

Anthropology of Hate: The Importance of Analyzing Medias Perspective on History
11th and 12th Grades
Social Studies / Anthropology

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Essential Questions:

- How do you define peace/hate as applied to global human relationships?
- How does personal experience affect historical record and present-day interpretations of a historical event?
- Why are present-day interpretations of history so important to peace studies and the relationships between cultures?

Introduction to Unit:

Anthropology students will examine the historical events surrounding the bombings of Hiroshima and Nagasaki at the end of WWII and the importance of perspective when creating peaceful relationships between cultures in the present.

Subject Areas: This lesson was designed for an anthropology elective (11th and 12th grade) but could be adapted for most world history classes or related electives.

Time Required: 4-5 70-minute class periods (may be adjusted based on scheduling needs and desired in class work time)

Objectives:

This unit will ask students to read and analyze primary/secondary sources discussing the bombings of Hiroshima and Nagasaki at the end of WWII, leading to an understanding of the attitudes and opinions of these events from multiple view points. Using these new understandings, students will create a museum exhibit about these incidents and examine the importance of viewpoint when discussing historical events and the significance of bias when teaching peace education.

National Standards for Social Studies Teachers (NCSS):

- **Individuals, Groups, and Institutions**

Learner Expectations

Institutions such as schools, religions, families, governments, and businesses all play major roles in our lives. These and other institutions exert enormous influence over us, yet they are no more than organizational embodiments to further the core social values of those who comprise them. Thus, it is important that learners know how institutions are formed, what controls and influences them, how they control and influence individuals and culture, and how institutions can be maintained or changed. The study of individuals, groups, and institutions, drawing upon sociology, anthropology, and other disciplines, prepares learners to ask and answer questions such as: What is the role of institutions in this and other societies? How am I influenced by institutions? How do institutions change? What is my role in institutional change?

- **Global Connections**

Learner Expectations

The realities of global interdependence require that learners understand the increasingly important and diverse global connections among the cultures and societies of the world. Analysis of tensions

between national interests and global priorities may contribute to the development of possible solutions to persistent and emerging global issues in many fields: health care, economic development, environmental quality, and universal human rights. Analyzing patterns and relationships within and among cultures of the world, such as economic competition and interdependence, age-old ethnic enmities, political and military alliances, and others, helps learners examine policy alternatives that have both national and global implications.

- **Civic Ideals and Practices**

Learner Expectations

The study of civic ideals and practices, the central purpose of social studies, prepares learners for full participation in society. Examining civic ideals and practices across time and in diverse societies prepares learners to close the gap between present practices and the ideals upon which our democratic republic is based. Learners confront such questions as: What is civic participation and how can I be involved? How has the meaning of citizenship evolved? What should be the balance between rights and responsibilities? What is the role of the citizen in the community, in the nation, and in the world community? How can I make a positive difference?

Required Reading Materials:

Linenthal, Edward T. and Tom Engelhardt. Introduction to *History Wars: The Enola Gay and Other Battles for the American Past*, Edited by Edward T. Linenthal and Tom Engelhardt. New York: Henry Holt and Company, 1996.

Manale, Shizumi Shigeto and Richard Marshall. *Running with Cosmos Flowers: The Children of Hiroshima*. Gretna: Penguin, 2014.

Nakazawa, Keiji. *I Saw It: The Atomic Bombing of Hiroshima*. San Francisco: Educomics, 1982.

Yamawaki, Yoshiro. “My Experience of the Atomic Bomb.” Presentation, Nagasaki National Peace Memorial Hall, 2016.

Note to teacher: Prior knowledge and understanding of anthropology and culture may be needed if this lesson is used in a history class.

Day 1: What is Peace/Hate? - Japanese and American Perspectives

Introduction: Students will begin by defining, as a class, peace and hate as it pertains to anthropology and cultural relationships.

