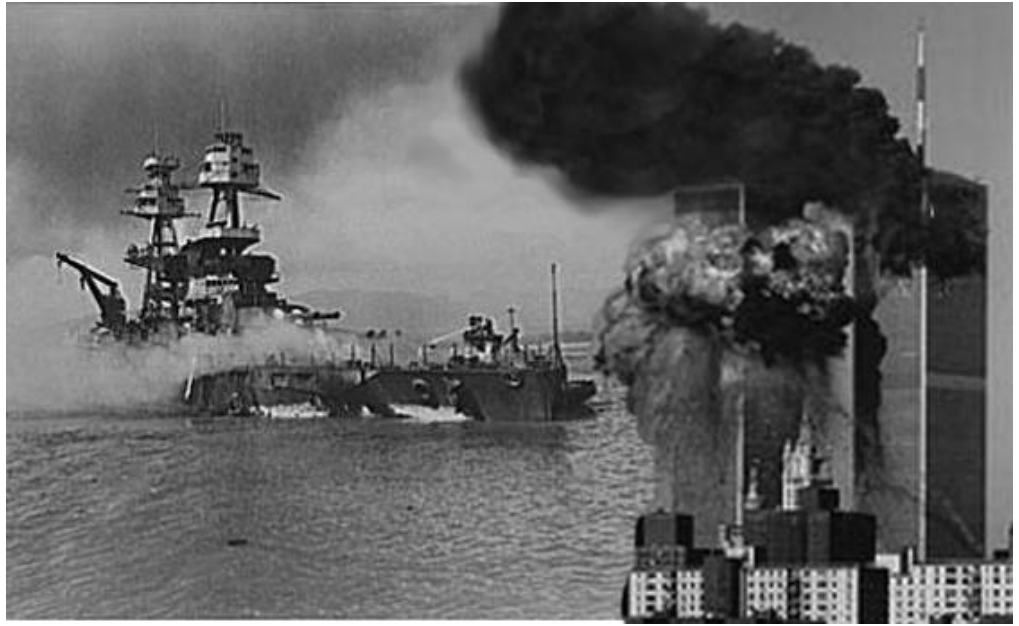


Days of Infamy

A WebQuest for
8th Grade History

By Katie Krocsko © 2006



[USS Nevada at the bombing of Pearl Harbor](#)
and
[World Trade Center Towers, September 11, 2001](#)

HOW DOES A NATIONAL TRAGEDY
INFLUENCE INDIVIDUALS OF THAT NATION?

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#1 Introduction

Where were you?

[Two women looking up in shock by Don Halasy](#)

[Mother and daughter by Kevin Bubriski](#)

[Young girl and family by Kevin Bubriski](#)



HOW DOES A NATIONAL TRAGEDY INFLUENCE INDIVIDUALS OF THAT NATION?

WHERE WERE YOU... when the first plane hit the World Trade Center... when the Challenger exploded... when JFK was shot... December 7, 1941 – The day of Infamy? Ask anybody who was alive during those events, and they will give you a very detailed answer. People generally remember exactly where they were and what they were doing whenever they learn of a major event during their lifetime.

How do these events change the course of history? Do they have an everlasting effect or are they forgotten? How do the people react to such an event? How does the past influence the future?

#2 Task

Welcome to Journalism



[Newsroom of the New York Times newspaper](#)

HOW DOES A NATIONAL TRAGEDY INFLUENCE INDIVIDUALS OF THAT NATION?

Welcome to your new job!

You have just been appointed to a new team of journalists that are doing a documentary project on the “Day of Infamy” and the reaction of the general public to that event. You are going to gather information from various sources and create a Windows Movie Maker presentation that can be broadcast to an audience. Remember to focus on what people’s reactions are rather than exactly what happened.

You will be expected to use a digital recorder to interview someone about the event and you will be expected to use resources from the [Library of Congress](#) to complete your documentary.

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3 Process

GO
FORTH
AND
FIND
YOUR
STORY



Mrs. Gladys Forbes, standing on sidewalk with a reporter

HOW DOES A NATIONAL TRAGEDY INFLUENCE INDIVIDUALS OF THAT NATION?

