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| PROJECT TITLE:                               |                                                                |
| <b>Reporting the War During World War II</b> |                                                                |
| AUTHOR: Sandra McLaughlin                    | SUBJECT & GRADE LEVEL<br>U.S. History – 11 <sup>th</sup> Grade |

### CLASSROOM PRACTICE (DOCUMENT #1)

#### 1. HI Overview & Teaching Thesis:

How is war reported to the public? World War II is different than the wars that came before or the wars that come after because it is everybody's war. Due to the universal draft and the need to mobilize for war, almost every family in America had a father, brother, uncle, or cousin fighting in Europe or the Pacific. Other family members on the home front contributed to the war effort by working in war industries and volunteering. World War II touched almost all areas of the globe. This world-wide connection made it important not only for families in America, but also for families around the world, to have access to information. According to historian Stephen Ambrose, the author of *Band of Brothers*, World War II was the greatest event of the twentieth century because "It changed everything. It was also the best reported war, ever. The men and women who covered the war told Americans who was winning, and why, and who did the fighting, and how."

The Reporting Stations activity allows students to analyze how World War II was reported by investigating war-time journalism through five different fifteen minute stations. Reporting Stations will engage students as they move from one station activity to the next by interacting with internet sources, listening to war reports, watching World War II newsreels, and reading the writings of various war reporters.

#### 2. Suggested Grade Level and Length of Activities:

The Reporting Stations activity is designed for an 11<sup>th</sup> grade U.S. History class but it can be modified for middle school.

#### 3. Significance & Relevance:

##### Virginia Standard of Learning

- VUS.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to
- a) identify, analyze, and interpret primary and secondary source documents, records, and data, including artifacts, diaries, letters, photographs, journals, newspapers, historical accounts, and art, to increase understanding of events and life in the United States;
  - b) evaluate the authenticity, authority, and credibility of sources;
  - c) formulate historical questions and defend findings, based on inquiry and interpretation;
  - d) develop perspectives of time and place, including the construction of maps and various

- timelines of events, periods, and personalities in American history;
- h) interpret the significance of excerpts from famous speeches and other documents;

VUS.12 The student will demonstrate knowledge of the effects of World War II on the home front by  
d) describing the role of media and communications in the war effort.

### **OAH Historical Inquiry Skills**

#### **Historic Comprehension –**

- Define the purpose, perspective, or point of view from which the narrative has been constructed.
- Evidence historical perspectives – the ability to describe the past on its own terms, through the eyes and experiences of those who were there, as revealed through their literature, diaries, letters, debates, arts, and the like; and to “present-mindedness,” judging the past solely in terms of the present-day norms and values.

#### **Historical Analysis and Interpretation-**

- Identify the author or source of the historical document or narrative and assess its credibility.
- Differentiate between historical facts and historical interpretations, but acknowledge also that the two are related.

### **4. Technology**

The Reporting Stations relies on the teacher and students having access to technology. Students will use websites to collect information, listen to radio archives, watch newsreels, and explore various websites to read primary resources. Students will use the resources found on the Newseum, National Archives, FDR Library, and UVA American Studies websites to evaluate how news was reported to the public during World War II.

### **5. Modifications, Differentiation, and Extensions**

**Modification/Differentiation** - The lesson plan is designed to allow for struggling readers to listen to radio reports, watch newsreels and explore websites. A homework assignment is to read two columns by Ernie Pyle. The readings can be done in class the day before the stations activity. Station activities work well with students at all levels due to variety of media used. If there is more than one teacher in the classroom it is helpful to have the teachers supervise at stations 3 and 5. Teachers in the stations help to guide students on the different reporting styles of Edward R. Murrow and Ernie Pyle and assist with the interpretation of primary resources in the censorship stations. It also helps to keep students motivated.

**Extension** – After completing the stations, student can continue their investigation of war reporting by completing research on one World War II battle and reporting to class their findings by using one journalistic style. Students will work in groups to develop a radio report, news column or newsreel to explain the impact of a battle on the outcome of the war.

## 6. Lesson Overview

**Part I** – The PowerPoint introduces students to how war is reported by illustrating the descriptions of events provided by Edward R. Murrow and Ernie Pyle, and it also allows students to evaluate which reporting style they like best.

**Part II** – Reporting Stations – Students will move through five stations exploring different topics on how World War II was reported. Each station is designed for students to use different skills to keep them engaged including listening, watching, reading, writing, and discussion.

**Part III** – Extension Activity - Students in groups or as individuals will research a World War II battle and report the events of the battle in the form of a radio report, imbedded reporter, war cartoon, or newsreel.

