



Education Transfer Plan ABSTRACT

Directions:

- 1) Please fill out this form electronically by downloading it from <http://iisme.org> under Summer Fellowships, Fellowship Forms.
- 2) Save As and change the file name to **Abstract_yourlastname**
- 3) Print and attach to your ETP.
- 4) Acquire mentor signature, retain **ORIGINAL** and submit **COPY** to Peer Coach by 8/12/05.
- 5) Acquire administrator signature on ORIGINAL and submit to IISME by 10/3/05.

ETP TITLE: Historical Interviews

FELLOW NAME: David Cross

FELLOW PRIMARY E-MAIL: dcross95020@yahoo.com

SPONSOR COMPANY: Lockheed Martin Space Systems Company

MENTOR NAME: Anastasia Walsh

ABSTRACT (50 words or less:) Video interview project focused on the historical events of World War II. Students will interview and video tape veterans and Japanese internees from World War II. They will then produce a video production which includes student questions and first person historical commentary.

ETP TYPE: Conventional

GRADE LEVEL: Middle School

Subject: Social Studies **Document Format(s):** Word doc PowerPoint Excel Other:
If "Other," please describe:

Describe how your ETP aligns with NBC or State standard as stated in your proposal:

National Technology Skills including: Students use technology tools to enhance learning and increase productivity; collaborate in constructing technology enhanced creative works; use telecommunications to collaborate, publish and interact with peers, experts and audiences; communicate information and ideas; and, use technology to process data and report results.

California Social Science Analysis Skills associated with Historical Research, Evidence and Points of view. Including: Students frame questions that can be answered by historical study and research; Students distinguish fact from opinion; Students assess credibility of primary and secondary sources; and, students detect different historical points of view on historical events.

National Social Studies Standards NSS_C.5-8.5 Includes: What are the rights and responsibilities of citizens; what dispositions or traits of character are important to the preservation and improvement of American constitutional democracy; and, how can citizens take part in civic life.

California Language Arts Standards: Speaking and Listening - deliver narrative presentations, and deliver research presentations.

Describe the connection between your ETP and the Summer Fellowship.

My summer fellowship involves collecting Organizational Stories through video taping senior, long-term and retired Lockheed employees. I will meet and guide employees in crafting a story with an implicit message focused on the core values of the company. I will also participate in extending the corporate history of Lockheed-Martin through a similar storytelling collection with employees. I will teach students to craft questions that

will help veterans and internees tell their story. Students will ask follow-on questions that will fill in blanks they may have about the events of World War II.

Checklist for sections contained in ETP:

- | | | |
|--|--|--|
| <input type="checkbox"/> Clearly Stated Outcomes & Standards | <input type="checkbox"/> List of Materials/Resources | <input type="checkbox"/> Hard Copy Turned In to Peer Coach |
| <input type="checkbox"/> Specific Procedure/Plan | <input type="checkbox"/> Rubric or plan for evaluating outcomes. | <input type="checkbox"/> Soft Copy Turned into Peer Coach |

I. FELLOW SIGNATURE-- Required Before August 12, 2005

I, the IISME **Fellow** named above, affirm that the ETP I am submitting is my own work, that I acknowledged sources where appropriate, and that I avoided including any proprietary information of the Sponsor Company. By my submission I am assigning to IISME my entire copyright in the ETP. I understand IISME is simultaneously granting me a license to use the ETP for pedagogical purposes.

Signature _____ Date _____

II. MENTOR SIGNATURE-- Required Before August 12, 2005

I, the **Mentor** named below [please select one of the following],
 have read the attached ETP, and my comments, if any, appear below.
 have read the attached ETP, and, as outlined in the IISME-Company Fellowship Agreement, have reviewed it on behalf of the Sponsor Company, and have determined that the ETP does not contain any Sponsor-proprietary information. My additional comments, if any, appear below.