Once terms are defined have students recall events in history that have helped with peace or caused animosity between cultures, societies, countries, etc. Write these events on the board. Discuss the following questions pertaining to events mentioned:

- What do these events have in common?
- Does bias affect the reactions and opinions of the people in the affected societies? Why? What are some of these biases?
- What causes people to turn toward peace rather than hate? Or hate rather than peace? Explain.

Background presentation:

The Bombing of Hiroshima and Nagasaki: A Short Background

Visuals	Information on the slides	Talking points
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Hiroshima

- August 6, 1945 at 8:16am

Nagasaki

- August 9, 1945 at 11:02am

Why?

- America wanted to end the war quickly and preserve American lives

Explain basic information about the bombings; date, time, etc. Explain the pictures to the left and the importance of the areas and moments in their respective cities.

Top image:

A-bomb dome in Hiroshima

Bottom image:

Nagasaki Hypocenter monument in Nagasaki Peace Park

State the most commonly given reason for the dropping of the bombs in order to get the students thinking.



image 1¹

Or is it?

- What kinds of bias can be found on both sides in war?
- Do you think bias had anything to do with the decision to use nuclear weapons to end WWII?
- Why and how is bias created?
- Is it necessary? Good/bad?

Use the following questions/propaganda to help students think about how racism and bias played a part in WWII.

 <p>image 2²</p>	<ul style="list-style-type: none"> • Military or the average citizen? • Why do you think these places were targeted? 	<p>Have students think about the importance of bombing these two cities. Students may Google to find some of the answers and discuss from there.</p>
	<ul style="list-style-type: none"> • Do you think there is any ongoing animosity about these events in either America or Japan? 	<p>Have students think about these events in the context of today. Do they think Japanese/American citizens still have negative feelings toward these events or people? Make sure to discuss both sides.</p>

Link to Google Presentation:

https://docs.google.com/presentation/d/1Du9ckVPZWXJyHMcrhdSwxUUTc1ICoz2Q4_wmN-OChgg/edit?usp=sharing

Reading and Discussion: Split class into four groups, each group will read one of the following sources:

- Introduction to *History Wars: The Enola Gay and Other Battles for the American Past*, Edited by Edward T. Linenthal and Tom Engelhardt, pg 1-7³ (total 7 pages)
- Excerpts from *Running with Cosmos Flowers: The Children of Hiroshima* by Shizumi Shigeto Manale and Richard Marshall. “Unexpected Gifts” pg 112-116, “The Americas” pg 117-120, “Expressions of Gratitude” pg 123-127, “A Baton of Cosmos Flowers” pg 127-128, “2007” pg 128-140⁴ (total 16 pages)
- *I Saw It: The Atomic Bombing of Hiroshima* by Keiji Nakazawa⁵ (entire comic book)
- “My Experience of the Atomic Bomb.” Presentation by Yoshiro Yamawaki⁶ (total 8 pages)

Note to teacher: Readings and groups may be assigned based on reading level.

Students should discuss the following questions in their groups once they have completed their assigned reading:

1. How/what did your reading teach you about the Japanese/American viewpoint of the bombings?
2. Is your reading more a message of peace, hate, or both? Find and list examples in the reading that helped you make your decision.
3. Were you surprised by anything you read? Explain.

Activity Directions:

Students will create a 5-10 minute presentation that explains the following information to the class:

- Summary of your reading
- How much time had passed between the bombings and when your reading was written/experienced? Explain the affect you think this might have had on the point of view of your reading (peace/hate). Explain fully using examples.
- What do you think is the message of the reading? Explain why using examples.
- Do you think attitudes toward the bombings have changed since the time your reading was written/experienced? Explain why or why not?
- Create one discussion question surrounding the importance of peace or hate in your reading to hold a short class discussion.

Presentation requirements:

- Must be 5-10 minutes
- Must use graphics/visuals
- Information should be reported in bullet points on presentation (no complete sentences, do not read from slides)
- Your group is responsible for leading the discussion of your question

Use remaining class time to work on project to be presented at the beginning of next class period.

