

## WWII Sankofa Project

### Planning Tasks:

Instructional Objective: *SWBAT (Students will be able to)*

- Describe individual experiences and/or stories of women and minorities during WWII.
- Compare and contrast differing “histories” of WWII (text, film, interview).

Content or skill to be taught:

- Critically analyzing text, film, and interviews
- Basic information of America during WWII

EALR/GLE(s) addressed:

#### **Communication EALR addressed:**

- I. The student uses listening and observation skills to gain understanding.

#### **History EALRs addressed:**

- I. **WH1.2.3:** Identify and analyze major concepts, people, and events in world history from 1600 to the present including: Causes and consequences of WW1 and WWII (1870-1989)
- II. **1.3.3:** Examine and analyze how the contributions of various cultural groups influence society.
- III. **2.1.3:** Compare and analyze major ideas in different places, times, and cultures, and how those ideas have brought about continuity, change, or conflict.

Modifications for individual differences (learning style, special needs, gifted, at-risk):

This lesson will address many learning styles. The student will have a chance to use reading, listening, visuals, and in-class discussion to understand the content.

Materials needed/ Resources accessed:

Film “During the War, Women Went to Work...”

Internet ([www.wiihistoryclass.com](http://www.wiihistoryclass.com))

Student Handout (attached)

Rubric (attached)

Curriculum text surrounding WWII

### Conducting the Lesson

Lesson Opening:

After studying the role of Americans during WWII, show the film “During the War, Women Went to Work...” Then, discuss the “Ah hah’s” found during the viewing.

Lesson Demonstration:

Hand out the attached handout and rubric. Explain the significance of Sankofa. This concept may also be discussed at length. Provide an example of an effective interview. Discuss the methodology and preparation involved.

Guided Practice:

With partners, have the students interview each other. The teacher may choose a topic to give an “improv interview,” then give a topic and have the students prepare. The difference in the interviews should be tremendous.

Name: \_\_\_\_\_  
Date: \_\_\_\_\_  
Period: \_\_\_\_\_

World War II Sankofa [100 points] **DUE** \_\_\_\_\_

As a correspondent to NAS (Insert Teacher Name) News Agency, you have been asked to interview a woman or minority World War II veteran or another person who can recall vividly the war years. Your goal and objective is to reveal and accurately portray their memory of the time, thus taking the reader on a Sankofa journey. Sankofa is an Akan word which loosely means “we must look back in order to move forward.”

You will use your knowledge of the era from your text and the film “During the War, Women Went to Work...” to compile a skeleton of a transcript for your interview. Mr. Naslund will be giving suggestions and tips to make this process go smoothly. If you are unable to find a person to interview, you may find transcripts of interviews online (great example: [www.wwiihistoryclass.com](http://www.wwiihistoryclass.com)) to replace a live interview; however, these transcripts must be cited as sources to give the original interviewer/interviewee credit for taking the time to interview and write it up. **In the case of an interview via online transcripts, you must use at least two interviews and compare and contrast both views in your paper.**

When you have completed the interview, you will compile a 2-3 pg., double-spaced, summary of highlights of the interview. The attached rubric will guide your writing in this process. Focus on the new insight you have gained, and how this information compares and contrasts to our textbook’s account of life during World War II and those expressed in the film: “During the War, Women Went to Work.”

**Step 1:** Who can I interview? Brainstorm people you may want to interview. This may be a phone interview. If you are stuck, call a local nursing home and ask for possible interviewees. Usually, they are more than willing to get you going in the right direction 😊

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Name: \_\_\_\_\_

**Step 2:** When can I interview them? (set up an appointment and be ON TIME!).

Date: \_\_\_\_\_ Time: \_\_\_\_\_

**Step 3:** What am I going to ask them? Remember, some questions may be more appropriate for veterans or more appropriate for civilians. You do not need to ask only the questions you write, for the interview may require “piggy-back” questions.

Possible Questions for **both** veterans and civilians:

- (1) What is your name?
- (2) What is your approximate age?
- (3) What is your place of birth?
- (4) To what extent were you aware of the happenings in Japan, Italy, and Germany during the 1930s?
- (5) What was your reaction to the war in Europe? Were you initially an isolationist or internationalist?
- (6) Were your interests heightened once the United States entered the war?
- (7) What were your remembrances of the attack on Pearl Harbor? Where were you when it happened?
- (8) Compare this to your feelings on 9/11. Did you have similar feelings? Why or why not?
- (9) Did these feelings change during the war?
- (10) What was your reaction to the draft?
- (11) What was your reaction to Franklin Roosevelt's leadership? To Truman's?
- (12) Were you aware of the internment of Japanese-Americans in detention camps? If so, what was your reaction? Did you feel it was justified? Why, or why not?
- (13) What was your reaction to German atrocities toward the Jews?
- (14) What was your reaction to Truman's decision to drop atomic bombs on Hiroshima and Nagasaki?
- (15) Did the government do enough to reward veterans for their service in the war? If not, what other benefits did they deserve?
- (16) How did you feel about becoming involved in the United Nations and the demands such membership might involve?
- (17) At the end of the war, did you anticipate future wars, or did it seem to you that countries would find other means of settling conflicts?

Questions for **veterans of WWII only**:

Think of at least 10!

Questions for **civilians during WWII only**:

Think of at least 10!

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### WWII Sankofa Project Scoring Rubric

	9-10	7-8	5-6	0-4
Who? • Basic Bio				
What? • What did they do?				
Where? • Details of location...				
When? • Major events during their life...				
Why? • Beliefs, actions, etc...				
Insight v. Text? • Compare to text...				
Insight v. Film? • Compare to Film...				
Interesting Story? • Include personalized story...				
Evaluation? • Pros and cons of project...				
Format? • 2-3 pg 2x space, 12pt. font				

**Comments:**