Before you get started you can print this [calendar of events](#) to keep you on target.

1. First you'll be assigned to a team of 3 or 4 students.

Each student will become one of the following members of the Journalistic Team that is putting together a documentary...

Photographer(s) – This person will be responsible for searching for pictures to use in the illustration of the interview and introduction.

Reporter – This person will actually interview a person about their memories of Pearl Harbor and how the attack made them feel.

Producer – This person will search for background information and record a short introduction about what happened at Pearl harbor

2. Now although you have individual roles, you must start by working together ...

View the 8 min [webcast](#) explaining the interviews

Go to the "[Man-on-the-Street](#)" interviews from the days after Pearl Harbor.

Read the introduction and then browse by [geographic location](#)

Listen to (while reading transcript) at least 5 interviews from 5 different locations

3. Together you must now decide on the questions that you will ask in your interview.

Question 1 – What is your name and age?

Question 2 – Where were you born and raised?

Question 3 – Where were you December 7, 1941 when the Japanese attacked Pearl Harbor?

You must write down 3 to 5 additional questions

If you need help try this... [Question Generator](#) (focus on the questions about war that apply to this assignment)

Turn in your interview questions to the teacher before going on.

4. Time to divide and conquer...

Photographer – Now that you have listened to some interviews, you are going to start looking for pictures that illustrate what people felt and what happened. You will be searching the photos in the [American Memory](#) collection of the Library of Congress.

As you find photos that you think will go with the interview or introduction, save them to a new file on the desktop named WebQuest (you may have to find more after you hear the interview and introduction)

Reporter – You will take the questions that your group wrote and a digital recorder provided by the teacher and go interview a person who has memories of WW2. If you have a grandparent, great-grandparent, or family friend that you would like to interview that is fine. If you do not know anybody in that age range, the teacher will help you get in contact with a local nursing home.

Producer – You will need to start searching for background information about Pearl Harbor. Use the information provided in your textbook, the Library of Congress, and a few additional sources to compile a short summary about Pearl Harbor to use as an introduction to the Documentary.

Some useful links:

[Today in History](#)

[DEPARTMENT OF THE NAVY -- NAVAL HISTORICAL CENTER](#)

[Eyewitness to History](#)

Once you have finished writing the summary, borrow a digital recorder from the teacher, find a quiet space, and record your opening to the documentary (you can edit it later if you need to)

5. Come back together –

The reporter should share his interview with the rest of the group and upload it onto the computer. Save it in your WebQuest file on the desktop. The photographer shares the pictures that he has saved and the group decides which ones to use with the interview (at this time the photographer may need to find new or different pictures)

The producer will also upload his audio introduction onto the computer. Save it in your WebQuest file on the desktop. Work together to choose photos that will be used with the introduction. Do NOT go on until you have saved the audio files and the pictures that you plan to use in the file on the desktop!

6. Making a Movie...

You will be using Movie Maker to create your final project. Use this [Movie Maker Tutorial](#) to get started.

4 Evaluation

... AND HERE'S
A WORD FROM
THE CRITICS



[Meet the Press with Patricia Roberts Harris](#)

HOW DOES A NATIONAL TRAGEDY INFLUENCE INDIVIDUALS OF THAT NATION?

You will be graded based on the completed documentary project as well as individually based on your research and input into the project.

This rubric will be used to assess the team's grade. ([Printable version](#))

Team Documentary	Exemplary 4	Accomplished 3	Developing 2	Beginning 1	Score
Interview Questions	Excellent, in-depth questions were used in the interview	Questions requiring factual answers were used in the interview	Questions requiring factual answers and a few yes/no questions were used in the interview	Yes/No Questions were the only questions used in the interview	
Relevance	There is a clear and meaningful connection between the information in the documentary and the task	There is a clear connection between the information in the documentary and the task	There is some connection between the information in the documentary and the task	There is no connection between the information in the documentary and the task	
Graphics	Graphic/Photos are creative, accurate and add	Graphic/Photos are neat, accurate and add to the audiences	Graphic/Photos are neat but do not add to the	Graphic/Photos are not accurate and do not add	

	to the audiences understanding of the topic	understanding of the topic	audiences understanding of the topic	to the audiences understanding of the topic	
Interest and Purpose	Documentary has a clear and interesting purpose.	Documentary is interesting but purpose is somewhat unclear.	Documentary is not very interesting and purpose is somewhat unclear.	Documentary is not interesting and has no discernable purpose.	
Titles and Credits	All titles and credits are accurate, legible and draw the viewer's attention.	Most titles and credits are accurate, legible and draw the viewer's attention.	Some titles and credits are accurate, legible and draw the viewer's attention.	Few (less than 75%) titles and credits are accurate, legible and draw the viewer's attention.	