Mentor Comments:

Signature _____ Date 8/9/05

Printed Name: Anastasia Walsh

III. ADMINISTRATOR SIGNATURE-- Required Before October 3, 2005, submit to IISME on or before October 3 to be eligible for \$300 grant.

I, the **Administrator** named below have read the attached ETP and my comments, if any, appear below.

Administrator comments:

Signature _____ Date _____

Printed Name: Paige Cisewski

Historical Interviews: Perspective and World War II



Educational Transfer Plan
David Cross
IISME Fellow 2005
Sponsor Company: Lockheed Martin
Space Systems Corporation
Sunnyvale California

August 10, 2005

Table of Contents

Overview	3
Student Objectives	3
Standards Addressed	4
Resources Required	5
Background Information	7
Project Description	7
Project Based Learning	8
The Six A's	8
The Setup	10
The Driving Question	10
Timeline	11
Planned Assessment	12
How to Replicate	13
Day 1	15
Day 2	16
Day 3	17
Day 4	18
Day 5	20
Day 6	21
Day 7&8	22
Day 9, 10 & 11	23
Assessment Rubrics	24
Assessment Forms	28
Reflection Sheet	29
Resources	30

Overview

This Education Transfer Plan (ETP) is a Project Based Learning (PBL) unit for 8th grade students, where students conduct video interviews focused on the historical events of World War II. Students will interview and video tape veterans and Japanese internees from World War II and possibly members of the all-Japanese 432nd Regimental Combat Team. They will then produce a video that includes student questions and first person historical commentary in response. Students typically have little contact with veterans who served in World War II and even less contact with Japanese internees. This project will bring veterans and internees into the classroom to be interviewed and videorecorded by students. Students will improve their interview skills and understand more deeply some of the challenges, concerns and perspectives from World War II. Students will also improve their skills in videotaping and video production.

Student Objectives

Students will:

- Understand the difference between primary and secondary source material and be able to assess the credibility of their sources;
- Learn to craft questions which probe beyond the typical historical facts;
- Work collaboratively throughout this project;
- Be able to distinguish fact from opinion and detect differing historical points of view on events;
- Learn to videotape subjects in an interview setting; and,
- Be able to produce a movie from the interview videotape they have recorded.

Standards Addressed

- California Social Science Analysis Skills (HSS.6-8.1, HSS.6-8.2, HSS.6-8.4 & HSS.6-8.5) associated with Historical Research, Evidence and Points of view. Including: students frame questions that can be answered by historical study and research; students distinguish fact from opinion; students assess credibility of primary and secondary sources; and, students detect different historical points of view on historical events.
- California Language Arts Standards: Speaking and Listening (ELA.8.2.1 & ELA.8.2.3): Deliver narrative presentations, and deliver research presentations.
- National Technology Skills (6-8 IV.1, IV.2, V.2 & V.3) including: Students use technology tools to enhance learning and increase productivity; collaborate in constructing technology enhanced creative works; use telecommunications to collaborate, publish and interact with peers, experts and audiences; communicate information and ideas; and, use technology to process data and report results.
- National Social Studies Standards (NSS_C.5-8.5) including: What are the rights and responsibilities of citizens; what dispositions or traits of character are important to the preservation and improvement of American constitutional democracy; and, how can citizens take part in civic life.

Resources Required

Equipment needed: (Each group of students should have these)

- One video camera (VHS, Beta, Mini-DV, DVD)
- One Tripod
- One Microphone compatible with the camera (may not be required based on the quality of the microphone installed on the camera)
- Production equipment (again, dependent on the camera, this might be a PC with appropriate software, or between camera and VCR, VCR to VCR and some modern cameras allow you to completely edit a project including titles in the camera itself)
- Backdrops and lighting give a more professional look to the video, but are optional.
- Playback device (VCR, Video recorder or DVD Player with a TV, PC and LCD Projector, etc..)

