Voices of Peace and Reconciliation:
Messages from Japan to the United States

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Voices of Peace and Reconciliation:
Messages from Japan to the United States

“I will write peace on your wings and you will fly all over the world.”—Sadako Sasaki

Through the accidents of history, peace education has a long history in Japan. Schools, museums, NGOs, and individuals all contribute to the basic goals of peace education—learning from the past and cultivating mutual understanding between cultures so that citizens will make rational future choices regarding violence and nonviolence. Twelve participants were selected for the study tour from the more than 22,000 teachers in the United States who have completed a National Consortium for Teaching about Asia (NCTA) seminar on East Asia. From June 28-July 13, the group traveled to Nagasaki, Hiroshima and Kyoto, Japan to learn about peace education. On our return to the U.S., the educator participants created curricula for use in classrooms. These lesson plans are shared here in hopes that the power of these twelve may be multiplied many times over.

Our journey began in Nagasaki, where we visited the Nagasaki National Peace Memorial Hall for the Atomic Bomb Victims, the Nagasaki Atomic Bomb Museum, the Peace Park, and the Nagai Takashi Memorial Museum and Nyokodō. We heard Mr. Yoshiro Yamawaki’s personal experience as a middle school student in 1945; met with Tokusaburo Nagai to learn about the life and work of his grandfather, Takashi Nagai; and visited Kwassui High School to learn about their peace education curriculum and extra-curricular peace activities.

In Fukuoka, we had the honor of meeting and hearing from Masahiro Sasaki, the older brother of Sadako Sasaki and the founder of Sadako Legacy (http://www.sadako- jp.com/).

In Hiroshima we received a warm welcome from the members of the hospitality association at Honkawa Elementary School, who taught us about Japanese calligraphy and tea, then gave us a private tour of their peace museum. The ninth-grade students from Hiroshima University Mihara Junior High School guided us on a day-long exploration of the Hiroshima Peace Memorial Museum and Hiroshima Peace Memorial Park, followed by discussions about peace. These students are involved in the Peace Guide Project, originally funded by the United States-Japan Foundation, in which the students learn to discuss peace issues in English and understand other cultures. Both the teachers and the students came away with messages to take back to their respective classrooms.

In Kyoto our visit to the Kyoto Museum for World Peace at Ritsumeikan University was followed by a lecture on hibakusha issues today.

With gratitude, we would like to acknowledge the following people who were instrumental in our journey to understanding peace education: Yasushi Oba, Nagasaki National Peace Memorial Hall for the Atomic Bomb Victims; Tomoko Maekawa and Kazumi Kai, our expert guides in Nagasaki; Yoshiro Yamawaki, Nagasaki hibakusha; Tokusaburo Nagai, Director of the Nagai Takashi Museum; Takashi Yuguchi, Principal at Kwassui Junior & Senior High School; Masahiro Sasaki, Hiroshima hibakusha and founder of Sadako Legacy; Kenji Yuki, English
teacher and coordinator of the Peace Escort program at Mihara Junior High School attached to Hiroshima University; the many hosts and volunteers who coordinated our visit to Honkawa Elementary School, and Professor Masaya Nemoto, Hitotsubashi University.

Finally, we would like to thank the United States-Japan Foundation for their support of this project, and in particular David Janes, Director of Foundation Grants, for his endless encouragement on our peace education journey.

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On behalf of the study tour members:

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Alan Hagedorn
Julie Israelson
Lisa Laker
Kristen Larson
Maria de la Luz Leake
Jennifer Lopez
Kelly Lutkiewicz
Kristin Luxon
Marina Outwater
Emily Schiessl

Note: Japanese names in this introduction are given in the English language order of given name followed by the family name. (Japanese language order is family name followed by given name.)

