

# Explore



## Introduction:

While a visit to the Patton Museum may serve as an initial introduction to the role of Veterans in American History of the 20<sup>th</sup> Century, or as a final culminating activity to demonstrate acquired knowledge, the staff at the Patton Museum recommend that for this unit that students visit the museum prior to the culminating activities outlined in this unit plan.

A visit will take approximately 1 -2 hours. You must book three weeks ahead. The program is free but a \$20.00 donation by check to the Patton Museum Foundation is appreciated.

- The tour will take approximately 1 \_ hours
- It includes a tour of the museum with an opportunity for students to handle soldiers clothing and equipment from various time periods
- The site does not have any facilities for providing lunch but an inclement weather location for eating brown bag lunches can be provided

This plan can be modified to suit veterans of any war of the 20<sup>th</sup> – 21<sup>st</sup> century.

This lesson plan meets **Kentucky** content:

### ELA-5-W-1

Students will respond to reading, listening, observing, and inquiry through applying writing-to-learn strategies in situations such as journals and graphic organizers and writing-to-demonstrate-learning strategies in situations such as open-response questions and graphic organizers (additional supporting Academic Expectations 1.10, 5.1, 6.3)

### ELA-5-SLO-4

Students will apply listening, speaking, and observing skills to conduct and to respond to authentic inquiry tasks (additional supporting Academic Expectation 5.1).

### ELA-5-I-1

Students will develop questions to obtain ideas and information for authentic tasks.

### ELA Inquiry 5.7

#### Academic Expectations

1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools.

### SS-5-H-1

Students will explore the interpretive nature (how perceptions of people and passing of time influence accounts of historical events) of the history of the United States using a variety of tools (e.g., primary and secondary sources, data, artifacts).

SS-5-H-3

Students will recognize broad historical periods and eras of the history of the United States (i.e., Land and People before Columbus, Age of Exploration, Colonization, War for Independence, Young Republic, Westward Expansion, Industrialism, Twentieth Century).

SS-5-H-5

Students will examine the historical contributions of individuals and groups.

SS-5-H-6

Students will recognize the significance of important symbols, monuments, patriotic songs, poems, and written passages in the history of the United States.

Purpose:

Students will have the opportunity to talk to WWII veterans about their experiences and be immersed in artifacts from WWII.

Objectives: Students will:

- Students will learn interview skills such as listening, designing and asking questions as well as to take notes
- Students will examine the historical contributions of WWII veterans.

Vocabulary:

- **Interview:** An interview is a conversation between two or more people where questions are asked to obtain information about the interviewee. Interviews can be divided into two rough types, interviews of assessment and interviews for information.
- **Veteran:** A veteran refers to a person who is experienced in a particular area, particularly referring to people in the armed forces.
- **Military Service:** Military service is service in the armed forces of a nation or the military arm of a political organization.
- **Specific:** particular: a fact about some part

Materials:

- Library resources, including where possible, interview tapes of a veteran to familiarize students with listening to some of the veterans talk prior to student interviews of actual veterans (See [Veterans History Project - Library of Congress](#))
- [Pre/Post test](#)
- [KWL Graphic Organizer](#)
- [Student interview questions](#)
- [Interviewing Rubric](#)
- [Oral Presentation Rubric](#)
- [Tableau Rubric](#)
- [Brochure Rubric](#)
- [Poster Rubric](#) and [Poster examples](#)
- [Booklet Rubric](#)
- [PowerPoint rubric](#)
- [Veterans Interview worksheet](#)
- [Potential Veteran Questions](#)
- [List of Questions for WWII research](#)

- List of Questions for WWII research

## Methods:

Administer the pre-test.

Anticipatory Set: Explain that the students will be interviewing WWII veterans and they must learn about WWII, veterans and certain interviewing skills.

**Set 1:** 20-25 minutes

Materials: KWL chart/KWL Chart transparency

1. Ask students "Who is a **veteran**?" Place the definition on the board. Place the definition for **Military Service** on the board as well.
2. Ask the class if any of the students know someone who is a veteran. Allow the students to tell about people they know for at least five minutes.
3. Give them the KWL graphic organizer.
4. Place the transparency up so student may view it.
5. Ask them to list what they know about veterans and WWII
6. Ask what they would like to know. They should list (point form is acceptable and preferred) at least 5 things they would like to know. This can be done as a group or individually. This graphic organizer will form the basis for student designed interview questions.

