**Andrea M Heading LESSON: The US and Japan in WWII - The Atomic Bomb
University High School, Morgantown, WV FACDIS 2016 - East Asia**

**AP United States History Standards:**

Key Concept 7.3: Global conflicts over resources, territories, and ideologies renewed debates over the nation's values and its role in the world, while simultaneously propelling the United States into a dominant international military, political, cultural, and economic position.

III: The involvement of the United States in World War II, while opposed by most Americans prior to the attack on Pearl Harbor, vaulted the United States into global political and military prominence, and transformed both American society and the relationship between the United States and the rest of the world. (WOR-4) (WOR-7) (ID-3) (ID-6) (POL-5)

**Assessments:**

1. Essay: Was it necessary for the United States to drop the atomic bomb on Hiroshima and Nagasaki in 1945 and what was the impact on both the United States and Japan politically, economically, or socially?
2. Discussion and written paragraph on the impact of the atomic bomb and how it transformed both the US and Japan

 **Rationale**: Students will learn how to use primary historical evidence to determine a controversial historical question and apply this in both discussion and writing. They will also assess how the atomic bomb changed the course of how both Japan and the US conducted their foreign affairs. This will lead APUSH into the Cold War.

**OTHER LESSONS:**

*AP United States History*

* *Gender in East vs. Coverture in early Colonial America*
* *Nativism: outside of America then compare to American immigration with Chinese Exclusion Act, Gentleman's Agreement, current immigration*
* *Containment: Kennan Long Telegram, Novikov Telegram, CIA Analysis of the Korean War*
* *Old and New Imperialism: Jules Ferry, British Missionary Letters*
* *Compare Cultural Revolution and the Red Scare*
* *Cold War: Assess Readings:(Cuban Missile Crisis) 13 Days, (Vietnam) Ho Chi Minh 1930 & Ho Chi Minh 1945*

*CIVICS Class: Students assess other governments and US foreign policy. North Korea and China often dominate these lessons as North Korea is a country of mystery and its government structure is compared to American democracy. China is growing in power and often students have difficulty in understanding China's identity as it is a Communist nation that embraces a market that supplies Americans with many goods. In this effort to cover both North Korea and China in Civics (12th grade), I will utilize the following resources from Julie Oakes Mitch Lerner.*

*North Korea - Inside North Korea (Lerner), Understanding Kim Jong Un (Lerner), Gender and North Korea (Oakes)
 China - Notes from Mitch Lerner and Gender and China (Oakes), Globalization, Government Structure*

**UNIT : The US and Japan in WWII - The Atomic Bomb**

**Focus Question and Assessment Task:** Essay
Was it necessary for the United States to drop the atomic bomb on Hiroshima and Nagasaki in 1945 and what was the impact on both the United States and Japan politically, economically, or socially? Respond in essay format. Have a clear thesis statement. Use information from the background information and use at least 3 pieces of evidence from the reading, "Excerpts Regarding the Decision to Drop the Atomic Bomb".

**DAY 1 ATOMIC BOMB - Truman Excerpts
Materials:** Give Me Liberty Textbook, Truman "Excerpts Regarding the Decisions to Drop the Atomic Bomb

1. Homework: Textbook (Give Me Liberty by Eric Foner, 3rd edition) - Throughout the week, students will have read chapter 22 on World War II for homework. They should have completed key terms and an outline (FBI - Find the Big Idea format of outlining). We will have completed traditional assignments for this chapter before beginning the focus on the Atomic Bomb.
2. Truman: "Excerpts Regarding the Decision to Drop the Atomic Bomb" - Reading and Analysis -

Break students into groups of 2 - 3. Each student is responsible for reading and interpreting each excerpt. As a group, they will conduct small group discussion to reach their conclusions. Specifically, they will write one sentence that summarize each excerpt in the document. In a T Chart, students will categorize each excerpt under "supports" or "against" the use of the atomic bomb.

1. Class Discussion - Each group will share their analysis with the class. Break it up so that each group has to participate in at least 2 interpretations and discussion.

**DAY 2 ATOMIC BOMB - Background (PART I)
Materials:** Mitch Lerner's Powerpoint, My Notes to help elaborate on Mitch's powerpoint

1. Lecture & Discussion:
Background on the dropping of the atomic bomb on Hiroshima and Nagasaki:
Consequences on Japan and US celebration-
Resource: Mitch Lerner's powerpoint and my notes

Present the aftermath of the dropping of the bombs. Present the statistics, the descriptions of devastation, and share the statistics of casualties due to conventional war (firebombing of major Japanese cities).

