

Lesson Plan #1

Bombing of Hiroshima: A Japanese Perspective

Ohio Standards Connections

Standard(s):

- **History:** Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United State, and the world
- **People in Societies:** Students use knowledge of perspectives, practices, and products of cultural, ethnic, and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings

Benchmark(s):

- Connect developments related to World War I with the onset of World War II
- Analyze the influence of different cultural perspectives on the actions of groups

Indicator:

- Analyze the consequences of World War II including Atomic weapons

Lesson Summary

Teacher Information:

Basic background information on the Atomic bomb being dropped on Hiroshima and its place in American History can be obtained from several books and websites. All of these sources will provide the teacher with necessary information on the use of the Atomic Bomb on Hiroshima, Japan. The core of the lesson is based on the use of the book, *Hiroshima Diary: The Journal of a Japanese Physician* by Michihiko Hachiya, this is a first person account of a Japanese physician and his day by day journaling of the aftermath of the Atomic Bomb being dropped on his city by the United States. This first person account will give the students a different perspective of the experience and the response of the Japanese people to this horrific experience. This journal gives a voice to the Japanese people through a Japanese person. The following are other possible books and articles for the teacher to prepare for the lesson.

- *Hiroshima: Why America dropped the atomic bomb?*
 - This book goes into detail of the United States perspective on Hiroshima
- *The Decision to use the Atomic Bomb*
 - This book describes the events and discussions between leaders leading up to the decision and the rationale of the United States using the Atomic bomb on Japan
- *Hiroshima: Was it necessary?*
 - This article by Doug Long goes into detail of the different issues regarding the Japanese and the American and their particular beliefs of the war/surrender. And the fact that the United States decided to use a military and not a diplomatic strategy to end the war.

Student Lesson Objective:

Students will learn of the events of the Atomic Bomb being dropped on Hiroshima through the Japanese perspective. Such as, the physical devastation of the Hiroshima landscape,

the long-term suffering from radiation poisoning, the high death toll of the Hiroshima citizens, and how the Japanese people dealt with the situation on a day to day basis.

- They will learn the perspective of the Japanese people through several activities
 - For example, visual representations and first person journal entries.
- Students will complete several learning activities
- At the conclusion of this lesson the students will complete a perspective project, in order to compile all the information learned and utilize this information using their own individual talents.

Assessment

Pre-Assessments:

- The students will have prior knowledge of the events leading up to World War II. For instance, the students have previously studied World War I their events and the causes of this war. Such as, militarism and the definition of this term. The students will understand the tie of Militarism from World War I and World War II. Furthermore, the students will know the definition of nationalism and the impact this belief has on World War I and World War II.
- Each students will be given a pencil with an eraser upon entrance into the classroom
- The teacher will hand out a blank world map to each student.
 - On each map the following continents and countries will be listed for each student to locate on their map.
 - Asia
 - North America
 - Europe
 - Japan
 - China
 - Korea
 - Manchuria
 - Taiwan
- The students will have 10 minutes to work individually and locate all the listed continents and countries on the map.
- During the 10 minutes the teacher will monitor the student's progress by walking up and down the aisle.
- After the allotted 10 minutes, the entire class will come back together in order to complete the map as a class
- The teacher will place a blank map on the overhead.
- Students will be instructed to make any necessary corrections on any locations as the class fills the map out together
- As a whole class the teacher will ask the students to name the places from their map.
- All listed locations will then be placed on the overhead
- Teacher will indicate to the students the location of Hiroshima, Japan
- Students will review overhead map upon completion to make sure all places are correct.
- As a wrap-up to the map activity, the teacher will present the following information
 - Japan is 9,900+ miles from the United States

- Japan's population is approximately 127 million
- Hiroshima's population is approx. 1,136,684 (Toledo: 313,000)
- Atomic bomb killed approx. 260,000 injured 160,000
- Japan is slightly smaller than California
- United States population is approximately 298 million

Scoring Criteria:

- The students will not be formally graded on the map.
- Teacher will assess the understanding of the students from the monitoring of the students while the students filled out map
- Teacher will assess the knowledge of the students as the whole class completes the overhead map.
- Students will place completed map into their already established Social Studies folder.