<http://www.kidbibs.com/learningtips/lt21.htm> (How to use a KWL chart)

**Set 2:** 40 minutes, dependent on the length of the interview tape. Preview the tape if it is longer than 10 minutes and pick the best section for students to listen to. This also gives you the opportunity to write down the interview questions asked on the tape ahead of time.

Materials: Veterans Interview Tapes or Videos, Vocabulary Words, Transparency to record student answers

1. Ask any of the students if they have ever watched or heard an interview on TV, the radio, a tape or in person.
2. Discuss what the students know about an interview. Record the student responses on the transparency.
3. Place the definition of **Interview** on the board. Tell the students that they are going to listen to an interview.
4. Have a Veterans History Project tape or video available for student listening. The questions the interviewer asks on the tape should be written on the board or a transparency so the students can see the type of questions that are asked of the veteran.
5. Ask the students to listen to the veteran's answers.
6. As a classroom exercise ask the students what they thought the most interesting points the veteran mentioned.

At the end of the tape/video ask the students the following questions:

- **What did you learn about this person?** What were other barriers to understanding the interview? (Lack of knowledge about WWII may be most common, difficulty understanding what the veteran was saying)
- **Did the person conducting the interview ask good questions?** Follow up question: How do we know these are good question? (A good interview question should be short, simple and easy for the person being interviewed to understand and answer. It should also generate a lot of conversation on the part of the interviewee.)
- **Was it difficult to understand what the veteran was saying?** Follow up question: How might we improve our listening skills? (By being quiet, not talking or interrupting the speaker, asking the person to say the sentence over again if you don't understand)

Have the students write up a summary (two paragraphs) of the interview using the classroom generated point form notes.

**Set 3:** 40 minutes

Materials: previously completed KWL chart, transparency of interview questions asked the previous period.

1. Ask the students to pull out their KWL chart and look at the column 'What I want to Learn'.
2. Have the students develop 5 questions they would like to ask a veteran. Remind the students to start their sentences with what, where, how, who, why, or did/do you (question words).
3. Remind the students that a good interview question should be short, simple and easy for the person being interviewed to understand and answer.
4. Have each student take what they want to learn and write it into a proper question using proper sentence structure and punctuation. (They should each have five questions at the end of this exercise)
5. Have the students share their questions with a partner and have their partner review these sentences for spelling and grammar.
6. Have the student pick their best question and write it on a 3\*5 card to take with them to interview a veteran.
7. Have students' hand-in their original five questions to be marked for grammar.

**Set 4:** 120-180 minutes

Objective: Students will develop/practice their interviewing skills.

Materials: Oral Presentation Rubric, Interviewing Rubric

Method: Students will write five short questions to ask another student on several different topics (Family, Dwelling, Hobbies). The student's questions should be designed in a way that will give the most information possible about the other student.

For instance compare these two questions with the students:

- **'Do you have any brothers or sisters?'** with **'Tell me about your family.'** Ask the students which question is going to give the interviewer more information. (The tell me question)

#### **BUT**

- If you are trying to find information on only how many brother and sisters the person has/or this is a timed interview you need to ask specific questions.
- Place the word **Specific** on the board with the definition.
- The students are going to write questions designed to get as much information on a specific subject, Family, Home or Hobbies.
  1. Each student must write five questions to ask another student in one of the three categories.
  2. Remind the students to start their sentences with what, where, how, who, why, or did/do you and to end their sentences with question marks.
  3. They have 10 minutes to write these questions using complete sentences and grammar.
  4. The teacher will then pair each of the students up.
  5. Each student has 15 minutes to interview the other student.
  6. Please make sure that the students take some point form notes as they are interviewing and watch their interview skills using the **Interview Rubric** as a guide.
  7. Have the students transcribe these point form notes into a written account of the student interview making sure that all of the questions have been asked and answered.
  8. Allow the students at least 30 minutes to write their notes up into complete sentences, as students will be required to present an oral report on their fellow student to conclude this exercise.
  9. Allow the students to present their oral reports
  10. The **Oral Presentation Rubric** can be used as a guide for the students for the skill sets required.
  11. Have the students hand in their written report for marking using the **Interviewing Rubric** provided.

