

Task

- Carefully research the events, and immediate consequences of, the Japanese attack on Pearl Harbour.
- In groups take on one of the following roles in a news broadcast on the day following the attack.
- Write a script for each role. You could also include original photographs or film from the time.
- Film the broadcast.

Role 1: news anchor/reporter

Introduce the recent events at Pearl Harbour.

- Explain the main details of the attack.
- How shocking is this news? What has America's involvement been so far in the war?

Role 2: eye witness to the events

- Describe what happened/what you saw.
- Describe any damage done, the impact on morale and how you feel about the attack.

This could be a face to face interview with the reporter, or straight to camera.

Role 3: Henry Stimson, American Secretary of War

Discuss the impact/consequences of Pearl Harbour.

- Why did Japan attack Pearl Harbour?
- What damage was done (military and civilian)?

This could be a face to face interview with the reporter, or straight to camera.

Role 4: President Franklin D. Roosevelt

Read a statement by about why America will join the war.

- Mention why you have not joined the war so far (isolationism).
- Explain why you have chosen to join the war now, and who your Allies will be.

This should be based on Roosevelt's actual words.

Optional

Role 5: member of the general public (American)

Express your opinion on America joining the war.

- How do you feel about joining another European war? What has this got to do with America?
- How do you feel about Pearl Harbour?

Teaching notes

In this activity students write their own scripts using the information from their independent research and access to textbooks and the internet.

A PowerPoint (for subscribers only) accompanies this resource. A striking image of a US naval ship under surrounded by smoke is included. Discussion of this would work well as a starter. The PowerPoint also includes the instructions for students.

There is a wealth of information online but it is worth directing students to the excellent database of the American Library of Congress (www.loc.gov).

- <http://memory.loc.gov/ammem/afcphtml/afcphtml.html> - 'man on the street' interviews after Pearl Harbour
- <http://www.loc.gov/vets/stories/ex-war-pearlharbor.html> - interviews with US veterans about their experiences

British Pathé newsreels are also available and students could use extracts in their broadcasts.

- <http://www.britishpathe.com/workspaces/BritishPathe/Newsreel-Film-of-Pearl-Harbour>

Once pupils have completed their research, they can begin filming their broadcast. Four roles are suggested but you could allow larger groups and have a director and possibly other scenes. Depending on school policies you could allow students to record their broadcasts on mobile phones. Alternatively, use other recording devices.

Students are then expected to watch back their own performances (this can be individually or class based) and judge the historical accuracy of the information and their overall performance.



Your Task:

Create a 'breaking news' broadcast for 8th December 1941.

You will need:

1. A news anchor to introduce the recent events at Pearl Harbour.
 2. An interview with an eye witness to the events.
 3. An interview with the American Secretary of War, Henry Stimson, to discuss the impact/consequences of Pearl Harbour.
 4. Extracts from a statement by President Franklin D. Roosevelt about why America will join the war.
- OR
5. An interview with a member of the general public (American) to express their views on America joining the war.

In your groups, take one role each and write your script. Once you have completed this, you can begin filming!

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Become a Critic:

Watch the clip back and judge your performance.

Give yourself a WWW (what went well) and EBI (even better if) for:

- Accuracy of historical information
- Confidence in performance

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