**WWII Podcast Project**

*I never saw him—but I knew him. How can you forget how, with his voice, he came into our house, the President of these United States, calling us friends..."* — Carl Carmer, April 14, 1945.

We live in an era of instantaneous and constant communications, yet many of our political leaders seem to have lost the ability to express their ideas to the people they govern. United States President Franklin Roosevelt not only knew how to do that, he elevated the task to that of an art. Now you will have your chance to try to reach and inform people through spoken world in a similar fashion.

You and a partner will write and record a podcast that relates to topic of interest pertaining to World War II. The idea behind this assignment is to have you delve deeply into an aspect of this historical period and create a podcast that reflects a in depth understanding of the war and its’ significance. Your podcast should focus on answering one of the essential questions below based off of one of the topics on the back of this sheet. Keep in mind you want a narrow focus in terms of topic choice so that your podcast can be thorough but concise. Your chosen topic is the focus of your podcast but the aim is for you to discuss your topic with the intention of answering ONE of the essential questions below.

**Essential Questions:**

1. Evaluate the lasting impact of **(insert topic here)** on World History.
2. Evaluate the extent to which economic systems and political ideologies played a role in **(insert topic here)** establishing and maintaining power and authority.
3. Evaluate the extent to which (INSERT TOPIC HERE) was a positive or negative turning point in World History.

**Project Description**

1. You and your partner should choose **ONE** topic for your episode and **ONE** essential question.
2. You should research your topic using the media center resources (http://bit.ly/HSHSMediaResources). Research may be completed using the Research Notes Template. You must include **TWO primary sources** in your research. These primary sources should be incorporated into your podcast.
   1. Primary sources can be newspapers articles, recordings of FDR fireside chats, advertisements, political cartoons, speeches, interviews, letters, journal/diary entries, etc. but they must come from and date back to the World War II era.
   2. When including primary sources in the podcast, be sure to state clearly what type of source it is (newspaper, book, etc.), the author, and its’ significance overall in helping your listener gain a better understanding of the war.
3. Then create a script for your episode – **WORD FOR WORD** what you are going to say when you record. Your script should include the intro music, a brief introduction from the host, a brief description of what your podcast is about, and how the topic of your podcast is important socially, politically, economically, and culturally.
4. You will need to choose **ONE** royalty and copyright free piece of music to use for the introduction and exit of your podcast.
5. Then record your music and podcast using Zencastr’s hobbyist account (<https://zencastr.com/>) OR SmartRecord App on the iPads.
6. Create “cover art” for your podcast using Canva ([www.canva.com](http://www.canva.com)) to be posted with your podcast.
7. Write one paragraph description of your podcast that briefly explains the topic and what your podcast is about.
   1. Be sure to identify the topic, purpose, and audience of your podcast.

**Project Due Dates (due at end of class unless otherwise noted)**

* Partner/Topic Sign Up – Sign up via http://bit.ly/WWIIPodcastPartner with your partner, topic, and essential question (only one required PER group) **due Thursday May 10 (Day 1)**
* Check In – Podcast Script Rough Draft, Cover Art, and Summary **due Tuesday May 15 (Day 3)**
  + Submit via http://bit.ly/WWIIPodcastCheck1
* Project Due – Podcast recorded and emailed to Ms. Osborn **due by MIDNIGHT THURSDAY May 17**
  + Submit via http://bit.ly/WWIIPodcastSubmit

**Possible Topics**

1. The Rise and Reign of Dictatorships:
   1. Benito Mussolini & Fascism
   2. Adolf Hitler & The Rise of the Nazi Party
   3. Josef Stalin & Life in Soviet Russia
   4. Japanese Imperialism & the Co-Prosperity Sphere
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. Operation Barbarossa & The Invasion of the Soviet Union
   5. The Pearl Harbor Attack & The End of American Isolationism
   6. The War in the Pacific (Island-Hopping, Okinawa, Iwo Jima)
   7. D-Day (The Allied Invasion of Normandy)
3. Controversy in War:
   1. The Internment of Japanese Americans in the United States
   2. The Allied Bombing of Dresden
   3. Japan’s Treatment of Enemy Soldiers (Bataan Death March)
   4. The Decision to use the atomic bomb on Hiroshima & Nagasaki
4. The Holocaust:
   1. Anti-Semitism & Propaganda in Nazi Germany
   2. Dr. Josef Mengele & Nazi Medical Experiments
   3. Jewish Resistance & The Warsaw Ghetto Uprising
   4. Did the U.S. do enough to help the Jews?
   5. Hitler’s Final Solution: Why did he almost succeed?
   6. The Nuremberg Trials: Was Justice Served?
5. Topic of choice must be approved by teacher.

**Resources:**

* Primary Source Search Engines:
  + http://bit.ly/WWIIPD1
  + http://bit.ly/WWIIPD2
  + http://bit.ly/WWIIPD3
  + http://bit.ly/WWIIPD4
  + http://bit.ly/WWIIPD5
* Media Center Research Resources: <http://bit.ly/HSHSMediaResources>
* Podcast Copyright and Royalty Free Music:
  + <http://bit.ly/WWIIPodcastMusic1>
  + <http://bit.ly/WWIIPodcastMusic2>
  + <http://bit.ly/WWIIPodcastMusic3>
  + <http://bit.ly/WWIIPodcastMusic4>

**Podcast Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** | **TOTAL** |
| **Topic Introduction** | The topic introduction  is missing or unidentifiable. There is no apparent argument. | The topic introduction  is very unclear. It presents a flawed or inconsistent argument. | The topic introduction is  somewhat unclear. It presents a somewhat weak argument. | The topic introduction is clearly stated and presents a solid argument. | **4** |
| **Use of Historical Content**  **(Double Points)** | Podcasts exhibit little to no knowledge of the chosen topic. They stray from the topic or do not at all cover the chosen topic or its’ historical content. | Podcasts exhibit limited knowledge of the chosen topic. They cover the topic, but do not go into detail with the historical facts or content. | Podcasts exhibit general knowledge of the chosen topic. They cover the topic, and do go into sufficient detail regarding the historical facts or content. | Podcasts exhibits exemplary knowledge of the chosen topic. They not only “cover” the topic, but go into significant detail regarding the historical facts or content | **8** |
| **Supporting Evidence** | Few, if any, paragraphs are  supported with solid, specific evidence. | Some paragraphs are supported with solid, specific evidence. | Many paragraphs are supported with solid, specific evidence. | All paragraphs are supported with solid,  specific evidence. | **4** |
| **Script Organization** | Few, if any, paragraphs  transition from one paragraph to the next with the help of topic sentences. | Some paragraphs transition from one idea to the next with the help of topic sentences. | Many paragraphs transition from one idea to the next with the help of topic sentences. | All paragraphs smoothly progress from one idea to the next and are linked by clear topic sentences. | **4** |
| **Delivery and Style** | Delivery appears unrehearsed. The speaker is completely unclear and is expressionless. Grammar and mechanics have major flaws that distract the audience. | Delivery is very choppy, and the speaker is difficult to understand. Grammar and mechanics have many flaws that distract the  audience. | Delivery is somewhat rehearsed but still choppy. The speaker is sometimes unclear and muddled. Grammar and mechanics have few flaws that distract the audience. | Delivery is well rehearsed and smooth. The speaker enunciates clearly and uses a pleasant expression. Grammar and mechanics are relatively flawless and do not distract the audience. | **4** |
|  |  |  |  | **TOTAL** | **24** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
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|  |  |  |  | **TOTAL** |  |

**Teacher Comments:**