Resource materials:

Books or reference materials (primary and secondary) about:

- The Japanese internment;
- The combat record of the 100th Infantry Battalion and 442nd Regimental Combat Team;
- The D-Day invasion of Europe; and,
- Two class sets of the book "Farewell to Manzanar."

See additional sources listed on page 28

Support:

- Parental involvement to transport and supervise students during interview sessions;
- Volunteers from the VFW/American Legion in Morgan Hill/Gilroy; and,
 - American Legion Post 217 – Gilroy
P.O. Box 1065
Gilroy, CA 95021
 - VFW Post 6309 John A Berri Post
Gilroy, CA 95020
 - VFW Post 4112 Sgt Martin R. Barth Post

Morgan Hill, CA 95037

- Volunteers from the Japanese American Museum of San Jose.
 - Japanese American Museum of San Jose
535 North Fifth Street
San Jose, CA 95112
408-294-3138
mail@jamsj.org

Background Information

The California Teaching Standards for Social Studies covers the colonial period through the Industrial Age, and includes a unit on the Constitution. Students, however, have a strong desire to learn about World War II. As a result, I decided to have the students complete a short unit about World War II that focuses on some of the supplemental skills that students need to learn, such as types of source documents, questioning skills needed to conduct research, discerning between fact and opinion and understanding differing points of view. This project will meet those supplemental skills and allow students to see World War II from a different perspective than normally seen. The South Santa Clara Valley is an area that is still predominately a farming community, has many people of Japanese descent – many who are former residents of the internment camps, and so part of this project is also a look at some local history as well. This project will allow students to conduct research online, use video cameras to record historical responses to research questions, and then produce the videos into a short movie. The movies may be posted online, but if so, that will be done by a separate group of students. I have these students in a two period block two or three times per week, which will give me more flexibility to conduct this project.

Project Description

Students will begin the project by completing a KWL chart about World War II. I will guide them with questions or statements to find out what the students know specifically about the Internment of Japanese Americans during the war. As a class, we will also hold a discussion about the difference between primary and secondary sources, the difference between fact and opinion, and how to craft questions to get the most out of an interview. After forming small groups (3-4 students each), students will conduct research, using online and in class materials, including materials found at the library. Groups will then use their research materials to develop interview questions that probe deeply into the experiences of veterans and internees. After a peer review of questions, students will interview and videotape the responses of these senior citizens. The videotape will then be produced by the students into a movie and burned onto a DVD.

Project Based Learning

PBL is a constructionist methodology for educating students. The Buck Institute for Education defines PBL as “a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks.” PBL engages students, gives them some flexibility in demonstrating their understanding of a topic and is standards based. The use of a driving question is key to the project, and development of this question is often key to a successful project. Additionally, a good project, will incorporate the “six A’s” into the project.

The Six A’s

The six A’s that are incorporated into a PBL unit are:

- **Authenticity** – The project explores an authentic problem or challenge and digs deep into the topic. This project looks at the authentic problem faced by the Japanese American community and gives them the opportunity to dig deep into this historical event.
- **Academic Rigor** – PBL should meet state standards and be academically challenging. This project does address state standards and the entire topic will challenge students academically, but also emotionally as well.
- **Active Exploration** – Students are engaged in active exploration using hands on materials of their own choosing. This project allows students to research using a variety of methods, develop questions in collaboration with other students and videotape adults in an interview setting.
- **Autonomy** – Students have choice over some, or all, of the project. In this project, students will determine who they work with, take on different roles within the group and create the look and feel of their final product.
- **Assessment Practices** – PBL uses a variety of Assessment methods. Assessments are also shared with students at the beginning of the project. For this project, students will be assessed formally and informally, by both peers and teacher using rubrics developed by the teacher, adjusted by the students and shared at that beginning of the project.

- Adult Connections – Adult connections add to the authenticity of a project. In this project, adults will be the interview subjects and some adults will visit the classroom or provide background information.

