

Audio/Visual Technology Integration

Course: *World History and Media Production*

Unit Name: *World War II Interdisciplinary Project*

Lesson Name: *World War II*

Time Frame: *3 weeks (15 teaching days)*

Grade Level: 9-12

Standards: *CTE Audio/Visual Technology Learning: 28.B Produce and Edit Digital Images; 28.3b Utilize industry-standard imaging software (Adobe Premier Pro, Adobe Photoshop, Adobe After Effects and Flash); Operate image capture devices 29.B Exhibit the Knowledge and Skills Required to Design and Execute a Production for Presentation: 29.1b Analyze the script and storyboard pre-visualization development process; 29.2b Develop script and storyboard; 29.3b Create script and storyboard and identify resources needed for the production; 29.4b Identify activities and personnel related to pre-production, production and post-production process; 29.6b Identify the linkage from each stage to next in process and activities; 29.7b Complete production planning process; 29.8b Execute a production of the script; 29.10b Critique and collaborative evaluate production with client 33.B Apply Knowledge of Audio Equipment for Productions: 33.1b Identify audio equipment sources applicable to production planning and implementation; 33.6B Demonstrate how audio is synchronized with other audio and video in digital editing process*
NOTE: *The Media Production student consultant may select any ONE of the following learning project objectives according to the need(s) of the World History student client..*

Objectives	Check for Understanding	Unit Assessment
1)Tell a digital story by capturing the Memories of the WWII Years in personal interviews. 2)Compare and Contrast to Other U.S. Wars. 3)Create a biographical digital story. 4)Create a World War II Poster. 5)Produce a Televised Debate About the Use of the Atomic Bomb in WWII. 6)Produce a segment of an originally written short fiction story idea.	1) Notes from Internet; video/audio interview of war heroes and family members/friends. 2)Story board with script and graphics/Internet captured photographs. 3)Story board with script and graphics/Internet;Digitally edited After effects video frames. 4)Adobe Photoshop and After Effects and Flash produced video frames with animated text and photographs/video. 5)Camera shot storyboard and camera production and Premier Pro edited video/audio segment. 6)Story board with script, graphics, original video, digital editing segment with audio/video.	1)Video produced on Premier Pro CS3 and evaluated by state CTE audio/visual rubric on production planning, camera, audio-visual effects. 2) State CTE audio-visual rubric on production planning and organization. 3) State CTE audio-visual rubric on production planning, organization, camera, audio/visual/ digital editing, use of audio. 4) State CTE audio/visual rubric on digital editing and effects. 5) State CTE audio/visual rubric on production planning, camera shots, digital editing, use of audio. 7) State CTE audio/visual rubric on production planning, camera shots, digital editing, use of audio.

Personalized Learning		
Interest	Learning Styles	Readiness
How real digital stories about an historical event motivate students to learn more about World War II and how Media Production students can educate and excite a viewing audience about this important historical event.	Visual, auditory, collaborative learning, whole group learning, artistic application, technology application	Students have learned how to use a digital video camera; how to plan a story board and implement script ideas; how to use the CS3 digital editing program including Adobe Photoshop, After Effects and Flash and how to use music/audio to enhance the video effects of a production.

Learning Structures/Strategies

Set for Interest

Students will be introduced to the webquest Internet related sites to begin preliminary research focusing on the selected consultant/client project learning objective stated above. They will use the Internet site(s) to begin capturing digital pictures and related information to begin writing the script. Both of these tools will be used in the production planning process to create a story board for the selected project learning objectives and related standards.

Teaching the Objective

Students from both classes will begin the collaborative planning process. The teacher/facilitator will guide the process of selecting one of the above learning project objectives. Students will use the Microsoft Office software package that includes a scheduling calendar to plan the production schedule. Media Production students will have already been introduced to the respective technical production equipment operation and digital editing computer software (CS3 Production Suite) Media Production students will advise their respective clients (history students) about what they can do technically to produce the selected project and collaboratively they will choose the project that meets both team member's academic needs and interest.

Acquiring New Knowledge

Webquest
 CS3 Production Suite computer editing program
 Technical practice of the digital still and video camera where applicable.

Check for Understanding

The teacher/facilitator will meet individually with each production team to check for technical feasibility and understanding. The production student consultants will be introduced to the applicable performance rubric to check their understanding of the stated objectives and related standards.

Closure

Review components of stated related objectives per selected project.
 Review production planning tools as stated above.
 Review production rubric standards per selected unit assessment.

Learning Resources

BACKGROUND INFORMATION
 ABOUT WORLD WAR II

The United States entered the War on December 7, 1941, the day that the Japanese attacked Pearl Harbor. By the end of the War, more people were killed, more property destroyed, more people's

lives were disrupted, and probably more far-reaching consequences were caused than any other war in history. World War II brought about the downfall of Western Europe as the center of world power, led the rise of the Soviet Union, set up conditions leading to the 'Cold War,' and opened the nuclear age.

Additional World War II web sites:

<http://www.42explore2.com/worldwar2.htm>

<http://www.pbs.org/teachers/mediainfusion/2007/11/puttingthestoryinhistory.html>

<http://www.pbs.org/thewar/>

INTERNET RESOURCES

1) Under the Blood-Red Sun by C. S. Dewey

<http://www.fsu.edu/~CandI/ENGLISH/fsuwebquest3/bloodredsun.htm>

2) Web Quest World War II

<http://www.pat-med.k12.ny.us/schools/hs/departments/socialstudies/ww2/>

3) World War II Web Quest by D. Welshman http://dwelshman.tripod.com/ww_2_main_page.html

4) World War II Web Quest <http://www.arlington.k12.ma.us/ahs/dam/webquest.html>

5) WWII: A Soldier's View

<http://www.esc20.net/etprojects/formats/sampler/fall99/WW12999/default.html>

MAKING A VIDEO PRODUCTION ABOUT WORLD WAR II (Behind the scenes)

****http://www.pbs.org/thewar/about_making_the_war.htm (This web site tells how media production crews and writers made the video about war. The site shows actual video clips used in the WWII documentary). It will launch you to creating your own multi-media production.