

# Lesson Three: Japanese History Focus

*Class:* United States History 1865- Present

*Lesson:* World War II and the Atomic Bomb

*Focal:* Japanese (and some Chinese) history

*Context:* Sophomores take US History. The school district is small and rural. There is a total of about 300 students in the high school. Classes are mixed ability (utilizing inclusion). Inclusion students are typically grouped in one class. Average class size is about 20-25 consisting of three sections of students. Prior to this lesson, students will have learned about World War II (including politics, military strategies, home life, Holocaust, etc.) In addition students in a previous lesson (NCTA lesson 2) some students will have studied the Japanese occupation of China leading up to World War II. Also prior to this class students will have had prep work in a formal debate structure. (See attached material below as well as learning activities for guidelines)

*Purpose:* Students will be able to defend their point of view regarding whether or not the 2<sup>nd</sup> atomic bomb was necessary.

*Standards:*

- Analyze the impact of U.S. participation in World War II, with emphasis on the change from isolationism to international involvement including the reaction to the attack on Pearl Harbor
- The internment of Japanese-Americans
- Explain how the Cold War and related conflicts influenced U.S. foreign policy after 1945 with emphasis on

*Overarching Debate Statement::* The US have dropped the second atomic bomb on Nagasaki.

*Resources:* Teacher lecture, Books about Japanese invasion of Nanking, diary entries from people of the time, diaries/memoirs of comfort women, resources students find

*Activities*

- 1) Brainstorming Activity: Why did we drop the A-bomb on Hiroshima? What was the goal? We will discuss that while numerous historians agree that dropping the atomic bomb on Hiroshima may have been necessary, the second bomb (Nagasaki) was far more controversial. Was a second bomb really necessary? Did we arbitrarily kill thousands of citizens? How can we or should we justify its use? This is the question you will be addressing in the next few classes: Should the US have dropped the second atomic bomb?
- 2) Day One: Students will split into two groups. One group will represent the affirmative position and one group will represent the negative position
- 3) Group Work Continued: Students will be asked to divide into smaller groups of 2 or 3 (in the end we will have 2 teams consisting of roughly 6 smaller teams)
- 4) Groups: Each team (negative and affirmative will have the following groups
  - a. Opening Speakers

- b. Constructive Argument #1
  - c. Constructive Argument #2
  - d. Constructive Argument #3
  - e. Rebuttal Speaker
  - f. Cross Examiner
- 5) Jobs/Roles:
- a. Opening Speakers: Each group will have ONE opening speaker. This person is responsible for keeping the group on task, knowing all the group's arguments, and opening the debate. This person should give some historical background in their opening and layout their groups THREE main arguments.
  - b. Constructive Argument #1: There will be 2 (maybe 3, depending on class size) writing this argument. This is the group's first argument. This group will follow the opening remarks. The group must come up with details and evidence to support their ideas.
  - c. Constructive Argument #2: Same as CA 1, only this group presents a new argument
  - d. Constructive Argument 3#: Same as CA1 and 2, only this group presents the third and final argument.
  - e. Rebuttal Speaker: (1 student) Wraps up all information and Responds to other team's cross examination. In class this group will be corresponding with constructive argument groups to put together a concluding statement. Also, this group must think about what flaws the other team might find in their arguments and find ways to reiterate why their own team is correct.
  - f. Cross Examiner: (2 students) Cross examines and finds holes in opposing team's arguments. During class time this group must be thinking of all the arguments the other team could make to support their view and then disprove or find flaws within those claims.
  - g. During class time I will be working with individual groups and monitoring students to make sure they are on task.
- 6) Day Two: Students will have one day to work in the lab and research their topics. Constructive Arguers from both teams must communicate with their team members about which arguments they would like to address.
- 7) Day Three: Students will work on rough drafts of opening, arguments, rebuttals and cross examinations. Teacher will grade/give comments that night and return to students the following day
- 8) Day Four: Students will review their arguments and make revisions as necessary. Students will also be given time to type their final papers
- 9) Day Five: Debate: From each group SIX students will speak
- 10) Debate Structure Below

<b>Debate Structure</b>
Affirmative Constructive #1
Negative Constructive #1
Affirmative Constructive #2
Negative Constructive #2
Affirmative Constructive #3
Negative Constructive #3
Negative Rebuttal
Affirmative Rebuttal
Team Conference
Negative Rebuttal
Affirmative Rebuttal

11) After the debate has concluded students will return to their seats and write a brief in-class essay answering : Should the US have dropped the atomic bomb on Nagasaki? Give three reasons to support your answer. Since students have been put into groups and may not support their debate team's position, this will give them a chance to take a personal stand on this issue.