**Set 5:** 3- 30-45 minute periods

### **WWII- An Introduction**

Objective: General introduction to WW2 in order for students to understand the answers to veterans questions.

Materials: Computer lab time/original KWL chart/2 brain drain graphic organizers

#### Part 1:

- Ask students about what they know about WWII.
- Do a brain drain/clustering of what students already know on the board. If you wish you can allow the students to write their thoughts down on the board rather than you doing the writing.
- Allow enough time for the students to copy down the information presented on the board. A good site for graphic organizers is <http://www.eduplace.com/graphicorganizer/>

From this brain drain/clustering see if the children have already answered the following questions:

1. When was WWII?
2. When did the United States join WWII?
3. Why did the United States join WWII?
4. Where did soldiers of the United States serve?
5. How did American society participate in supporting the war effort in WWII?
6. When did the war end?
7. What were some of the repercussions from America participating in WWII? (Social, economic, as a world power, segregation, etc)

#### Part 2:

- Hand the students the list of questions written above (see WWII research questions) and send them to the computer lab.
- The easiest way to study WWII is on the Internet and through books from the library. Google is probably the best search engine for student use with no clutter on the screen to distract the user.
- Remind students if they want a specific piece of information to put quotation marks around each question before they submit it to Google.
- Have them record their answers (plus the website where they got the information) using at least one complete sentence per question. (More for questions 5 and 7)

Potential websites for use with this study:

### **WWII**

**Remembering Pearl Harbor:** <http://plasma.nationalgeographic.com/pearlharbor/>

Allows a student to actually watch footage from the Pearl Harbor attack.

**The History Place:** <http://www.historyplace.com/worldwar2/timeline/ww2time.htm>

Good general information

**BBC World War II:** <http://www.bbc.co.uk/history/war/wwtwo/>

Organized in chunks of information

**San Diego University:** <http://history.acusd.edu/gen/ww2Timeline/start.html>

The site is well organized with a variety of information.

**Michigan Government:** [http://www.michigan.gov/hal/0,1607,7-160-15481\\_19268\\_20778-52553-.00.html](http://www.michigan.gov/hal/0,1607,7-160-15481_19268_20778-52553-.00.html)

A good source for WWII web pages

### Home Front

**BBC World War II:** <http://www.bbc.co.uk/history/ww2children/index.shtml>

Interactive site where student can experience life in the 1940's

**WWII Homefront Artifact Museum:** <http://library.thinkquest.org/15511/museum/index.htm>

Allow students to look at a variety of different artifacts from the time period

**Ration Book:** <http://ingrimayne.saintjoe.edu/econ/AllocatingRationing/MoreRationingPicts.html>

**National Archives:** <http://www.archives.gov/exhibits/index2.html>

A number of online exhibits

### Web sites for Teachers

**University of Wisconsin:** <http://us.history.wisc.edu/hist102/lectures/lecture21.html>

Good general overview with answers to some of the questions posed to the students listed above

**University of San Diego:** <http://history.sandiego.edu/gen/classes/social/ww2.html>

A good site for showing the impact of WWII on the United States

**WWII Women and the Homefront:** <http://www.teacheroz.com/WWIIHomefront.htm>

A good site with lots of information but you can spend a lot of time going through the different sites.

**A Good Book for Students and Teachers:** *We Were There Too! : Young People in U.S. History* by Phillip Hoose, 2001. This has a website attached to it with a Teacher's Guide.

<http://www.weweretheretoo.com/index2.html>

### Part 3:

- Ask the students the same question asked originally. "What do you know about WWII?"
- Begin a new brain drain/clustering on the board or on chart paper.
- How has the brain drain/clustering changed?
- What have students learned?
- Have the students pull out their original brain drain paper, their KWL chart and the list of the questions they have answered.
- Are there any questions they can now fill in on their KWL chart? Have them fill in the new information they have learned on the KWL chart (give them a new piece of paper to continue if necessary).
- Have them hand in the 7 questions they have answered.