Note to teacher: Presentations may be created with multiple web tools. (Microsoft PowerPoint, Google presentations, Prezi, etc.)

Day 2: Museums and Viewpoints

Student presentations on readings from previous class: 20-40 minutes at the beginning of class

Presentation rubric

Criteria	1	2	3	4	Your Score
Attention to Audience	Did not attempt to engage audience	Little attempt to engage audience	Engaged audience and held their attention most of the time by remaining on topic and presenting facts with enthusiasm	Engaged audience and held their attention throughout with creative articulation, enthusiasm, and clearly focused presentation	1 2 3 4
Clarity	No apparent logical order of presentation, unclear focus	Content is loosely connected, transitions lack clarity	Sequence of information is well organized for the most part, but more clarity with transitions is needed	Development of thesis is clear though use of specific and appropriate examples; transitions are clear and	1 2 3 4

				create a succinct and even flow	
Content	Thesis is unclear and information appears randomly chosen	Thesis in clear, but supporting information is disconnected	Information relates to clear thesis; many relevant points, but they are somewhat unstructured	Exceptional use of material that clearly relates to a focused thesis; abundance of various supported materials	1 2 3 4
Creativity	Delivery is repetitive with little or no variety in the presentation techniques	Material presented with little interpretation or originality	Some apparent originality displayed through use of original interpretation of presented materials	Exceptional originality of presented material and interpretation	1 2 3 4
Presentation Length	Greatly exceeding or falling short of allotted time	Exceeding or falling short of allotted time	Remained close to the allotted time	Presented within the allotted time	1 2 3 4
Speaking Skills	Monotone; speaker seemed uninterested in material	Little eye contact; Fast speaking rate, little expression, mumbling	Clear articulation of ideas, but apparently lack confidence with material	Exceptional confidence with material displayed through poise, clear articulation, eye contact, and enthusiasm	1 2 3 4

Project Assessment: Project directions-

Creating a Museum Exhibit: The Bombings of Hiroshima and Nagasaki

Project Objective: Students will create a small museum exhibit about a chosen aspect of the bombings of Hiroshima and Nagasaki. You will use a three-fold project board to create a gallery of pictures/artifacts and information. Your gallery must include the following:

- An introduction to your gallery – this should be at least 400 words and should give an overview of the topic and information that will be found in your gallery (like the

introduction to a research paper) as well as the point of view of your exhibit (Japanese, America, unbiased, factual, opinion, peace, hate, etc.).

- You will need at least 15 artifacts in your exhibit. These will be shown through pictures. Each picture must have a description of 150-200 words explaining the artifact and how it fits into your exhibit.
- Throughout your exhibit you will need 4 thought provoking questions on peace/hate.
- End you gallery with a thought-provoking quote that supports the point of view of your gallery.
- Gallery must be visually clean and organized.

Your museum exhibit should have a name and clear point of view that is carried throughout. Your gallery will be examined by the class for consistency and understanding.

Grading:

Your grade will be based on the gallery you create, whether or not your viewpoint is clear and understandable, following all directions, and being able to discuss the galleries you examine.

Day of gallery display:

You will have two workdays to complete this project. On the third day you will display your gallery in the classroom and you will examine 2-3 of your classmates galleries. You will have a worksheet/Google form to complete on each of the galleries you study. You will be required to give your opinions and findings on each of these galleries as well as discuss your own gallery.

Students should spend any additional class time refining and picking a clear topic for their gallery. Try to use this time to check with each student/group to make sure topics are appropriate for topic of study before students continue with their work.

Note to teacher: Worksheet may be filled out on paper or through a web tool such as Google forms. In smaller classes the galleries can be done individually (classes of 10-15), larger classes may want to create groups to complete the project but gallery examination can still be done individually.