The Setup

This project will begin with a “setup” or fictional scenario to help the students buy-in to the driving question. This setup is:

The great historical documentarian, Ken Burns, is looking to create a new documentary film about World War Two, including Japanese Americans confined to internment camps. He needs a group of people to collect background information and interviews focused on the war.

The Driving Question

As you collect and prepare materials for Ken Burns, answer the question; What was the effect of World War II on Americans of different races?

Timeline

- Before school begins
 - Contact veteran organizations (VFW/American Legion) and solicit volunteers to participate in the project;
 - Contact the Japanese American Museum of San Jose to develop a list of volunteers for the interviews;
 - Collect needed resources, including video equipment and resource materials;
 - Coordinate with the Language Arts teacher to have students read the book "Farewell to Manzanar" in class; and,
 - Contact students to spark their interest in the project and start to develop a list of parental helpers/drivers.
- As school begins
 - Introduce the students to the project;
 - Have students work in groups to gather background information about veterans or internees; and,
 - Students develop questions.
- Approximately 1 to 1 1/2 weeks into the school year
 - Students conduct peer reviews of other groups questions;
 - Groups interview veterans and internees;
 - Students begin production of the video's; and,
 - Peer review nearly completed projects.
- Approximately 2 1/2 weeks into the school year
 - Final video's due;
 - Final assessment by students and instructor; and,
 - Videos may be posted online.

Planned Assessment and Student Products

- Rubrics and gradesheets developed to facilitate assessment (see pages 24 to 29 of this packet)
- Student Collaboration
 - Early in project – management by walking around, checking to make sure that students are productively working together (Informal)
 - Mid-project – Daily peer review of team performance (Formal)
 - End of project – Peer assessment of members in their team. (Formal) This assessment will check for group and individual attitude, focus and cooperation.
- Collect Resource Material
 - Early in project – Check to ensure that students have brought in the required material (Formal)
- Interview Questions
 - Peer review to work on improving interview questions (Informal)
- Final Video Product
 - Peer review to work on improving the video (Informal). This will be completed 1-2 class periods before the formal assessment.
 - Peer and Instructor assessment of the final product. (Formal) This assessment will check for quality, questions asked, sound and video clarity.
- Student Reflection
 - Students will reflect on what they have learned during the project, including the differing perspectives of the war and internment. (Informal)

How to Replicate this Project

The project is easily replicated, but may need to be adjusted to the appropriate grade level and skill set of the students. The purpose of the project is to interview veterans and Japanese American Internees from World War II. Students will create a movie of the interview. In the end, I hope that students will come away with the realization that differing groups of people had opposing views of the war and the actions of the United States.

One of the more difficult pieces to replicate will be the technological piece. Students will need to be instructed in the use of video cameras and the appropriate video production technology as these skills will be essential throughout the project, and in other projects during the school year. Most classrooms have access to video camera's that are compatible with computers (both PC and Apple), but one variable will be the software available to the class (iMovie, Adobe Premiere and Final Cut are but a few examples). The preferred method to facilitate student instruction on Video production would be the use of a computer lab or mobile computer cart. However, this can be done simply and easily by taping between the camera and a VCR. One word of caution on this method is that video quality does suffer when a clip is copied between machines a number of times. Apple and Adobe each have excellent "How to" guides online that will help teachers learn the material in order to instruct their students should this be their chosen method of production (see resources on page 30 for details). Additionally, many local colleges offer specific training in the use of these programs (the [Krause Center for Innovation](#) offers instruction specifically for teachers). Students will also need to receive instruction on how to ask questions that seek extended responses and deep thinking on the part of the interview subject. One other possible adjustment would be to have the final product be a written report, or some type of display board if the technology piece is too difficult to replicate.

Another critical piece is the availability of appropriate people to interview. I am thinking

of primarily using veterans of the all-Japanese infantry units and for army veterans of D-Day, the Battle of the Bulge or Iwo Jima (a significant battle which will be easy to research prior to the interview). In some areas, people who have experienced these traumatic events may not be available. As time progresses, and these events become more distant, available interview subjects will become less available naturally.

