Unit Title ‖ Lesson Title

Unit- World War II- Dropping the Atomic Bombs on Japan

## Goals & Objectives

Goals: Students will analyze the United States reasons to bomb Japan and how this act affected the war, civilians, and policy.

Objective: After reading 2 secondary sources, students will form an argument answering the questions, “Is dropping atomic bombs on Japan during WWII justified?”

## California State Content Standards

10.8.6

Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan.

## Common Core Literacy Standards

Reading

CCSS.ELA.Literacy.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Writing

CCSS.ELA-Literacy.WHST.9-10.1 Write arguments to supports claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

L.4.3a

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

## Driving Historical Question

Was bombing Nagasaki and Hiroshima justified?

What are some lasting effects the atomic bomb created?

### Lesson Introduction (Anticipatory Set/Hook/Accessing Prior Knowledge) ‖ **Time: 5-10**

1. Display “Nagasaki Mushroom Cloud” on the projector.
2. I will explain what the image is and proceed to ask students discussion questions about what they see.
   1. Who took the picture??
   2. What does the image say about bombing Japan?
   3. Was it good or bad?
   4. For whom?
3. I will randomly call on about 3 students to answer each question.
4. Students will have different opinions for each question, I will encourage discussion amongst students. I will try to have them talk more than myself, I will serve as a facilitator but I shouldn’t not influence their original thoughts.

### Vocabulary (Content Language Development) ‖ **Time:**

Kamikaze

Manhattan Project

-Robert Oppenheimer

Atomic Bomb

Hiroshima/Nagasaki

Enola Gay

I will display the vocabulary terms along with their definitions on the overhead projector. While students are reading their textbook and article, they can easily see key terms displayed.

### Content Delivery (Method of Instruction) ‖ **Time: 15 minutes**

To learn about the effects of the atomic bomb on Japan, students will read two secondary sources. The first source is from their textbook, the second is a newspaper article critiquing the drop of the atomic bomb.

I will have instructed students to bring their textbooks to class the day before this lesson begins.

Before students begin reading we will go over the title and subheading in their textbook to assure students anticipate what their readings will be about.

Before students begin reading, I will display vocabulary terms on the overhead.

While students are reading, I will go around the classroom to answer any questions and assure students are staying on task and taking notes.

“Opening Up the Textbook”

* Students will read pages 459-61 in their textbook, “Modern World History: Patterns of Interaction.”
* Students will read a separate secondary sources about the bombings in Japan.

- “Japanese Remembrance of the Dropping of the Atom Bomb” by Bria Greene.

Questions:

-List at least 3 causes of the atomic bomb (deaths, destruction of land, radiation, etc.)

-Identify at least 2 similarities and 3 differences between each secondary source.

-What do the differences imply about the bombing of Japan?

-Is dropping the atomic bomb on two Japanese cities justified?

### Student Engagement (Critical Thinking & Student Activities) ‖ **Time: 25 minutes**

1. Students will first participate in the opening class discussion so that they get a sense of what we will be covering during this lesson (the atomic bomb). The “Mushroom Cloud” is an iconic image from World War II and students will be intrigued by learning its effects on the war and on Japan.
2. Students will read the two secondary sources (listed above) independently. Each student should make marginal notes on the newspaper article by highlighting important ideas, marking sections they need clarified, ideas they agree or disagree with, and drawing connections between both sources. Students will have to take separate notes for their textbook reading because they should not write in them.
3. Apart from taking marginal notes, students should form answers to the questions listed above.
4. After students have finished reading and wrote down answers to the guiding questions, students will participate in a mini debate. The question will be, “Do you think dropping atomic bombs on Japan during WWII is justified?”
5. Students will need to back up their statements with evidence from their sources.

### Lesson Closure ‖ **Time:**

To close the lesson I will assign the class to do a short quick write explaining their response to the lesson question. A quick write will allow those students who may struggle with public speaking or English Learners who may not feel comfortable speaking up in class to express and explain their ideas. Although, I will try to call on the students who do not talk as much in class, the quick write will allow them to elaborate on their ideas.

### Assessments (Formative & Summative)

1. The lesson introduction is an informal formative assessment to gather information on student’s prior knowledge of Hiroshima and Nagasaki.
2. The mini debate will serve as a formal formative assessment. Students will be expressing their opinion so there is no right or wrong answer, but they do need to provide evidence by citing their reading or the image “Mushroom Cloud.”
3. A summative assessment will be the student’s quick write. I will be able to read answers from all students and assess whether or not each student was able to successfully use their secondary sources as evidence to support their ideas/opinions.

### Accommodations for English Learners, Striving Readers and Students with Special Needs

-Vocabulary terms will be displayed for the entire class to see, this will especially help EL students understand key words from their readings.

-Before calling on an EL student or special needs students, I will let them know that I will call on them and what I will ask them so they could prepare their answer beforehand.

- I will also give students the reading before class so that they have extra time to read it and ask any clarifying questions during class time.

### Resources (Books, Websites, Handouts, Materials)

* “Modern World History: Patterns of Interaction.” (class textbook).
* “Japanese Remembrance of the Dropping of the Atom Bomb” by Bria Greene.
* Defined vocabulary terms