You will print out two copies of the following rubric and fill them out for your teammates. Be Honest – All responses will be kept confidential!

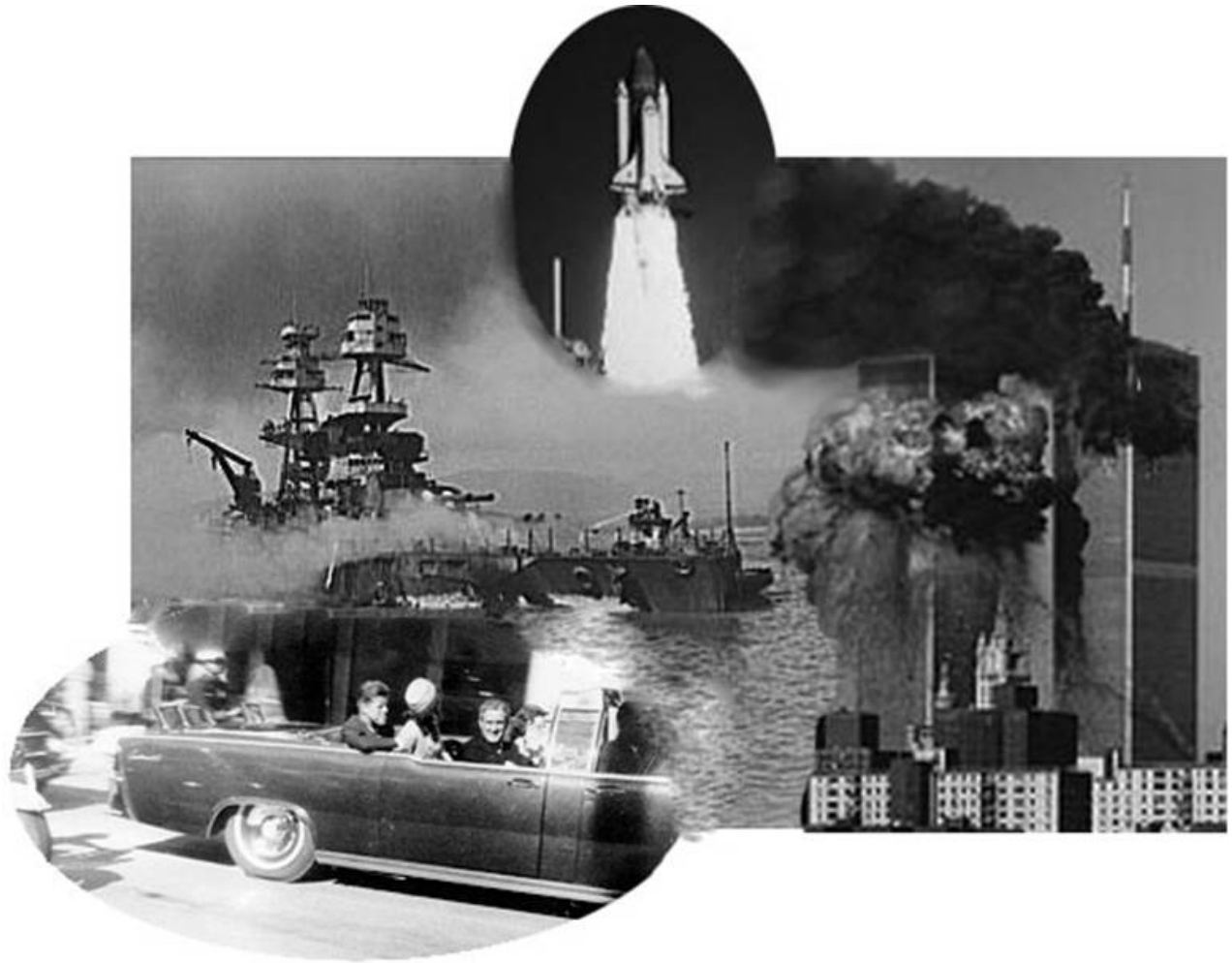
[Student Rubric](#)