Day 1

General comment: I am expecting to be on a block schedule this coming school year.

However, I have tried to design each “day” as one 50 minute period.

Project Introduction – Start with the scenario (Ken Burns needs help) and then give the students the driving question. It may be necessary to have the students watch a short clip from Burns’ *Civil War* documentary so the students understand what Burns has done. After discussing the driving question, we will go through the general timeline of events, expectations for the student products and review the assessment rubrics.

Develop Student Interest – We will conduct a KWL discussion. Through this discussion I will ask some “leading questions” to draw out from the students the role of the United States, the importance of specific battles (D-Day, Pearl Harbor, Battle of the Bulge and Iwo Jima), the cost in lives of the war (the Holocaust and Russian casualties in particular) and the Internment of American citizens during the war.

Day 2

Day two will focus on two specific areas.

Research Materials – Introduce the concept of primary and secondary source materials.

We will also focus on where oral history fits into the continuum between primary and secondary. We will also discuss the idea of point of view, especially discerning fact from opinion.

Developing Interview Questions – Discuss how to ask questions that require deeper responses and longer responses during an interview.

- Ask question which cannot be answered with one or two words
- Ask questions that start with “How” and “What” that usually result in longer responses
- Not asking questions which can be found easily through research.

Students form into groups – This can be done with the instructor selecting homogenous groupings, or by students self-selecting the groups.

Groups select the area of focus – This will be based on the type of volunteers I can find. Ideally, I would be able to have two to three groups focusing on Japanese Internees, one group focusing on Japanese combat veterans, and three to four groups focusing on veterans of major battles (D-Day, Battle of the Bulge, Iwo Jima).

Assignment – Students will be given two assignments:

- As a group – create questions to ask volunteers
- As individuals – locate and bring to their group, research materials

Day 3

Research – Students will spend much of this day conducting research on their area of focus (see day two). Students will use the internet and materials brought from outside class to develop a deeper understanding of their topic.

Brainstorming – Students will conduct some brainstorming with their group about the questions they will ask their interview subject.

Assignment – Students will be given two assignments:

- Collect any additional resources needed
- Write down three questions you would like to ask in an interview

Day 4

Interview Questions – Groups will work for half of the class period developing questions. Students need to consider what they know about their topic and develop a list of questions (at least 10) that will be used with their interview subject.

Peer Review – Groups will now conduct peer review as a class. The Peer review will be conducted as follows:

- Questions read to class. Each group will read all of their questions to the class. Questions need to be labeled or numbered so that the class can refer to questions specifically. Once the questions have been read, the rest of the class may ask any clarifying questions they have. These types of questions may only be as a check for understanding – Is this what you asked?, Did you mean to say...? Etc...
- Cool comments – The group that has just read their questions, will then sit in a designated area with their backs to the rest of the class. They will take notes as appropriate. The rest of the class will form into a large circle and begin making cool comments. The class may make cool comments for up to three minutes. Cool comments are critical comments about specific questions that they didn't like. Cool comments should also be constructive, if possible, and be specific, as opposed to more general comments which could be used to tear down a group, rather than helping them. Some examples of good cool comments would be, "I think question 5 sounded too harsh, perhaps they should consider phrasing it more gently," or "I wonder if they should do more research before asking a question about food preparation."
- Warm comments – While in the same seating arrangement, the class will then make warm comments about the questions. Warm comments are those which encourage the group or help them strengthen what they have done. Warm comments last for up to three minutes. An example of a warm comment would be, "I really liked question 5, it would really push someone to answer in great depth."

- Clarifying Questions. Once the sessions of warm and cool comments are finished, the group then rejoins the class in the big circle. The group which read their questions then has the opportunity to ask for more information about the comments. Groups must be careful not to feel defensive or argumentative during this phase. The group must remember that they still have complete control over the questions they will ask and that they do not have to use any of the feedback given. At the end of the clarifying questions, or if they don't have any clarifying questions, they should simply thank the class for their input.