### **Interview Expectations:**

Objective: To interview veterans to listen to primary source accounts of WW2

Materials: Interview questions developed in class

- Ensure that each student has a pencil and note paper
- Rotate the students at regular intervals so they can meet all the veterans. (10-15 minutes)
- Observe students to check for listening skills, respect for others, etc.
- **Teachers may considering having the students present a suitable token to the veterans for their service to our country**

When conducting the interviews:

1. Students should be divided into groups and given three questions to ask each veteran.
2. Students should also have their own question written on a 3\*5 card to ask a veteran.
3. Each student is expected to ask only one veteran his or her question (there is not enough time for students to ask each veteran their individual question).
4. The students should be organized so that they know when to ask their question.
5. Students are to be reminded to write down the veteran's response to their question as well as a response to the three general questions (point form only).

## Culminating Activities:

After the Remembrance Day activities have the students bring their notes, the answers to their groups three questions and their 3\*5 card and their KWL chart out.

1. Have the students complete the KWL chart (15- 20 minutes)
2. Have the students formally write out their answer to their 3\*5 note card question and the three questions. If possible let the students work together for this exercise so they can help each other remember what was said in the interview. (30 minutes)
3. Present the Information: Students need to share their information, since everyone asked the veterans different questions. This can be done in a variety of formats:
  - **Booklet:**
    - i. Should be 4-6 pages long with pictures and text, including a front cover. For example, if students were in the group that dealt with questions about what type of equipment did a veteran use they should try and find pictures of that equipment and write down the veteran's name, what vehicle/equipment they used, where and how it was employed.
    - ii. On the back cover have the students place the information to the question they designed on this page.
  - **Poster:**
    - i. Using words and images illustrate the contributions of our WWII veterans using the interviews as a source.
    - ii. Remember to include a written paragraph on why you chose to illustrate this particular event and why it is significant to our veterans.
    - iii. Use the poster examples as a possible frame of reference.
  - **Brochure:**
    - i. Double sided, three columns on each page, using Microsoft Word to design the brochure.
    - ii. Should include a title cover, graphics and a beginning, middle and end.
    - iii. Topic should use veteran's interviews and WWII research as a source. A minimum of one column should be used to display the information to the question students asked the veteran.
    - iv. **Note: For Intermediate and Middle Schoolteachers:** Using Microsoft Word or Word 2001 to create a brochure is not a particularly difficult skill for students as early as Grade 4 to master. It allows students to concentrate on writing the text rather than on the manual skills necessary to create the brochure and allows students with poor writing skills to work on what matters.  
<http://teched.vt.edu/gcc/HTML/Curriculum/GAERActivities/Grade4.pdf>  
or <http://dawn.thot.net/cd/174.html> or  
<http://desktoppub.about.com/od/lessonplans/>
  - **PPT presentation:**
    - i. Students will construct a 8-10 page PPT presentation to present their information, using the veteran's interview, WWII research and the question the student designed.
    - ii. Point form is acceptable in using PPT, as the student will have to do an oral presentation as well. Graphics on each page are expected as well as a title page. Tips on using and teaching PPT are available at [http://www.internet4classrooms.com/on-line\\_powerpoint.htm](http://www.internet4classrooms.com/on-line_powerpoint.htm) or <http://www.accd.edu/spc/it/ttc/powerpt/default.htm> or <http://www.teach-ict.com/software/ppt/powerpoint.htm>.

- iii. **Note: For intermediate and middle schoolteachers:** Do not be afraid to teach PPT early to students. I have taught PPT to students as early as Grade 4 and it really hones their presentation skills as well as their ability to organize data on a page. Excellent for children with problems with learning disabilities and poor motor skills.
- **Oral report or a skit (for large group exercises):**
  - i. Students should present their information in a 3-5 minute public speaking presentation covering the interviews, research and the answer to the question they designed **OR** one student from each separate question group could get together, combine all their information and form a tableau. The students could then unfreeze from their position and present their information by speaking one after another.

**Expectations are for an increased level of awareness of the contribution of veterans to American society.**

Rubrics for these exercises can be generated at [http://rubistar.4teachers.org/index.php?screen=CustomizeTemplate&bank\\_rubric\\_id=22&section\\_id=1&](http://rubistar.4teachers.org/index.php?screen=CustomizeTemplate&bank_rubric_id=22&section_id=1&). Remember to display student work **OR** send it to the PATTON MUSEUM, CURATOR FOR EDUCATION, P.O BOX 208 FORT KNOX, KY 40121-0208 **OR** SCAN IT and EMAIL IT to [kyoung@generalpatton.org](mailto:kyoung@generalpatton.org) and we will put it on our website.

- 4. Have the students take the posttest.