Prominent Battles of WWII Movie Project

Honors- completed with Arete Core





There were numerous events/battles in World War II, some of which lasted days while others lasted months or years. Some were notable for material losses, such as tanks and aircraft, while others were notable for the number of human losses or the impact on the outcome of the war. This is not a comprehensive list of WWII events/battles, but it includes most of the major ones.

In groups of 3-4, you will be assigned to research and present information on one of the following battles using iMovie.

**1. Battle of Britain 2. Operation Barbarossa**

**3. Pearl Harbor 4. Battle of Stalingrad**

**5. Invasion of Normandy 6. Battle of the Bulge**

**7. Operation Torch 8. Italian Campaign**

**9. Battle of Midway 10. Bataan Death March**

**11. Battle of Guadalcanal**

Your research should include the following information:

* Event dates.
* Location
* Objective of event
* Major participants
* Methods of warfare used
* Casualties
* Outcome
* Significance of event
* Interesting details that lead up to or outline the event (tell me the story)

On my Weebly Site, download and share the **WWII Battles Research Guide** document with your group members through **Google Docs**. *Open the document, click FILE, click Make a Copy, retitle your copy and share with group members.*

Your video should last 5-7 minutes and include the following:

1. An intro with title, audio, and credits.
2. Quotes from 4 primary resources (include BOTH sides) describing the event. May be written, read, or both.
3. At least one map of the event location- easily understandable.
4. Still and Motion pictures: film must not just consist of still shots. A minimum of 2 minutes of the film must be motion film and all group members must appear in video.
5. Voiceovers detailing event, as well as appropriate music our sound effects through out motion and still shots.
6. Film is to be informative, creative, and cover all details of event to show understanding. Entertainment is important, but do not let it detract from content or organization.

**Preparing for Filming**

**Step One: Research your topic and become an expert.** You will not be able to write an award winning script if you don’t understand the topic. As you research, save photos, quotes, maps, etc. that you may insert into your film during production.

**Step Two: Write your script**. Your entire film will be recorded in the video production room with the Arete Core doing the filming and editing. Your script will appear on the prompter, so no need to memorize all your lines, as long as you are familiar with them. You will be performing in front of a green screen, so make sure you have chosen appropriate backgrounds for your scenes. The Arete students can “drop in” any video splices, pictures/maps/newsreel that you wish to add, and include music, as well.

It will be your job to organize all your media with your script so that the Arete students know how to organize and edit your recording. You will create a detailed storyboard to accomplish this. Please do dress in costume.

**Step Three: Recording.** Recording will take place on March 31st and April 4th. Not all students will be able to record in one day, so we will sign up for recording dates. Be prepared! This is not a good time to be absent, so please do your best to plan accordingly. Consider bringing in all props ahead of time. Storyboards must be completed by March 29th along with a flash drive containing any media that you plan to use. You will be docked five points if your group does not meet this deadline.

Names: Grade: \_\_\_\_\_\_\_\_\_\_\_\_/25 pts

Storyboard and Media submitted by March 29th YES NO

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| **WWII Prominent Battles Video Evaluation Rubric** |
| **Grade** | **A**  (22.5-25) | **B** (22-20) | **C**  (19.5-17.5) | **D** (17-15) | **F**  (14 - ) |
| **Quality of Information** | Thoroughly covers the major and minor details of the event.Viewers have a good understanding of the event and its significance. | Displays most of the event’s details in a clear manner.Viewers have a good understanding of the event and its significance. | Displays some of the event’s major details in a clear manner.Viewers have a limited understanding of the event and its significance. | Displays some of the events major details. Unclear at parts.Viewers have a weak understanding of the event and its significance. | Did not meet expectations.Event details unclear or missing. |
| **Preparation,** **Presentation****and Organization** | Presentation is organized in a clear, logical sequence.Information is displayed and presented clearly for viewers. Film demonstrates excellent planning and a strong sense of purpose.  | Presentation is organized in a sequence that demonstrates considerable planning and purpose. Content is presented clearly for viewers. | Content is presented in a sequence that demonstrates some planning and purpose. Some information is unclear or parts of the film are confusing to viewers. | Content is presented in a sequence that demonstrates poor planning and little purpose. Information is confusing or unclear to viewers. | Did not meet expectations.  |
| **Creativity and Visual Presentation** | Incorporates a high degree of style and imagination. Develops ideas fully to reflect a deep understanding.Entertaining, engaging, and imaginative.  | Incorporates a degree of style and imagination to develop ideas with some complexity, showing understanding.Overall entertaining and effective. | Incorporates some imagination and style, showing a degree of understanding.Entertaining and effective in places.  | Incorporates limited imagination and style. Ideas are underdeveloped and show limited understanding. | Did not meet expectations.  |
| **Video Requirements****-Nuts and Bolts** | Students have met **all** of the video requirements, including: intro, audio, primary resources, map, still and motion pictures, and timing.  | Students have met **most** of the video requirements, including: intro, audio, primary resources, map, still and motion pictures, and timing.  | Students have met **some** of the video requirements, including: intro, audio, primary resources, map, still and motion pictures, and timing.  | Students have met **few** of the video requirements, including: intro, audio, primary resources, map, still and motion pictures, and timing.  | Students did not meet the major requirements of the video. |