Post-Assessment:

- Students will be assessed on the completion of the activities assigned throughout the lesson. For example, the vocabulary worksheet, map, post it note activity, time-line. And formal assessment will be upon completion of the perspective assignment.

Instructional Procedures

Day 1: (45 minute class period)

- 8-10 minutes: Teacher will place pictures on overhead pictures of:
 - Atomic bomb mushroom cloud
 - Individuals affected by radiation poison
 - Land after atomic bomb
- Pictures will come from the following sources
 - <http://www.gensuikin.org/english/photo.html>
 - This web site shows several pictures of the devastation that the atomic bomb produced to the land and the people of Hiroshima
 - <http://pegasus.phys.saga-u.ac.jp/imagesMac-PC/ForPEACE/shadow.jpg>
 - This web site shows what happened to the human body if the person was near the hypocenter of the bomb.
 - *Rain of Ruin: A photographic history of Hiroshima and Nagasaki*
 - "This photographic history of Hiroshima and Nagasaki provides the first comprehensive photographic record of the bombings and their aftermath, presenting a history of the two cities before and after the bomb's drop and also including photos of American and Japanese politicians and military men involved in the bombing." Annotation from Amazon.com
- 1 minute: Students will be instructed to open their Social Studies spiral notebook
- 1 minute: Teacher will place on overhead the following question.
 - Is dropping the atomic bomb a reasonable way to have ended World War II? Why or Why not? Explain in 3-5 sentences.
- 5 minutes: Students will answer the above question in their Social Studies notebook.
- 5-8 minutes: Teacher will open a discussion by asking students to raise their hand if the students believe
 - The atomic bomb IS a reasonable way to stop the war
 - If the bombing is NOT a reasonable way to end the war

- 15-20 minutes: Students will individually complete a vocabulary list of terms relating to an Atomic Bomb and the upcoming reading *Hiroshima Diary* using *Worksheet 1- Atomic Bomb Terminology*
 - Students will locate vocabulary from *Webster New High School Dictionary* and glossary of *Hiroshima Diary*- both provided by teacher
 - This Worksheet will be used on Day 2 and Day 3 while reading the *Hiroshima Diary*
 - Worksheet will be kept in Social Studies Notebook
- 1 minute: Daily Wrap-up--Teacher will inform students that in the next two lessons they will learn the perspective of the Japanese in the events immediately before the dropping of the bomb in Hiroshima and the effects of the bombing on the people of Japan through a first person perspective

Day 2:

- 3-5 minutes: Teacher will define the word “Perspective” to students by writing definition on overhead projector
 - Students will copy definition in Social Studies notebook
 - Teacher will create an open discussion on how each person can see the same event completely different –different perspectives
 - Students will come up with examples of perspective during discussion
 - School Uniforms
 - Parent/Child interaction
- 2-3 minutes: Teacher will pass out a packet with excerpts from *Hiroshima Diary*
 - Packets will be placed in Social Studies notebook and used by same student daily
- 5-8 minutes: Teacher will read first journal entry to entire class
 - August 6th 1945- Day the Atomic Bomb was dropped
- 2 minutes: Students will be placed in teacher chosen groups of 4
 - Students will move their desks together to face each other
- 20-25 minutes: Each student will take turns reading 2 paragraphs at a time of the selected journal entries
 - August 7th
 - August 8th
 - August 11th (Only Page 48)
 - August 13th
- 1 minute: Students will move their desks to original placement
- 2-3 minutes: Teacher will pass out one (1) Post-it note to each student
 - Students will write the one image or statement that stuck in their minds the most from Day 2 readings
 - All Post-it notes will be placed on poster board upon dismissal

Day 3:

- 5-7 minutes: Teacher will read several Post-it notes placed on the poster from Day 2 readings.
 - What made this image or statement so effective in what image it was trying to portray?
 - Open discussion about the immediate physical, and mental affects from the bombing.