Day 3-4:Work days (depending on the timing of classes and schedules work days may differ)

Day 5: Examination of Galleries

Each student gallery will be set up around the classroom and numbered as the students enter the classroom. Each student should receive/fill out 2-3 gallery examination worksheets (below):

Student Worksheet:

Student Examination of Galleries

Examination of Gallery number _____

Complete each section for the gallery numbered above.

Title	
What is the title of this gallery?	
Does the title show any bias or help you understand what you will learn? Explain.	
Description	

How does the exhibit description help you understand what you will learn from the artifacts in the exhibit?	
Does the description show bias towards these events? If so, what/how?	
Do you think this is an appropriate museum exhibit description and topic for the required project?	
Artifacts: Look through all of the artifacts and descriptions:	
Which catch your eye the most? Why? (mention at least 3 artifacts)	
Do the descriptions add fully to your understanding of the events?	
How might the information given affect the opinions of the reader/viewer?	
If they don't, why?	
Questions	
Did the questions asked throughout the exhibit add to your understanding of the exhibit topic?	
Did they sway your personal opinion of the topic at all? How?	
Pick one of the questions to answer fully. Please write the answer and question below.	
Question:	
Answer:	
Last Thoughts	
Once you have finished looking at the gallery please write any final thoughts/opinions about the exhibit.	

Did you think there was an overwhelming feeling/tone to the exhibit (peace/hate)? Why? Use examples.	
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Project Discussion:

Once students have completed their gallery examinations the class will come together and discuss the following using the information from their own gallery and those they have looked at.

- Discuss whether or not the students thought all of the exhibits and artifacts were appropriate for the exhibits. Why/why not?
- Did the exhibits discuss the events from an unbiased (peaceful) point of view or did you find bias (hate) in them? Give examples.
- Do you ever think about the importance of tone and point of view in museums, TV shows, books, etc., when it comes to history?
- How can these mediums better show peace through the information they teach?
- What could you, or other groups, have done to improve on teaching peace in your exhibits?

Gallery Project Rubric:

Gallery	
Introduction: Introduction is at least 400 words, shows a clear topic and viewpoint for your gallery, and includes an overview of your topic.	____/10
Artifacts: Your gallery has at least 15 artifacts that support your gallery topic and viewpoint. Each artifact has an explanation of 150-200 words.	____/20
Gallery Questions: There are at least 4 questions throughout your gallery that add to the viewpoint and topic and help the viewer consider your gallery more fully.	____/10
Gallery Conclusion: Your gallery ends with a quote, which adds to your topic and concludes your information.	____/5
Student Examination of Galleries	
Required Gallery Examinations: You completed the required number of gallery examination worksheets	____/10
Gallery Examination Worksheets: All worksheets are completed fully; all questions are answered well and thoughtfully.	____/25
Participation in Project Discussion: You offered personal insights and thoughts on both your own gallery, and those you examined, during the class discussion.	____/10
Conventions and Visuals: You have little to no spelling or grammatical errors throughout your gallery. Your Exhibit is well organized and creative.	____/10
	Total ____/100

Unit Assessment: (To be completed outside of class)

Students will write an opinion essay using the following prompt:

- Why is it important to teach history through unbiased and peaceful education as opposed to biased and hateful information? How does the way history is taught effect the way you think about events, people, and places? Make sure you explain your opinion by using facts to support your opinion and also use the readings, discussions and exhibits gone over in class.

Your essay should be MLA format and include a work-cited page.