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5

Conclusion

IT ALL
COMES
TOGETHER



[Space Shuttle Challenger Disaster](#)
[Rare picture of Kennedy in Motorcade](#)
[USS Nevada at the bombing of Pearl Harbor](#)
[World Trade Center Towers, September 11, 2001](#)

HOW DOES A NATIONAL TRAGEDY INFLUENCE INDIVIDUALS OF THAT NATION?

Now that you have examined the reactions of the people when Japan attacked Pearl Harbor, we are going to explore a tragic event in your lifetime. The "Interviewer" will now become the "Interviewee"... In other words, let's record your reactions. The event similar to Pearl Harbor in your lifetime is the Terrorist attacks on September 11, 2001.

The members of your group should start your interview the same way you started the Pearl Harbor interview, and then ask similar if not the same questions. Each member of your group should interview another member (the reporter interviews the photographer, the photographer interviews the producer, the producer interviews the reporter).

We will listen to each interview and then discuss the similarities and differences between Pearl Harbor's effect on Americans and September 11th's effect on Americans.

FOR EXTRA CREDIT:

1. You can make your own interview into a Movie Maker presentation (the same way you did the pearl Harbor interview) and share it with the class.
2. You can interview any adult about either JFK's assassination, the Challenger Disaster, or September 11th and make a Movie Maker Presentation to share with the class
3. Do an oral poll using the digital recorder, asking the question "Do you think that the current conflict in the Middle East is WW III? Why?" than create a Movie Maker presentation with the answers and the results to present to the class.

#6
Credits



[The shiftless and the curious came down on Mon...](#)

[Pearl Harbor bombing. Destruction. Smoke pours from the USS Shaw...](#)

[Reading war news aboard streetcar. San Francisco, California](#)

HOW DOES A NATIONAL TRAGEDY INFLUENCE INDIVIDUALS OF THAT NATION?

Designed by [Katie Krocsko](#), © 2006, a middle school social studies substitute teacher at [Trinity Area School District](#) in partnership with [Teaching with Primary Sources at Waynesburg University](#). Last updated August 25, 2011.

Internet addresses and descriptions for all the primary source documents used in this WebQuest are located on the [Favorites Table](#).

Template created April 2006 by Ann Canning, [Teaching with Primary Sources at Waynesburg University](#) based on a template designed by Lisa Bradshaw, [Teaching with Primary Sources - Colorado](#).

Many ideas for WebQuest content and worksheets were adapted by

permission from [Teaching with Primary Sources - Northern Virginia Partnership](#).

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Days of Infamy

A WebQuest for
8th Grade History

By Katie Krocsko © 2006



[USS Nevada at the bombing of Pearl Harbor](#)
and
[World Trade Center Towers, September 11, 2001](#)

HOW DOES A NATIONAL TRAGEDY
INFLUENCE INDIVIDUALS OF THAT NATION?

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Introduction for Teachers



[Two women looking up in shock by Don Halasy](#)
[Mother and daughter by Kevin Bubriski](#)
[Young girl and family by Kevin Bubriski](#)

HOW DOES A NATIONAL TRAGEDY INFLUENCE INDIVIDUALS OF THAT NATION?

Designed by [Katie Krocsko](#)
Last updated August 25, 2011

This lesson was developed as part of [Teaching with Primary Sources at Waynesburg University](#), a federally funded professional development program to assist educators in using [Library of Congress](#) primary resources to support student learning.

This WebQuest should be used as a culminating activity for a lesson on World War II, specifically Pearl Harbor. It is an exploration of the American reaction to the attack and asks students to compare reactions from December 7, 1941 to their own reactions about September 11, 2001. This is an excellent extension of the text below, which also has some excellent links on it's website.