- Discuss what students believe could be the long-term affects of the bombing on Japan. Think about: geography, population, mental state of the citizens
- Discussion will conclude by informing the students that we will be reading journal entries from *Hiroshima Diary* and learning the process of dealing with the bombing
- 20-25 minutes: Students will read the final excerpts from *Hiroshima Diary* with the groups of 4 established from Day 2
 - August 15th
 - September 9th
 - September 12th
 - September 26th
- 10 minutes: On a large sheet of paper (approximately 5 feet long) stretched across the Chalkboard in front of the room, students will begin placing information on the timeline of the events read from the previous readings
 - For example: Date of Bombing, realization of type of bomb, when certain symptoms started to set into victims, announcements from Japanese president, discovery of another atomic bomb attack on Nagasaki, date of surrender, etc....
 - Students will use markers provided to them to place the events on the timeline
 - Each student will find one event from their reading and write the event onto the timeline
- 5 minutes: Wrap-up of lesson will have the students return to their seat
 - Teacher will demonstrate using the timeline
 - So many things can happen to change a nation in a short period of time.
 - Redefine: Perspective—teacher will ask students to give the perspective that the Japanese people may be feeling at this time (despair, anger toward USA, nationalism, etc...)
 - All words will be written on poster board used to place Post-it notes on from Day 2
 - Students will continue timeline activity on Day 4

Day 4:

- 3-5 minutes: Teacher will begin class by pointing out some of the events placed on the timeline from Day 3
- 2-3 minutes: After each student is complete the time line will remain in the front of the room and teacher will then place *Overhead #1: Perspective Choice Board*
 - As if you were a Japanese citizen choose one way to describing some of the issues you, your family, and your country are facing:
 - Family, physical, attitude toward United States, feeling toward own countries response toward attack
 - Students can choose any of the following options:
 - Write a journal entry
 - Write a poem
 - Compose a song
 - Create a political Cartoon and provide a description of the cartoon
 - Write a skit
 - Create a news report.

- Create a poster.
- Write a research paper.
- 15-20 minutes: Students will complete their choice from the “Choice Board”
- 5 minutes: Discuss some of the issues pointed out by students in their journal
 - Students will complete projects as homework and return assignment on Day 5
 - Students will be informed that some of their assignments will be presented to the class

Day 5:

- 3-5 minutes: Teacher will review the options assigned on the Choice Board
- 20-25 minutes: Each student will complete their final project and turn it in to the teacher
- 5-10 minutes: On the overhead the whole class will come up with adjectives to describe the reading of *Hiroshima Diary* and how the Japanese people felt during that period
 - Powerful, scared, weak, determined, intelligent, etc...
- 5 minute: Wrap of lesson. Explaining that the perspective of the Japanese and the perspective of the American about the events of the Atomic Bomb attack will always be very different. But a person must always look at different perspectives to truly understand the event.

Differentiated Instruction Strategies

- This lesson will use the following strategies to reach the differing learning styles of the students
 - Hands-on: Post-it note activity and timeline creation
 - Visual learning by having the poster with the terms for the Japanese perspective and the timeline in the front of the room
 - Vocabulary understanding using the Atomic Bomb Terminology worksheet
 - Breaking students into small groups
 - Assessing student understanding and work throughout the lesson
 - Multiple reflection opportunities
 - Journal writing

Estimated Time Duration

- 5-- 45 minute class periods
- Breakdown of each activity time established in above Day to Day lessons

Materials needed

For the teacher:

- Poster board
- Maps
- Overhead transparencies
- Post-it notes
- Pencils
- Markers
- Worksheet (Terminology)
- Drawing sheet of paper

- Refer to books, articles, and websites in Lesson Summary and Instructional Procedures

For the Students:

- Social Studies Notebook
- Hiroshima Diary Packet (given to students on Day 1)
- Map (given by teacher on Day 1)

Homework Options

- Complete final project at home
- Review journal readings

Interdisciplinary Connection

- English
 - Journaling & poetry
 - Reading for comprehension
 - Vocabulary
- Science
 - Radiation poisoning
 - Effects of bomb on land in Japan

Technology Connections

- Overhead projector is the only technology needed for the Lesson Plan

PERSPECTIVE BOARD

Directions: Choose one box and follow directions to complete assignment. Inform teacher of selection and to receive further information. Use information gained from *Hiroshima Diary*, notes, or Internet research.

<p>Write a Skit.</p>	<p>Compose a song in memory of casualties.</p>	<p>Write a poem.</p>
<p>Create a news report.</p>	<p>FREE Choice</p>	<p>Design and teach a class on topic</p>
<p>Draw a political cartoon. (with explanation)</p>	<p>Write a research paper on a disease or illness due to Atomic Bomb.</p>	<p>Create a poster of visual Information.</p>