Day 5

Finish Peer Review – There is the strong possibility that the peer review session may take more than half of the class period. As a result, students may need to complete the peer review before moving on to the next session.

Revisions – Groups now have some time to reflect on the warm and cool comments and make any revisions to their questions. This is also a time to dig back into any research material, if necessary, in response to comments made by the class. At the end of this class period, groups should have all questions ready to ask during the interview.

Day 6

This session may actually take more than one day since it will probably involve driving to several different locations to meet interview subjects.

Conduct Interview – Students will travel to an agreed upon location. During this session, students will need to prepare the interview area, set up the camera, set up any necessary lighting and be ready to go when the interview subject arrives. Students should ask some “get to know you” questions first, to try to relax the subject, and then go through their list of questions. However, the video camera should record all of the interview including the “get to know you” questions.

Day 7 and 8

Video Production – Students will spend these two days importing video, cutting out unnecessary material, adding titles and any other images to the video. Once done to the groups satisfaction, the project will then be electronically turned in to the instructor, via Flash Memory stick, firewire transfer or other method.

Day 9

Peer Review – Students will watch the work of the other groups. At this time there will be another round of Warm and Cold comments.

Day 10

Final Production – Students will make any corrections needed following the peer review session.

Day 11

Final Assessment – As a class, we will watch the student videos and conduct our peer assessment for each group and for individuals within groups.

Project Reflection – Once assessment is completed, students will take a few minutes to reflect on their project and make any suggestions on improvements for next year.

Assessment Rubrics

Collaborative Work Skills : Historic Interviews

Teacher Name: **Mr. Cross**

Student Name: _____

CATEGORY	5	4	3	2
Contributions	Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.
Time-management	Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Usually uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Tends to procrastinate, but always gets things done by the deadlines. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities because of this person's inadequate time management.
Quality of Work	Provides work of the highest quality.	Provides high quality work.	Provides work that occasionally needs to be checked/redone by other group members to ensure quality.	Provides work that usually needs to be checked/redone by others to ensure quality.

Attitude	Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).	Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s).
Focus on the task	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Lets others do the work.
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.

Date Created: **Jul 12, 2005 12:00 pm (CDT)**

Created at: <http://rubistar.4teachers.org>

Interview : Historic Interview Videos

Teacher Name: **Mr. Cross**

Student Name: _____

CATEGORY	10	8	7	5
Questions	Before the interview, the student prepared several in-depth AND factual questions to ask.	Before the interview, the student prepared a couple of in-depth questions and several factual questions to ask.	Before the interview, the student prepared several factual questions to ask.	The student did not prepare any questions before the interview.
Follow-up Questions	The student listened carefully to the person being interviewed and asked several relevant follow-up questions based on what the person said.	The student listened carefully to the person being interviewed and asked a couple of relevant follow-up questions based on what the person said.	The student asked a couple of follow-up questions based on what s/he thought the person said.	The student did not ask any follow-up questions based on what the person said.
Politeness	Student never interrupted or hurried the person being interviewed and thanked them for being willing to be interviewed.	Student rarely interrupted or hurried the person being interviewed and thanked them for being willing to be interviewed.	Student rarely interrupted or hurried the person being interviewed, but forgot to thank the person.	Several times, the student interrupted or hurried the person being interviewed AND forgot to thank the person.
Videography	Video does not rock/shake and the focus is excellent throughout.	Video does not rock/shake and the focus is adequate throughout.	Video has a little rocking or shaking, but the focus is excellent throughout.	The video rocks/shakes often OR the focus is not adequate.