School District and State:

Trinity Area School District

Textbook:

8th grade Social Studies Textbook
The American Republic since 1877
2003 pgs 605-606

<http://www.glencoe.com/sec/socialstudies/ushistory/tar22003/index.php4>

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#8

About The Learners



[Newsroom of the New York Times newspaper](#)

HOW DOES A NATIONAL TRAGEDY INFLUENCE INDIVIDUALS OF THAT NATION?

This WebQuest was designed for use with middle or high school Social Studies/ US History classes that address WW II and the current war (possibly WW III).

Students should be familiar with using a computer and basic internet navigation and searching. The final project uses Windows Movie Maker. This program should be available on all newer versions of Windows. If Movie Maker is unavailable the final presentation could also be done in PowerPoint or simply with a video camera and printed versions of the pictures that they use.

You will need portable recording devices to give students to use for the interviews – this WebQuest was designed with digital recorders in mind, but tape recorders will work if you are able to then record the audio onto the computer.

Adaptations/Modifications:

Only you know what your students are capable of, therefore you may need to adapt or modify this lesson to fit your exact curriculum.

-When they are listening to the interviews online they are going to read along on the transcript, therefore students who cannot hear can still read it and students who cannot read well can still listen to it.

-For the conclusion, a student that cannot orally express their thoughts on 9/11 could do so in a drawing or advanced students could write an essay to accompany their recorded thoughts.

-You could pre-search for children who are not as technologically inclined and have them simply choose pictures from a file that you have set up ahead of time.

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#9

**Pennsylvania
Academic
Standards**



[Newspaper extra on December 7, 1941. Redding, California](#)

**HOW DOES A NATIONAL TRAGEDY
INFLUENCE INDIVIDUALS OF THAT
NATION?**

These are the PA History standards that this WebQuest aligns to:

The student will analyze and interpret historical sources (History 8.1)

The student will analyze the fundamentals of historical interpretation (History 8.1)

The Student will identify and evaluate primary documents, material artifacts and historic sites important in United States history from 1890 to

Present. (History 8.3)

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#10
Process
for
Teachers

GO
FORTH
AND
FIND
YOUR
STORY



[Mrs. Gladys Forbes, standing on sidewalk with a reporter](#)

**HOW DOES A NATIONAL TRAGEDY INFLUENCE
INDIVIDUALS OF THAT NATION?**

This lesson is designed as a documentary project researching the reactions of the public to the tragedy at Pearl Harbor and the US entering the war. The conclusion asked students to consider their feelings about 9/11 in relation to those that they researched about Pearl Harbor.

This lesson would take 2 class periods to begin and get ready for the interview and then a break to give students time to interview someone. When they come back together, it should take 3 days to complete the project. These are obviously approximate timeframes, only you can determine how much time your students need to complete this project!

Generally I would recommend assigning groups of 3 (if you have an odd number you could put 2 photographers in groups, since searching LOC is the more time-consuming position!)

You could poll the class asking "Who knows somebody over the age of seventy that you think would like to share their memories of Pearl Harbor?" Those would be your reporters and then you could assign a producer and photographer (or 2) to each reporter!

Possible Stumbling Blocks:

If your students do not know enough people over the age of seventy, you could get in touch with a local nursing home and arrange for students to visit on a Saturday or Sunday to conduct interviews, or possibly the nursing home might be willing to bring a group of people to your class to be interviewed.

As the teacher conducting this project, you should be familiar with the Windows Moviemaker program - I have attached directions and a link to a tutorial, but you should definitely play with it before explaining it to the students.

Variations

To make the project less complicated you could simply chose one of the recorded interviews from LOC and have the students illustrate it with pictures from a specific group that you choose ahead of time. You could print them out and have them put the pictures in the order that they think best fits the interview.

Advanced students could extend the conclusion to debate, based on the parallels between Pearl Harbor and 9/11, whether or not the current conflict is actually WW III .

Student Process - Teacher Notes

Before you get started you can print this [calendar of events](#) to keep you on target.

1. First you'll be assigned to a team of 3 or 4 students. (Guidelines for division above)

Each student will become one of the following members of the Journalistic Team that is putting together a documentary...

