Attack on Pearl Harbor

“Man-on-the Street” Interview

Teaching with Primary Sources

Oral History Project

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California University of PA
Pennsylvania State Standards:

History

8.4.6.B: Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history.

8.4.6.C: Explain how continuity and change have impacted world history.

Reading, Writing, Speaking, and Listening

1.1.6.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as summarizing, note taking, extending ideas from text, comparing and contrasting texts, determining fact from opinion, and supporting assertions about text with evidence from text.

Inquiry Based Learning Model:

Questioning: The teacher will ask questions about the attack on Pearl Harbor and the students will discuss what they know about the event.

Researching: The students will listen to a “Man-on-the-Street” interview.

Discussing: The students will discuss their thoughts on the different individuals interviewed.

Creating: After the students listen to an interview, they will create a short narrative of their life as a soldier. The students will present their short narratives to a group of their peers and discuss similarities and differences.
**Reflecting:** The students will reflect on how the world might be different if Pearl Harbor was never attacked.

**Descriptive Walkthrough of Activity:**

This action plan for learning (APL) would be a smaller lesson of a bigger unit on Pearl Harbor. The students will already know the basic information of the attack on Pearl Harbor. To introduce the lesson, the teacher will assess what the students remember from the previous lessons on Pearl Harbor. In the QUESTIONING section, the teacher will ask the students a few questions such as:

- Who attacked the U.S. naval base at Pearl Harbor?
- When did the attack happen?
- When did the U.S. declare war?
- How many U.S. battleships were sunk?
- How many people were killed, injured, and missing?
- Who was the president at this time?

In the RESEARCHING section, the students will listen to an oral history of a "Man-on-the-Street" interview (http://tinyurl.com/AFS6358A). The teacher will also provide a manuscript copy of the interview to each student so that they can read through it after the audio is finished. The students will be listening to Philip Cohen's interview of a few individuals on their feelings of the attack on Pearl Harbor. The students will specifically be listening for the individuals who were drafted for the army. The students will need to pay attention to these individuals' feelings and reactions on the war.
In the DISCUSSING section, the students will discuss the different individuals interviewed. They will discuss the different opinions of each individual on their answers to the questions on the war, draft, and Mr. Roosevelt.

In the CREATING section, the students will create a short narrative of their life as an American soldier. The students will need to answer these questions in their narrative:

- What is your initial reaction once you receive the news that you have been drafted into the army?
- Where were you and who were you with when you received the news of the attack on Pearl Harbor?
- What will you do to prepare for the war?
- How does your family feel about you going to war?
- Do you want to go to war? Why or why not?
- Do you agree with Mr. Roosevelt's decision to declare war on the Japan?
- Do you believe you or other soldiers drafted are well-trained to fight in the war?
  - If not, what could be done to better prepare you or other soldiers for the war?
- Who do you believe will claim the victory in this war? Why?

The students will read and discuss their narratives with a group of students. Once each student reads their narrative in the group, the students will discuss the similarities and differences in opinions between their writings.
In the REFLECTING section, the teacher will pose the question “How do you believe the world might be different if the attack on Pearl Harbor never occurred?” The class will discuss their thoughts and opinions on the matter.
Assessment of Oral History Activity:

Letter-Writing: Rubric for Soldier Narrative

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentences &amp;</td>
<td></td>
<td></td>
<td></td>
<td>Many sentence fragments or run-on sentences OR paragraphing needs lots of work.</td>
</tr>
<tr>
<td>Paragraphs</td>
<td></td>
<td></td>
<td></td>
<td>Most sentences are complete and well-constructed. Paragraphing needs some work.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>All sentences are complete and well-constructed (no fragments, no run-ons). Paragraphing is generally done well.</td>
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<tr>
<td></td>
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<td></td>
<td>Sentences and paragraphs are complete, well-constructed and of varied structure.</td>
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<tr>
<td>Grammar &amp;</td>
<td></td>
<td></td>
<td></td>
<td>Writer makes more than 4 errors in grammar and/or spelling.</td>
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<tr>
<td>spelling (</td>
<td></td>
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<td>Writer makes 3-4 errors in grammar and/or spelling.</td>
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<td>conventions)</td>
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<td>Writer makes 1-2 errors in grammar and/or spelling.</td>
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<tr>
<td>Capitalization</td>
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<td>Writer makes more than 4 errors in capitalization and punctuation.</td>
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<tr>
<td>and Punctuation</td>
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<td></td>
<td></td>
<td>Writer makes 3-4 errors in capitalization and punctuation.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Writer makes 1-2 errors in capitalization and punctuation.</td>
</tr>
<tr>
<td>Neatness</td>
<td></td>
<td></td>
<td></td>
<td>Letter is typed and looks like it had been shoved in a pocket or locker. It may have several distracting error corrections. It looks like it was done in a hurry or stored improperly.</td>
</tr>
<tr>
<td></td>
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<td>Letter is typed, clean, not wrinkled, and is easy to read with no distracting error corrections. It was done with pride.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Letter is neatly hand-written, clean, not wrinkled, and is easy to read with no distracting error corrections. It was done with care.</td>
</tr>
</tbody>
</table>

Teacher Name: _____________________________

Student Name: ____________________________________________
<table>
<thead>
<tr>
<th>Format</th>
<th>Complies with all the requirements for a short narrative.</th>
<th>Complies with almost all the requirements for a short narrative.</th>
<th>Complies with several of the requirements for a short narrative.</th>
<th>Complies with less than 75% of the requirements for a short narrative.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Accuracy</td>
<td>The short narrative answers at least 5 of the discussion questions.</td>
<td>The short narrative answers at least 3 of the discussion questions.</td>
<td>The short narrative answers at least 2 of the discussion questions.</td>
<td>The short narrative is completely off topic.</td>
</tr>
<tr>
<td>Ideas</td>
<td>Ideas were expressed in a clear and organized fashion. It was easy to figure out what the narrative was about.</td>
<td>Ideas were expressed in a pretty clear manner, but the organization could have been better.</td>
<td>Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the narrative was about.</td>
<td>The narrative seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about.</td>
</tr>
</tbody>
</table>

_______/28

*Students need to receive a 23/28 on their short narrative to pass this assignment.*