



Directions...

1. For this project, you must complete the "In Common" activity and one activity from the "In General" and "In Focus" sections listed below.
2. Each activity will be graded numerically (i.e., 95, 83, 70, etc.). Your combined average for the three activities will determine your grade for the project.
3. If you are unsatisfied with the grade you receive for a particular activity, you may make corrections or otherwise improve it to receive a higher grade.
4. Due Dates:

In Common	Friday, March 4 (beginning of class)
In General	Wednesday, March 9 (end of class)
In Focus	Wednesday, March 16 (end of class)

Note: If you have not completed an activity by the time it is due you will be expected to stay after school each day until that activity is complete.

In Common

- Read, "A New Global Conflict." (handout or online) and complete a worksheet based on that reading.

In General

➤ Everyone will complete **one** of the following activities:

- Watch the videos, *The American People in World War II* and *World War II: I.M. Smart*. And complete a viewing guide.
- Read Chapter 27 in your textbook and complete a worksheet packet.

- Watch the video, *World War II: The World at War*, and complete the viewing guide. Then ask for, or download, the handout “*Verstory*.” Follow directions to...
 - a. create a poetry booklet consisting of four short poems about four different World War II topics, or
 - b. print your poems and use them as the basis for an illustrated poster about World War II.

In Focus

➤ Everyone will complete **one** of the following activities:

- **Focus on Propaganda.** Just as it had in World War I, during World War II the government used posters to remind people about why the U.S. was fighting and how they could contribute to the war effort.
 - Read, “Every Citizen a Soldier: The World War II Propaganda Poster” (handout or online)
 - Search the Internet to collect at least 30 examples of World War II posters. Use your collection to create a poster-sized collage titled, *Propaganda Posters from World War II*. Group your examples according to the following themes: Recruiting, Conservation & Recycling, Raising Money, Security, Work, and Why We Fight. *You must have at least 4 posters for each category.*
- **Focus on Propaganda.** Just as it had in World War I, during World War II the government recruited artists, movie stars, and musicians to inspire patriotic feelings and promote the war effort.
 - Listen to some examples of songs written to promote patriotism, lift peoples’ spirits, and encourage greater sacrifice.
 - Choose three of the songs. Listen closely and transcribe the lyrics to the songs you choose. Type the lyrics for each song on a separate page. Below the lyrics for each song write one or two paragraphs explaining the subject. What event(s) or issue(s) was each song about, and/or what attitudes and behaviors was it trying to encourage.
- **Focus on Japanese Internment.** During World War II thousands of Japanese Americans were forced to leave their homes and move to “relocation camps.”
 - Watch the video, *A Time Remembered* and complete the viewing guide. (65 points)
 - Read the picture books, *So Far From the Sea*, *Baseball Saved Us*, and *The Bracelet*. Use what you learn from these books, and your prior knowledge of the internment of Japanese Americans during World War II, to write your own short story. Your main character is to be a Japanese American who is your age. Illustrate your story for extra credit. (35 points)

- **Focus on the Holocaust.** During the Holocaust over 6,000,000 European Jews and some 3,000,000 other people were murdered by the Nazis.
 - Watch the video, *The Holocaust: A Teenager's Experience*.
 - An allegory is a short story, often using animal characters, that is intended to teach a lesson. Read the picture book, *Terrible Things: An Allegory of the Holocaust*.
 - Read and think about the poem, *And Then They Came For Me*.
 - Complete one of the following activities:
 - Pretend that a group like the Nazis has seized power over Newark Middle School. Write a story similar to *Terrible Things*... using the school as your setting and the various groups of people within the school as your characters.
 - Write an essay or a story discussing how the events of and the characters in the book and the poem relate to the problem of "bullying" in school today.
 - The British philosopher and statesman Edmund Burke is often quoted as having said, "*All that is necessary for the triumph of evil is for good men to do nothing.*" Your task is to write an essay discussing how this quote relates to the events in the book, the poem and the Holocaust. Go on to discuss how a similar quote, "*All that is necessary for the triumph of evil is for good kids to do nothing,*" could apply to the Newark Middle School today.
 - Ask your teacher for a guidelines handout if you choose this activity.

- **Focus on the Homefront.** Not all Americans took part in the actual fighting of World War II, but most contributed to the war effort in some way.
 - Watch the video, *Sacrifices & Shortages* and complete the viewing guide. (65 points)
 - Design a poster to show the various ways different groups of civilians contributed to the war effort. (35 points)

- **Focus on Women in the War.** During World War II millions of American women contributed to the war effort. Some replaced men in factories, offices, and other jobs. Others joined the armed forces.
 - Watch the video, *A String of Pearls*, and complete the viewing guide. (65 points)
 - Design a poster to show the various ways women contributed to the war effort. This may take some additional research! (35 points)

- **Focus on African Americans.** When World War II began, African Americans rallied to their nation's cause, just as they had during World War I.
 - Watch the video, *Mood Indigo*, and complete the viewing guide (65 points)
 - Extra Credit: Design a poster to show the various ways African Americans contributed to the war effort. This may take some additional research! (35 points)

- **Focus on the Atomic Bomb.** The American use of the atomic bomb in the Japanese cities of Hiroshima and Nagasaki ultimately forced Japan to surrender. But even today the decision to use such a powerful weapon remains controversial.
 - Read, "The Atomic Bomb" (handout or online).
 - Watch two online audiovisual presentation about this topic and complete a combined viewing guide (65 points)
 - Create an illustrated poster explaining *both* sides of the argument about the use of the atomic bomb, **or** write two "letters to the editor." One letter supporting the use of the atomic bomb against Japan, and the second criticizing our use of the bomb. Be sure to include facts and multiple reasons to support each point of view. Mount your letters side-by-side on a piece of construction paper with an appropriate title. (35 points)

Extra Credit (Only for those who have completed all three required activities!)

- Complete a second *In General* activity by the project due date and earn up to 14 bonus points on your project grade.
- Complete a second *In Focus* activity by the project due date and earn up to 21 bonus points on your project grade.