

Daily Lesson Plan Template (Japan)

Teacher(s): Lindsey VanFossen

Time: 2-3 days

Topic: WWII & the Atomic Bomb

Course: U.S. History (10th grade)

Learning Targets:	I can analyze the effects (both long and short term) of the atomic bomb both from the Japanese and American perspective.	
State Standards:	23. Use of atomic weapons changed the nature of war, altered the balance of power, and began the nuclear age.	
Materials Needed:	Students need: <i>Barefoot Gen</i> , Graphic Novel Template (print copies of all templates so that students have a variety to choose from), colored pencils, markers, crayons	Teacher needs: PPT with opener and background knowledge on <i>Barefoot Gen</i>
Learning about Students' Learning	This activity precedes 2 days of class discussion on the development of the bomb, the debate surrounding the decision to drop the bomb, and how we should (and do) remember the bombing of Hiroshima and Nagasaki. This activity will serve a culminating experience to the WWII unit.	
Procedures including: <ul style="list-style-type: none"> • Opening • Activities • Closure 	<ol style="list-style-type: none"> 1. Opener: Review and assess students' knowledge (gained from the past 2 days) about the atomic bomb with the following fill-in-the-blank. <ul style="list-style-type: none"> • The _____ Project was created to build the first atomic bomb. • The _____ Test tested the first bomb in New Mexico. • The Big Three Meet at the _____ Conference to demand Japan surrender in July 1945. • The first atomic bomb that hits Japan lands in the city of _____. • VJ Day stands for _____ over _____. • Proponents of the atomic bomb argued that it would save _____ lives whereas opponents argued it would kill many innocent _____ civilians. 2. Activity: <i>Barefoot Gen</i> & the American Perspective <p>Step 1 – Have students read pgs. 241—284 of <i>Barefoot Gen</i>. Have them answer the following questions as they go.</p> <ul style="list-style-type: none"> • Did Eiko, Gen, and Shinji have any idea about the fate that awaited them on August 6th? Why do you think the U.S. did not evacuate the city before dropping the atomic bomb? 	

	<p>Why didn't they drop it during the time of the first air raid?</p> <ul style="list-style-type: none"> • Where were Eiko, Gen, and Shinji when the bomb was dropped? Who lucked out and why? • Describe the immediate effect of the bomb. What happened to the people of Hiroshima and the city itself? • What was the emergency response like in Hiroshima? Was there one? Who did survivors turn to for help? Was there anything to be done? • What did Gen discover when finally reached his home? Who survived? • Make a prediction. What do you think were the long-term effects of the bomb for both the survivors and the world at large? <p>Step 2 – Lead a discussion (based on their answers from step 1) that gets at the short term and long-term effects of the atomic bomb for both its survivors and the world at large.</p> <p>Step 3 – Assign students their task. They are to create a graphic novel that complements what they have read in <i>Barefoot Gen</i>. However, their novel will chronicle what an American experienced on August 6, 1945. They may choose to do their graphic novel from one of the following perspectives. Novels should be 3 pages in length (they should choose from the provided templates).</p> <ul style="list-style-type: none"> • American citizen (at home) • The pilot of the Enola Gay • American soldier • President Truman <p>3. Closer: Assess students' progress on the assignment in order to determine how much more in-class time is needed or assign the rest for homework.</p>
<p>Assessment: (Label formative or summative)</p>	<p>Graphic Novel (summative)</p>
<p>Academic/Content Language</p>	<p>Atomic Bomb V-J Day Trinity Test Potsdam Conference Manhattan Project</p>