Photographer(s) – This person will be responsible for searching for pictures to use in the illustration of the interview and introduction.

Reporter – This person will actually interview a person about their memories of Pearl Harbor and how the attack made them feel.

Producer – This person will search for background information and record a short introduction about what happened at Pearl harbor

2. Now although you have individual roles, you must start by working together ... (each group will need one computer with audio capabilities and RealPlayer installed) [Click here for free download](#)

Up to and including this section should take 1 ~40 min class period.

View the 8 min [webcast](#) explaining the interviews

Go to the ["Man-on-the-Street"](#) interviews from the days after Pearl Harbor.

Read the introduction and the browse by [geographic location](#)

Listen to (while reading transcript) at least 5 interviews from 5 different locations

3. Together you must now decide on the questions that you will ask in your interview.

(Some groups may need to use the computer and the Story Corp question generator for this section) I would allow an entire class period to decide on

the exact questions to be asked in the interview and then they should turn them in so that you can look over them before giving them a recorder.

Question 1 – What is your name and age?

Question 2 – Where were you born and raised?

Question 3 – Where were you December 7, 1941 when the Japanese attacked Pearl Harbor?

You must write down 3 to 5 additional questions

If you need help try this... [Question Generator](#) (focus on the questions about war that apply to this assignment)

Turn in your interview questions to the teacher before going on.

4. Time to divide and conquer... (you can either allow a class period or two to get started on this and assign the reporter to help the photographer or producer, or you can assign this as homework) The Photographer and Producer will need **Separate computers** for this section. You may want to give the Photographer some ideas for search terms... USS Arizona, Pearl Harbor, witness, etc...

Photographer – Now that you have listened to some interviews, you are going to start looking for pictures that illustrate what people felt and what happened. You will be searching the photos in the [American Memory](#) collection of the Library of Congress.

As you find photos that you think will go with the interview or introduction, save them to a new file on the desktop named WebQuest (you may have to find more after you hear the interview and introduction)

Reporter – You will take the questions that your group wrote and a digital recorder provided by the teacher and go interview a person who has memories of WW2. If you have a grandparent, great-grandparent, or family friend that you would like to interview that is fine. If you do not know anybody in that age range, the teacher will help you get in contact with a local nursing home.

Producer – You will need to start searching for background information about Pearl Harbor. Use the information provided in your textbook, the Library of Congress, and a few additional sources to compile a short summary about Pearl Harbor to use as an introduction to the Documentary.

Some useful links:

[Today in History](#)

[DEPARTMENT OF THE NAVY -- NAVAL HISTORICAL CENTER](#)

[Eyewitness to History](#)

Once you have finished writing the summary, borrow a digital recorder from the teacher, find a quiet space, and record your opening to the documentary (you can edit it later if you need to)

5. Come back together – (If your students are not technologically inclined,

you could just collect the recorders and upload the audio files for them... the easiest way to transfer files between computers is with a USB drive) Each group will need one computer. I would allow a whole period to share the Interview and Introduction and to choose the pictures that will go with them; some additional searching may need to be done at this time.

The reporter should share his interview with the rest of the group and upload it onto the computer. Save it in your WebQuest file on the desktop. The photographer shares the pictures that he has saved and the group decides which ones to use with the interview (at this time the photographer may need to find new or different pictures)

The producer will also upload his audio introduction onto the computer. Save it in your WebQuest file on the desktop. Work together to choose photos that will be used with the introduction. Do NOT go on until you have saved the audio files and the pictures that you plan to use in the file on the desktop!

6. Making a Movie... (If you would like a few examples of illustrated interviews to share with your students available from TPS at Waynesburg Univeristy...[Friendship Village Remembers WWII](#), [Fact & Focklore by John O'Hara](#),[Drawn to America](#), [Growing Up In Manchester](#))

You will be using Movie Maker to create your final project. Use this [Movie Maker Tutorial](#) to get started.

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#11

Resources for Teachers



Boys sitting at tables holding open books inside the Thomas Hughes Memorial Room at the Chicago Public Library

HOW DOES A NATIONAL TRAGEDY INFLUENCE INDIVIDUALS OF THAT NATION?

