

Teacher:

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Lesson Plan Title:

The Bombing of Pearl Harbor

Grade:

5th

Subject:

United States History

Introduction/Overview:

This lesson supports fifth grade GPS in the understanding of the events that led up to the bombing of Pearl Harbor and D- Day. The students should have prior knowledge of World War II and the bombing of Pearl Harbor. Using a digital resource kit and media center resources to gather information, the students will create a movie about the bombing of Pearl Harbor and/or the events leading up to the bombing. They will also be provided with a storyboard template that will be used to help them organize their thoughts and resources used to create their movie.

Georgia Performance Standards:**SS5H6 The student will explain the reasons for America's involvement in World War II.**

- a. Describe Germany's aggression in Europe and Japan's aggression in Asia.
- b. Describe major events in the war in both Europe and the Pacific; include Pearl Harbor, Iwo Jima, D-Day, VE and VJ Days, and the Holocaust.
- d. Identify Roosevelt, Stalin, Churchill, Hirohito, Truman, Mussolini, and Hitler.

Standards for the 21st Century Learner:

1.1.2 Use prior and background knowledge as context for new learning.

1.1.9 Collaborate with others to broaden and deepen understanding.

1.2.3 Demonstrate creativity by using multiple resources and formats.

2.1.4 Use technology and other information tools to analyze and organize information.

2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.

2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

3.2.3 Demonstrate teamwork by working productively with others.

3.4.2 Assess the quality and effectiveness of the learning product.

3.4.3 Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.

Objectives:

1. Students will understand the events that led up to the bombing of Pearl Harbor.
2. Students will understand the geographical importance of Pearl Harbor to the United States and to Japan.
3. Students will understand the role of government during WWII and the bombing of Pearl Harbor.
4. Students will be able to create a multimedia presentation using a movie making software program such as Photo Story or Movie Maker.

Duration:

5- 10 days

Materials Needed:

Computers/Computer Lab

Movie Making Software- Microsoft Movie Maker or Photo Story

Storyboard Template

Digital Resources Folder with images, audio files, and music files

Media Center Resources

Promethean Board or LCD Projector/media cart

Essential Questions:

How were Americans affected by the bombing of Pearl Harbor?

What was Pearl Harbor?

Why was Pearl Harbor attacked?

Why did D- Day almost not happen?

What were the major turning points in the war?

Why was Japan so successful in attacking Pearl Harbor?

How was the attack on Pearl Harbor both a success and a failure?

How did the geography play a role in Japan's decision to bomb Pearl Harbor?

Could the attack on Pearl Harbor have been prevented?

Procedures:

1. Divide students into groups of 2. To better assist the groups a tutorial on how to use Photo Story or Movie Maker will be presented to the entire class.
2. The teacher will provide the topic to the students and the digital resources kit will be provided to the students.
3. During the class's assigned computer lab time and scheduled visits to the media center, the students will research their topic and take notes to support their facts.
4. The students will be given a blank story board template and will use this with the digital resources kit and notes to complete their story board.
5. Each group will create a movie using the movie making software depicting at least 5 events that either led up to the bombing of Pearl Harbor or five events the day of the bombing.
6. The students will self assess their movies using the rubrics provided by the teacher and then make any needed changes before submitting it to the teacher.
7. The movies will be saved on student' USB drives and on the school's server as wmv file.
8. Each group will present their movies to the class using the Promethean board or the LCD projector/media cart.
9. The teacher will assess the movies using a rubric.

Assessment:

The students will be assessed using the rubric created by the teacher.

Bombing of Pearl Harbor Movie Project

Objective: Depict at least 5 significant events that took place leading up to the bombing of Pearl Harbor or 5 significant events at Pearl Harbor on the day of the bombing.

Group size: 2 people maximum

Your film should be a maximum of 3 minutes long and should contain the following:

- a) **FIVE EVENTS:** At least five events that help to create a timeline for the days leading up to December 7 or 5 events the day of December 7.
 - a. Use images, clips, and audio files from the digital resource toolkit to show the events.
- b) **TWO QUOTES:** At least 2 quotes from political figures, military, or civilians that were affected by the events leading up to or on that day.
 - b. Quotes can be from dialogue or narration
- c) **ONE AUDIO:** One audio file must be imbedded in the film.
 - a. The audio file may be music or spoken. If it is spoken it may also be counted at one of your quotes.

Use the digital toolkit to help you put your movie together. Just remember that you will need at least events in your movie, two quotes, and one audio file.

Rubric	1	2	3	4	5
Events	1 event	2 events	3 events	4 events	5 events
Quotes	No quotes	1 irrelevant quote	2 irrelevant quotes	2 quotes	2 strong quotes are naturally and creatively incorporated
Creative and original elements	This work seems like you rushed through to make it with no thought towards creativity or originality	No original work and very little creativity is shown.	Some creativity and original thought went into making your movie.	I can tell you worked hard, and there is some evidence of creativity and originality.	Your work is original and creative and is very engaging to watch.
Use of digital toolkit	Used toolkit for images and sound, but little or no thought was taken into how it was used.	Used with little thought.	Some thought went into how to use the items. You receive credit for the attempt.	Used toolkit appropriately and thoughtfully.	Use toolkit in a way that was engaging and creative. Made the viewer think. Sources are appropriately credited.
Storyboard Use	Did not use storyboard	Only partially filled out storyboard	Filled out storyboard but did not use it to create movie	Filled it out and used it to create your movie	Storyboard is used as an outline to keep project on track and completed on time.

Proofreading	Extremely obvious errors present.	Errors obvious, but few	Rushed through editing, errors still apparent	Edited movie but missed a few errors.	Carefully edited movie for spelling, grammar, and punctuation. No errors.
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