**A) DISCUSSION QUESTION:** What were the consequences of using the atomic bomb and how was it similar and different from convention warfare?

Students will take notes then get into small groups where they will discuss a conclusion to the focus question for the day. Class will reconvene as a whole and conduct a whole class discussion to answer the focus question verbally for now.

**DAY 3 ATOMIC BOMB - Background (PART II)
Materials:** Mitch Lerner's Powerpoint, My Notes to help elaborate on Mitch's powerpoint

**B) DISCUSSION QUESTIONS:** How did the atomic bomb transform society in America and Japan? How did each society view its impact to itself and the other country?

Students will verbally respond to the discussion question throughout the lecture, then each student will respond to one question in paragraph form. They can respond to discussion question A or B. Students will then exchange their paragraph with a peer who answered the other question.

**DAY 4 ATOMIC BOMB - Thesis Development & Manga
Materials:** "Excerpts Regarding the Decision to Drop the Atomic Bomb"

**Focus Question and Assessment Task:** Essay
Was it necessary for the United States to drop the atomic bomb on Hiroshima and Nagasaki in 1945 and what was the impact on both the United States and Japan politically, economically, or socially? Respond in essay format. Have a clear thesis statement. Use information from the background information and use at least 3 pieces of evidence from the reading, "Excerpts Regarding the Decision to Drop the Atomic Bomb".

1. Thesis Statement Development - In order to help students prepare for the essay and answer the lesson focus question, they will brainstorm possible thesis statements. Students will get into groups of 2-3. Using the background information from the lecture and the "Excerpts Regarding the Decision to Drop the Atomic Bomb", students will write possible thesis statements on the white board for all to see. In this way they will develop a thesis statement they can use in their essay assignment.
2. Mapping the Evidence - Students will work as individuals and with teacher support to make a list of hard evidence to be used in the essay (responding to their chosen thesis statement with appropriate evidence).

HOMEWORK: Students will take their thesis statement and develop an essay based on their textbook reading, background information from the lecture, and the analysis of this information via discussion. The essay is due the following day and will be analyzed before submitted.

**DAY 5 ATOMIC BOMB - Essay/Manga
Materials:** LEQ Rubric (AP United States History), Student Essays responding to the unit focus question, Manga

1. Essay Analysis: students will bring in their essay and apply the LEQ rubric for APUSH to their own essay and a peer's essay (highlight thesis, evidence). Students will use the rubric to evaluate their possible AP score. If their score is below a 4 out of 7 after more than one students has assessed the essay, then a rewrite must take place for homework. In this case, the essay is to be submitted the following day.
2. Manga: Students will select a Manga story from our school library. I will have our librarian pull ones that focus on Japan after the atomic bomb. I will share Julie Oakes list of Manga options to ensure that we have a healthy selection to choose from.

**DAY 6 MANGA - Read and Share
Materials:** Manga

1. Manga: Students will read their chosen Manga story (must focus on the aftermath of Japan following the dropping of the atomic bombs on Hiroshima and Nagasaki).
2. SOAPSTone: Students will analyze the book using this method of analysis

**S**peaker (Who is speaking? What is the perspective of this story? How would you characterize the speaker?)

**O**ccasion (When and where does this take place? How is this significant?)

**A**udience (Who is this intended for?)

**P**urpose (Why was this story written?)

**S**ubject (What is the main theme/focus of this story? What are the most important elements?)

**T**one (What is the tone of the story?)

**UNIT: Cold War and East Asia**

Following my unit on the atomic bomb, I will dive into the Cold War. I have given a couple of brief sketches of how I would approach this using materials from this year's conference. I know that the whitehousetapes.org will be another great resource I will use is coming year.

**Lesson - Korean War**

Focus Question: How did the Korean War turn the "cold war" or "the 'so-called' cold war" into "The Cold War" in United States foreign policy?

1. Review "Background" of politics in Korea then the overflow into the larger public sphere and China's ultimate involvement
2. Analyze "CIA analysis of Korea War" - student will SOAPSTONE the document

**Lesson 2 - Vietnam**

Focus Question**:** Why did the United States go to war in Vietnam?

1. Documents: Ho Chi Minh 1930 / Ho Chi Minh 1945 - students would use these documents to begin the assessment of what drove the US into Vietnam.