Necessary resources to implement this lesson:

- Computers w/ internet access (at least one per group)
- Digital Recorders (at least one per group/preferably two)
- RealPlayer on each computer ([free download](#))
- Windows Movie Maker on each computer ([Tutorial](#))([Movie Maker how to website](#) w/download)

Favorites File

– contains links to all pictures and most of the web resources used to create this WebQuest.

Library of Congress Web resources:

[Pearl Harbor Webcast \(Intro to interviews\) 8 min](#)

[9/11 Webcast \(Intro to interviews\) 12 min](#)

["Man on the Street" Interviews Pearl Harbor](#)

["Man on the Street" Interviews 9/11](#)

[Today in History](#)

[American Memory Collection](#)

Search: United States Hawaii Honolulu County Pearl Harbor

Non Library of Congress links:

[Eyewitness to History](#)

- Background on Pearl Harbor

[Department of the Navy – Naval Historical Center](#)

- Background and pictures from Pearl Harbor

[StoryCorp Question Generator](#)

- Interview question generator

[Days of Infamy](#)

- American Radioworks has a comprehensive comparison of Pearl Harbor and September 11th including many Library of Congress resources.

8th grade Social Studies Textbook
The American Republic since 1877
2003 pgs 605-606

<http://www.glencoe.com/sec/socialstudies/ushistory/tar22003/index.php4>

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#12

Evaluation for Teachers

... AND HERE'S A
WORD FROM THE
CRITICS



[Meet the Press with Patricia Roberts Harris](#)

HOW DOES A NATIONAL TRAGEDY INFLUENCE INDIVIDUALS OF THAT NATION?

The goal of this WebQuest is for the students to gain a deeper understanding of how Pearl Harbor affected the people of the United States, as opposed to the basic knowledge that it was the beginning of the US involvement in WWII.

Students are also asked to compare their feeling on 9/11, to those of people who lived during Pearl Harbor. I chose not to evaluate their comparison of feelings, but to simply share them with the class as an additional learning experience.

Students will receive feedback from teachers and peers regarding their documentary project by using the following rubrics:

[Student Rubric](#)

