

Lesson Overview: Reporting World War II

Guiding Questions	Objectives	Assessment	Activities to support objectives and assessment
Title: Introduction to Reporting War Guiding Questions Students will evaluate the effectiveness of various styles of reporting the news, including newspaper reports, imbedded reports, radio broadcasts, and newsreels. Students will be able to compare and contrast the reporting styles of Edward R. Murrow and Ernie Pyle.	1. Students will be able to evaluate two reporter's styles, Ernie Pyle and Edward R. Murrow, for how effective different styles of writing/broadcasting can be on the public/reader.	Assessment- Compare and Contrast chart between the writing styles of Ernie Pyle and Edward R. Murrow	To introduce war reporting students will read two short excerpts. The first is from Edward R. Murrow on the London Blitz (this can also be listened to at the following website http://www.otr.com/murrow.shtml) and Ernie Pyle's writing about the landing at Omaha Beach. After reading the two short excerpts students will complete a compare and contrast chart.
Title: Reporting World War II – Stations Activity Guiding Questions Students will be able to use primary resources, such as news reels, radio broadcasts, and news articles.	1. Students will be able to evaluate various forms of news reports including radio broadcasts, newsreels, and newspaper columns.	Assessment- Students will complete a stations handout that will allow them to learn more about the history of news reporting, the impact of radio broadcasts on the public, and the use of newsreels as propaganda.	Description...Students will move through five different stations where they will explore styles of news reporting, the impact of technology on reporting war, the influence of the writer (Ernie Pyle) or the broadcaster (Edward R. Murrow) on the delivery of the news, and the impact of censorship on reporting news during war time. Depending on the amount of class time each station will take 15 minutes.

Title: Reporting World War II – Wrap Up Guiding Questions Students will evaluate the impact of technology on journalism. Students will be able to evaluate the difference between war reporting during World War II and modern day.	1. Students will compare and contrast how war is reported between World War II and modern day. 2. Students will evaluate the impact of technology on the effectiveness of war reporting.	Assessment: <u>Exit Slip</u> – How is war reported? Compare how war was reported during World War II to modern day news reports? How has access to information changed? Has the changes in technology resulted in us being a better informed public? Explain <u>Venn Diagram</u> – Has the changes in technology resulted in us being a better informed public? Explain	Description... At the end of the stations activity students will complete an Exit Slip with the following question: How is war reported? Compare how war was reported during World War II to modern day news reports? How has access to information changed? Has the changes in technology resulted in us being a better informed public? Explain (If there is not time this can also be an Entrance Slip for the next time the class meets.) Start the next class with the same question. After a short class discussion, ask students to evaluate the impact of technology on war reporting using the Venn Diagram. Students will compare and contrast the technology of war reporting from World War II to the modern day War on Terrorism. Has the changes in technology resulted in us being a better informed public? Explain Depending on time, ask students to share their ideas on the impact of technology on war reporting in small groups and then as a large group.
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