1940s / WWII Multimedia Songwriting Project

Overview
This project is worth **two TEST GRADES for each group member.** <u>**ALL**</u> members will share in the workload equally, and will use their strengths to make this project successful for everyone in the group. Grades will be based on the work that students complete, both individually and collaboratively, within the group. Musical skills are not mandatory. Every group member should choose a specific task which utilizes his/her strengths, such as: perform in-depth research and acquire primary sources for the multimedia presentation; lyric writing; create a visual presentation; audio recording; and vocal and instrumental presentation.

Multimedia Project Options
All groups are required to write an historical song; however, there are multiple options as to which medium your group chooses to present your project. *Technology-savvy students will be able to create an impressive video for their presentations—suggested presentation software and media include:*
- Music Video / Windows Movie Maker
- Prezi
- PhotoStory
- Garage Band
- Post a video on YouTube
- An alternative method approved by the teacher

Materials
- At the group's discretion

The Lesson (2 - 3 Week Project)
- Show class samples of exemplary student projects and presentations from previous years
  - See Tom Wolff's Singing History website (http://www.singinghistory.com/samples.html) for student sample projects.
  - Also see http://www.singinghistory.com/music.html for additional samples of history-based original songs. This page also includes:
    - Zip-file with original songs and accompanying synchronized video
    - PDF files under each song for examples of historical backgrounds and lyrics.

- Remind students of the effectiveness of using song-based instruction to teach historical concepts, and that their projects will be review tools for End-of-Course Tests:
  - *Listeners are more likely to remember concepts through a song that has structure (melody, rhyming lyrics, etc.*
  - *Viewers are more likely to gain a deeper understanding of historical contexts if tied to well-chosen, highly visual primary sources*
  - *Students writing songs must undergo the process of synthesizing, summarizing, and analyzing large amount of data into the most relevant points before creating their final presentation.*

- Students may choose groups, but are suggested to do so by skill set. Ideally, for example, each group has one student who is a musician or someone who knows how to work with a music-based computer program such as Apple's *Garage Band* or the PC-based *Audacity*. Students may

borrow a musician from another group to help them perform their final song.

- In groups, students will conduct research and brainstorm ideas about key concepts related to their chosen historical event. Suggested WWII / 1940s songwriting topics are located at the end of this document. Potential points to be addressed in your songs include:
  - o Important people
  - o Important dates
  - o Important locations
  - o Resources – crops; minerals; or valuable commodities
  - o Significant broad concepts – slavery; revolution; religious freedom; economics; etc.
  - o Relationships between concepts – trade status between two countries; how war influenced the economy of a nation; etc.
  - o Historiography

- Students conduct extensive primary source research to gather information for their song and multimedia presentations. *Through this process they are able to empathize with people of their chosen era.*

- Students will submit a **3-4 paragraph historical context sheet**, describing in detail the historical events, concepts and context for the events that are presented in their song. See PDF files under each song on Mr. Wolff's "Music" page for examples of historical backgrounds: http://www.singinghistory.com/music.html.

- As a group, students begin to write the lyrics for their final song using all information gathered throughout this project.

- The group is now ready to create the multimedia aspect of this project, which will be used in their final class song presentation.

Groups are now ready to perform their final multimedia song presentations to the class.

- On each group's presentation day, they will distribute a copy of their final song lyrics / historical context sheet to *each* class member before presenting their project.

*This songwriting process underscores the notion that, through their research, each group must become an expert in their chosen historical period, as they are assuming the role of teacher.

1940s / WWII Multimedia Songwriting Project Rubric: Two Test Grades

	Exemplary Final Song	Adequate Final Song	Minimal Final Song	Attempted Final Song	Points Received:
Creative	Creative Expression: Group composed **original** song with clear theme, which conveyed **abstract** concepts clearly	**Somewhat** creative: Group song is original; theme is **mostly** clear; some abstract concepts conveyed	**Not very** creative: Group song is original; theme is **unclear**; **few** abstract concepts conveyed	*Little to no* work has been completed on one or more aspects of this project	
Usage of Primary Sources	Group made **excellent** use of primary sources within their song	Group makes **good** use of primary sources within their song	Group makes **some** use of primary sources within their song		
Thinking Skills	Demonstrates **higher- order** thinking skills	**Good** demonstration of higher-order thinking skills	**Little** demonstration of higher-order thinking skills		
Performance	**Superior** and entertaining class performance	Performance **somewhat** entertaining	Performance **somewhat** entertaining		
	Exemplary Presentation	**Adequate Presentation**	**Minimal Presentation**	**Attempted Presentation**	**Points Received:**
Usage of Primary Sources	Makes **excellent** use of primary sources	Makes **good** use of primary sources	Makes **minimal** use of primary sources		
Creativity	**Creative**, **engaging**, entertaining, visually appealing; flows well	Creative, engaging, entertaining, visually appealing, and flows **somewhat** well	Not creative, engaging, entertaining, or visually appealing; does not flow well		
Knowledge of Period	Conveys **superior** analysis and knowledge of historical period	Conveys **adequate** analysis and knowledge of historical period	Conveys **little to no** analysis and knowledge of historical period		

Primary Sources Used	4	3	2	1	
Historical Background Sheet (3-4 ¶s)	4	3	2	1	
Final Song Lyrics + Class Handouts	4	3	2	1	
Multimedia Presentation	4	3	2	1	
Class Performance	4	3	2	1	
Comments:					**Total Points (2 Test Grades):** _____ / _____

World War II / 1940s Multimedia Songwriting Project
Suggested Topics

Students are encouraged to conduct research to find additional topics not included on this list that would be of interest to them. *Topics not included on this list must be approved by the teacher.*

From neutrality to war- (Lend-lease)
Pearl Harbor
The Draft
The Pacific Theatre
The European Theatre
Scientific and technological innovations
Medical advances
Women on the Homefront
Women overseas (women airforce pilots, photojournalists, etc.)
Defense plants
Labor unions during the war
War Production Board
The economy and taxes
Population movements
African-American migration to cities
African-Americans in the military
Double V campaign
Teenagers and the war
Japanese internment
Japanese 442 Infantry Unit
Navajo Code Talkers
Bracero Program and Mexican Americans
Hollywood and the war
Volunteer activities (USO, charitable organizations, etc.)
"V" Programs
Bond drives
Rationing (black market)
Wartime politics
Wartime conferences
North African campaign
D-Day
Battle of the Bulge
The Holocaust
The Battle of Midway
The Battle of the Coral Sea
Island hopping
Manhattan Project & the atomic bomb