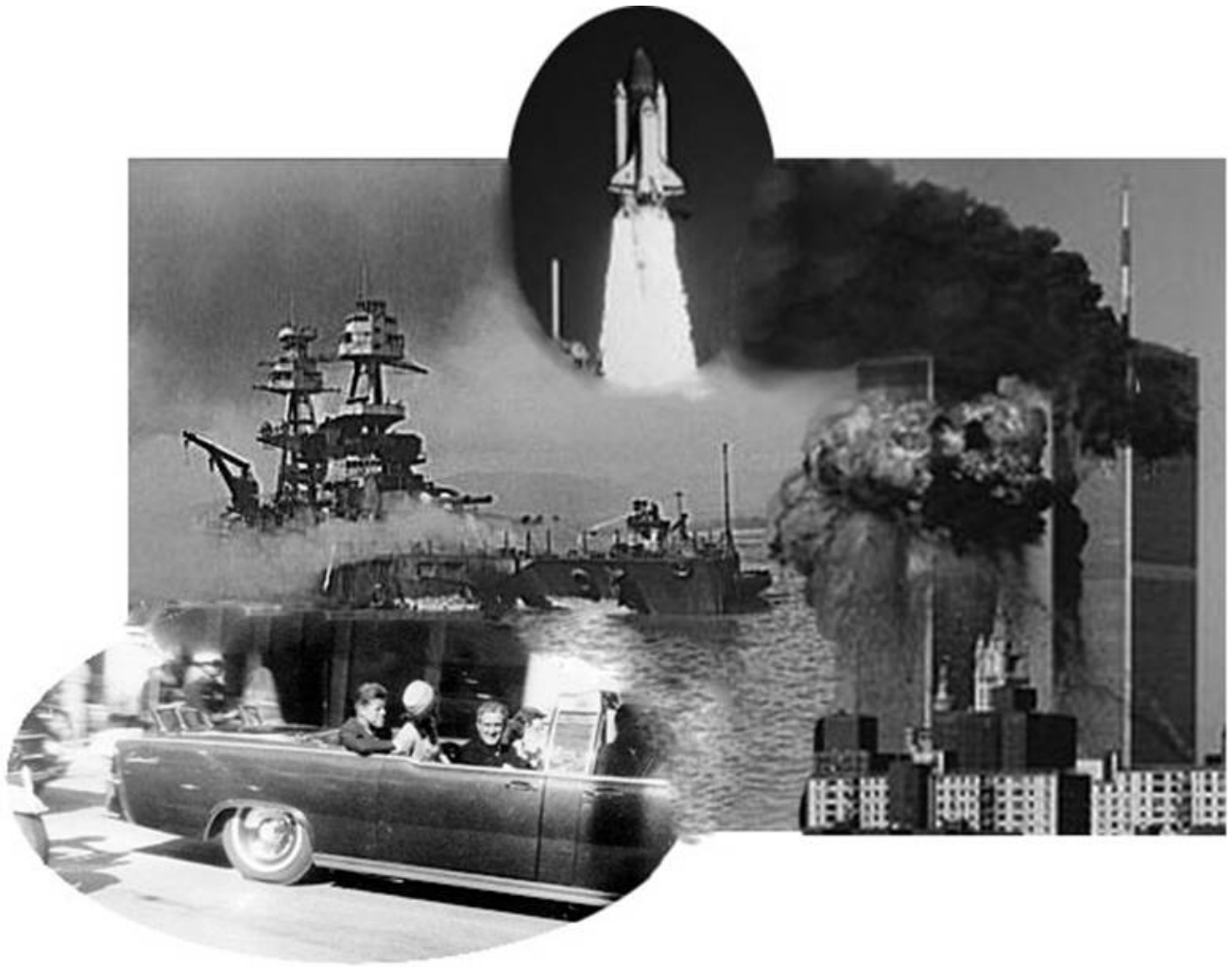
This rubric will be used by students to evaluate the input and cooperation of their team members.

[Team Rubric \(B & W\)](#)

This is the rubric that you will use to evaluate their final presentation.

#13

Conclusion



[Space Shuttle Challenger Disaster](#)
[Rare picture of Kennedy in Motorcade](#)
[USS Nevada at the bombing of Pearl Harbor](#)
[World Trade Center Towers, September 11, 2001](#)

HOW DOES A NATIONAL TRAGEDY INFLUENCE INDIVIDUALS OF THAT NATION?

Now that you have examined the reactions of the people when Japan attacked Pearl Harbor, we are going to explore a tragic event in your lifetime. The "Interviewer" will now become the "Interviewee"... In other words, let's record your reactions. The event similar to Pearl Harbor in your lifetime is the Terrorist attacks on September 11, 2001.

The members of your group should start your interview the same way you started the Pearl Harbor interview, and then ask similar if not the same questions. Each member of your group should interview another member (the reporter interviews the photographer, the photographer interviews the producer, the producer interviews the reporter).

We will listen to each interview and then discuss the similarities and differences between Pearl Harbor's effect on Americans and September 11th's effect on Americans. (Teacher should lead a discussion touching on the similarities between The Attack on Pearl Harbor and The Terrorist Attacks on September 11th)

- Allow Groups to present their interviews of each other and then talk about how their interviews compared to

- those about Pearl Harbor... Did most of the class have similar opinions? Were they the same as those of generations before? In this case, were the majority for or against going to war after the attack?
- This activity helps the students to feel more connected to the events that occurred in 1941, and thus is an excellent way to get them interested in WWII and comparing it to the current conflict.

Some students may want to take this activity even further; therefore I have provided opportunities for extending.

FOR EXTRA CREDIT:

1. You can make your own interview into a Movie Maker presentation (the same way you did the Pearl Harbor interview) and share it with the class.
2. You can interview any adult about either JFK's assassination, the Challenger Disaster, or September 11th and make a Movie Maker Presentation to share with the class
3. Do an oral poll using the digital recorder, asking the question "Do you think that the current conflict in the Middle East is WW III? Why?" than create a Movie Maker presentation with the answers and the results to present to the class.

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