure about site reliability, did you open a new tab and search the site name.		
Does the author(s) give their qualifications to make the site? [Are they experts?]		
Is the date of the page recent enough for your research?		
Are there a variety of sources cited by the author in the bibliography or works cited sections?		
Is the site trying to persuade you to believe one side of an issue?		
Can you understand what is written on the site?		

Additional RESEARCH FORM Days 3 & 4

Each person will fill out this page with different citations.

This may be completed on your chromebooks. You must show the completed form to Ms. Phillips or Mrs. Peterson to receive credit.

Your Research Topic:

Name:

Citations for your sources of information should be in MLA format **Remember that a web address is NOT a citation.* **Citations should be in a NEW MYBIB project labeled WW2.**

Answer the following questions about your assigned topic.

Historical Background

What conditions and events happened before your topic that influenced it?

Historical Detail

What happened?

How do we know? What evidence do we have to prove these things happened?

Analysis

Analyze the different issues and opinions people held about your topic.

Look at your topic from a variety of perspectives. Pro/Con, For/Against, etc.

Historical Impact & Significance

What was the impact of your event on history?

Why was it important?

What lessons can be learned from your event?

Questions you need to answer, vocabulary you need to define or need more information about:

Put the name of the group member who is responsible for each question or definition getting answered.

SCRIPT FORM

This is what you will use as a reference when you speak to the class.

Each person must speak equally on the topic and will earn a separate grade for their speaking.

Group Member 1
What I will say

Group Member 2
What I will say

Script continued

Group Member 1
What I will say

Group Member 2
What I will say

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