Writing Rubric:

C O N T E N T	Includes all Requirements	Uses Relevant Outside Information & Support	Demonstrates Understanding of Issues
	5 – All directions of the assignment are followed as to the required content of the essay.	5 – I enhanced my essay by doing some outside research or using sources provided for me in class or in the supplemental materials. I supported any claims or arguments with details and/or statistics from reliable sources.	5– My essay contains both the required content elements and my own opinion/analysis based on the research I’ve done and the content of the class; I convey my ideas well through my writing.
	3-4 – Most directions are followed, but some items are missing. I read the directions, but did not go back to check that I fulfilled all the requirements of the essay.	3-4 – I used some outside information and supported some of my claims with details. Some claims were broad/sweeping statements that may have been valid, but did not gain strength with facts or support.	3-4 – Some of my points show an understanding of issues and a stance, but at other times, I may be unsure so do not elaborate on points well.
	1-2 – The assignment was submitted, but its contents did not reflect the required elements outlined in the directions.	1-2 – I do not back up arguments with facts, research or statistics or support claims with details.	1-2 – I was not sure what to write for this assignment and did not ask for help, so this is reflected in my writing.
W R I T I N G	Organization	Style	Conventions
	5 – The paper is well organized from beginning to end and has a clear, logical order.	5– The paper is written using varied vocabulary, correct and varied sentence structure, and my voice is seen through the way that I write.	5 – My paper contains 1 or less spelling errors and less than 5 punctuation, capitalization, or paragraphing errors.
	3-4 – The paper has an organizational structure but can become removed from this structure at times. There may be a lack of closure or poor transitioning that takes away from the content of the piece.	3-4– My voice is present in the paper but not always strong.	3-4 – My paper contains multiple spelling errors and/or more than 5 punctuation, capitalization, and/or paragraphing errors

	1-2 – The paper is unfocused and resembles free writing more than a structured, organized piece.	1-2 – It appears that my paper was done hastily and does not contain variance or a clear voice/writer’s style.	1-2– My paper is riddled with errors and it is clear that I did not take the time to edit or take care in the writing process.
C I T A T I O N & F O R M A T T I N G	MLA Internal Citations	Works Cited Page	Page Setup
	5 – Every little known fact, idea that is not my own, statistic, or detail is cited with an internal, parenthetical MLA citation in proper format.	5 – The Works Cited Page is in correct MLA format with no errors, following the proper template (an example is on the Purdue Owl Writing Lab Site), and each entry corresponds correctly with an internal citation.	5 – The page is setup using the standards of MLA: 1” margins, 12-point font in TNR or Arial, double-spaced throughout, page headers and first page header/title.
	3-4– The majority of little known facts, ideas that are not my own, statistics, and details in my piece are cited with an internal, parenthetical MLA citation in proper format (3 or less un-cited or mis-cited facts).	3-4 – There are 2 or more errors on the Works Cited Page in formatting or the entry does not match correctly with internal citations in the paper.	3-4 – There are 2 or more errors in formatting of the paper.
	1-2 – I make no attempt to internally cite facts, ideas that are not my own, statistics, and details, or the citations are incorrect in format.	1-2 – I did not submit a Works Cited page and/or the formatting is entirely incorrect.	1-2 – A reader cannot tell that my paper was formatted in MLA style and/or there are obvious page elements missing like the title or page headers.

Endnotes:

¹ “WWII Propaganda,” *Colombia College*, August 10, 2016, <http://www.ccis.edu/courses/hist102mtmcinneshin1/wwiiprop.htm>.

² “Counting the Dead,” *AtomicBombMuseum.org*, 2006, http://atomicbombmuseum.org/3_health.shtml.

³ Linenthal, Edward T. and Tom Engelhardt. Introduction to *History Wars: The Enola Gay and Other Battles for the American Past*, Edited by Edward T. Linenthal and Tom Engelhardt (New York: Henry Holt and Company, 1996), 1-7.

⁴ Manale, Shizumi Shigeto and Richard Marshall. *Running with Cosmos Flowers: The Children of Hiroshima* (Gretna: Penguin, 2014), 112-120, 123-140.

⁵ Nakazawa, Keiji. *I Saw It: The Atomic Bombing of Hiroshima* (San Francisco: Educomics, 1982).

⁶ Yamawaki, Yoshiro. “My Experience of the Atomic Bomb.” (Presentation, Nagasaki National Peace Memorial Hall, 2016).