- Students will evaluate the effectiveness of various styles of reporting the news, including newspaper reports, imbedded reports, radio broadcasts, and newsreels.
- Students will analyze various styles of reporting the news for bias, propaganda, and effectiveness of relaying the news.
- Students will evaluate the impact of technology on journalism.
- Students will be able to compare and contrast the reporting styles of Edward R. Murrow and Ernie Pyle.
- Students will analyze the role of censorship on reporting the news during war.
- Students will be able to evaluate the difference between war reporting during World War II and modern day.

### Reporting Stations Bibliography

“Allies Drive on Into Italy, Planes Smash Foes From the Air, 1944.” *Digitized Videos in the National Archives*. U.S. National Archives and Records, n.d. Web. 10 May 2012. <<http://www.archives.gov/research/arc/videos.html>>. The National Archives website has a variety of resources on World War II from propaganda posters, digital copy of the *The Day of Infamy* Speech, and newsreels. The digitized newsreels are a great source of information about the World War II time period.

“Edward R. Murrow.” *Radio Days*. N.p., n.d. Web. 12 May 2012. <<http://www.otr.com/news.shtml>>.

I was concerned about this website because it is not associated with an educational institution. It does not have advertisements and appears to be reliable. It has very good sound recordings of various reporters in World War II but also other events in American History

“Ernie Pyle: War Time Columns.” *Ernie Pyle*. Indiana University School of Journalism, n.d. Web. 11 May 2012. <<http://journalism.indiana.edu/resources/erniepyle/wartime-columns/1/#WartimeColumns>>.

The Indiana University School of Journalism has an outstanding collection of Ernie Pyles’ columns

and images. The columns are easy to access and have a short description before each column for better searching.

“FDR to Winton Churchill re: Leaks to the Press About Anti-Submarine Methods 11/10/1944.” *Franklin D. Roosevelt Presidential Library and Museum*. National Archives, n.d. Web. 10 May 2012.

<http://www.fdrlibrary.marist.edu/cgi-bin/htsearch?words=censorship;page=2>>. The Franklin Roosevelt Presidential Library website is a good source for digital photos and documents. It is easy to search and has wide variety of resources. It does not have digital versions of fireside chats or film with FDR.

“Hopkins on Conference with Stalin to FDR 9/11/1941.” *Franklin D. Roosevelt Presidential Library and Museum*. National Archives, n.d. Web. 10 May 2012. <http://www.fdrlibrary.marist.edu/cgi-bin/htsearch?words=censorship;page=>>. The website provides good images of President Roosevelt and his family. It also has a good digital collection of Roosevelt’s correspondence to others and documents sent to him. It does not have a digital collection of voice or film archives of FDR.

Lane, Katie. “Censorship and War Propaganda.” *American Studies at the University of Virginia*.

[http://xroads.virginia.edu/~class/am485\\_98/lane/media/censor.htm](http://xroads.virginia.edu/~class/am485_98/lane/media/censor.htm), Fall 2009. Web. 9 May 2012.

[http://xroads.virginia.edu/~class/am485\\_98/lane/media/censor.htm](http://xroads.virginia.edu/~class/am485_98/lane/media/censor.htm)>. This website is sponsored by the University of Virginia American Studies department that was disbanded in 2009. The academic research collected from 1994 - 2009 is maintained on the website but new information is not added. The articles on reporting war are well researched, cited, and interesting to read.

*Reporting War In America*. PBS co produced by Insignia Films and WETA, 2003. Web. 10 May 2012.

<http://www.pbs.org/weta/reportingamericaatwar/>>. The PBS website covers reporting war in America during the 20th century. It has a good collection of World War II reporters talking about their experiences. The reports can be streamed.

*Reporting World War II: American Journalist 1938 – 1946*, The Library of America, Penguin Putnam, Inc, 2001.

The book is a collection of news reports from various reporters during World War II. It provides an excellent source of primary resources from a variety of reporters.

“Voices of World War II: Voices From the Home Front.” *Voices of World War II: Voices from the Home Front*. University of Missouri Kansas City Nicols Library in conjunction with the Harry Truman Presidential Library and Museum, n.d. Web. 9 May 2012. <<http://library.umkc.edu/spec-col/ww2/main.htm>>. The UMKC website is an excellent resource for World War II radio recordings. It has a wide variety of newscasts from the radio. It is well organized into special topics such as Before the War, the War in Europe and Post World War II.

“War Stories.” *The Newseum: War Stories*. The Newseum, n.d. Web. 12 May 2012.

<<http://www.newseum.org/warstories/>>. The Newseum is an excellent museum and has a very good website. It has a special feature about reporting wars. The website goes along with the exhibit on Reporting Wars. It has short background information about war reporting and technology. The page can be sorted by war.