Sound Quality	Both the interviewer and the person being interviewed can be heard/understood very clearly on the tape with no wind or background noise.	Both the interviewer and the person being interviewed can be heard/understood very clearly on the tape but there is some wind or background noise.	The person being interviewed can be heard/understood very clearly on the tape but the interviewer's voice is not easily heard.	The sound quality is poor making it hard to hear/understand the person being interviewed.
Knowledge Gained	Student can accurately answer several questions about the person who was interviewed and can tell how this interview relates to the material being studied in class.	Student can accurately answer a few questions about the person who was interviewed and can tell how this interview relates to the material being studied in class.	Student can accurately answer a few questions about the person who was interviewed.	Student cannot accurately answer questions about the person who was interviewed.

Date Created: **Jul 12, 2005 12:32 pm (CDT)**

Created at: <http://rubistar.4teachers.org>

Interview Gradesheet

Name _____

Group Grades

Category	Group 1	Group 2	Group 3	Group 4
Questions (10,8,7,5)				
Follow-up Questions (10,8,7,5)				
Politeness (10,8,7,5)				
Videography (10,8,7,5)				
Sound Quality (10,8,7,5)				
Knowledge Gained (10,8,7,5)				
Total Min-30 Max-60				

Individual Grades

Category	Student 1	Student 2	Student 3	Student 4
Contributions (5,4,3,2)				
Time-Mgmt (5,4,3,2)				
Quality (5,4,3,2)				
Attitude (5,4,3,2)				
Focus (5,4,3,2)				
Wk w/ Others (5,4,3,2)				
Total Min-12 Max-30				

Student Reflection Questions

PROJECT COMPONENT

Curricular Issues

1. What is the goal of your group project?

(E.g., What is the main point you are trying to communicate to your intended audience? What concepts that you studied in class did you include/are you trying to share with others?)

Time Frame

1. What were the challenges you faced as you worked on your project?

2. What changes did you make while you were planning the project?

3. In what ways did your classmates and teacher give you suggestions on how to improve your project?

4. How long did you work on this project? How much time did you spend on planning, gathering and selecting information, editing and putting it all together?

5. Do you wish that you had been given more time to work on this project? What else would you have done?

Student Direction

1. How did you select the information to include? (What resources did you use? Why did you leave some information out?)

2. How did your teacher or others help?

Collaboration

1. How did the whole team contribute to this project?

2. How did you and your team make choices as you built this project?

Assessment

1. What did you learn during this project? (E.g., about concepts, media, teamwork?)

2. What will you do differently during your next multimedia project?

3. What part of this project did you like the best?

4. What part of this project did you like the least?

Resources

Internet:

www.geocities.com/Athens/8420/main.html
www.sfmuseum.org/war/evactxt.html
www.lib.utah.edu/spc/photo/9066/9066.htm
www.ibiblio.org/pha
www.pbs.org/childofcamp
www.historyplace.com/worldwar2/timeline/ww2time.htm
www.bbc.co.uk/history/war/wwtwo/
www.spartacus.schoolnet.co.uk/2ww.htm
history.acusd.edu/gen/WW2Timeline/start.html

Books:

Band of Brothers by Stephen Ambrose
Farewell to Manzanar by Jeanne Wakatsuki Houston
Only What We Could Carry by The California Historical Society
Voices from Camps by Larry Dane Brimner
Go For Broke by Tom McGowen
Unlikely Liberators: The Men of the 100th and 442nd by Masayo and Peter Duus
Nations Most Decorated Military Unit by Hiroaki Morita

Textbook:

History Alive! United States History published by Teacher Created

Videos:

Camp Child

Organizations:

Japanese American Museum of San Jose
Veterans of Foreign Wars
American Legion

Video Production

www.ewyl.net/tutorials/
www.adobe.com/education/curriculum/dv_curriculum.html
ali.apple.com/ali_sites/ali/exhibits/1000019/
www.microsoft.com/windowsxp/using/moviemaker/default.mspx
213.232.94.135/dvtraining/
desktopvideo.about.com/od/advancedvideoediting/