Cover photo: Japan Study Tour 2016 members at the Nagasaki Peace Park.
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AR Analysis of the Effects of Nuclear War
6th-8th grades
World Geography, World History

Mary Bisheh
Evergreen Middle School
Evergreen, Colorado

BACKGROUND or INTRODUCTION: This lesson serves as an introductory look at the history of the atomic bombings of Hiroshima and Nagasaki in which students use a variety of different sources in order to piece together the full impact of these historical events. Students are expected to make inferences about the effects of nuclear war and implications of nuclear proliferation today. This lesson uses resources collected in Nagasaki and Hiroshima through the 2016 FCCEAS NCTA Study Tour to Japan. The resources have been developed into learning stations which are hosted in Aurasma, an Augmented Reality online platform. Aurasma is a free app that requires no school subscriptions and is easy to use, allowing a classroom of students to use one established teacher created account. With the growth of Augmented Reality (AR) technologies and the popularity of AR games such as Pokémon Go, there are many educational benefits to using AR in the classroom to increase student engagement.

Students will explore AR Stations or Auras, which are images that can be scanned in Aurasma to be augmented with a combination of various types of media. Each Aura focuses on different effects of the bombing using pictures, websites, video, and text. Some of these sources include Izumi Marumoto’s Nagasaki: A Record in Manga, Isao Hashimoto’s Time lapse map, Sumner Jules Glimcher’s Hiroshima-Nagasaki, and Susan Southard’s Nagasaki: Life After Nuclear War. Testimonies from hibakusha (bomb affected peoples) including stories from Yoshiro Yamawaki and Takashi Nagai are also used. Pictures and databases from both Hiroshima Peace Memorial Museum and the Nagasaki Atomic Bomb Museum are referenced extensively as well. Prior to teaching this lesson, students should have a basic understanding of the end of World War II, exposure to making inferences from primary and secondary sources, and a simple technical understanding of how to use Aurasma.

ESSENTIAL QUESTIONS
- What inferences can we make about the effects of nuclear war?
- What are the implications of nuclear proliferation for us as a global society today?

OBJECTIVES
- Students will analyze and interpret geographic information to make inferences about the effects of nuclear war using an Augmented Reality (AR) learning stations activity.

NATIONAL GEOGRAPHY STANDARDS
1. Use maps, photographs, geographic representations, and spatial thinking to analyze and communicate geographic information.
17. How to apply geography to interpret the past.

TIME REQUIRED: Three 55 minute class periods or two blocked 1.5 hour classes

MATERIALS:
- Class set of iPads/tablets with for each student, pair, or group with access to the internet
2016 Japan Study Tour

- The free app Aurasma installed on each device and logged into on a teacher created classroom account. This can be added before the lesson by students on their own devices. (see the “How to setup Aurasma on your device” handout)
- “Effects of Nuclear War AR Learning Stations” handout for each individual student
- Printed out sets of all the AR Stations (#1-8) printed out for each group
- Copies of the “How to setup Aurasma on your device” handout if you intend to have students bring and use their own smart devices. Give them these directions in advance to give them time to download the appropriate app on their devices.
- Teacher directions on setting up a classroom account on Aurasma to be completed before students download or use the app. (see the “How to setup a classroom account on Aurasma” handout)
- Post-it notes (for a closure ticket out the door)

PROCEDURE

1. Prior to teaching this lesson, it is imperative that the directions on the handout on how to setup a classroom Aurasma are completed. If students are using their own devices give them the handout “How to setup Aurasma on your device” a few days before teaching the lesson. Be sure to fill in your own classroom account information on the handouts before they are given out.
2. Start the lesson by having students respond to the warm-up question “What thoughts come to mind when you think of nuclear weapons?” in their notebooks. With the students, brainstorm a list of their thoughts, and transition into a discussion about the bombings of Hiroshima and Nagasaki. Make sure to note that they are the only two civilian populations that have had nuclear weapons used against them in a time of war. Also introduce the concept of nuclear proliferation to the students defined as the spread and increase of nuclear weapons.
3. Pass out the Effects of Nuclear War AR Learning Stations handouts and explain to students that they will analyze geographic data relating to the atomic bombings of Nagasaki and Hiroshima in order to make inferences about the effects of nuclear war.
4. Model for students how to scan an AR Station, click through different sources, and show them how to answer the questions. This activity can be completed individually, in pairs, or even small groups depending on the availability of classroom technology. Take note however that the students will be sitting in groups to share the AR station papers. Each group will have a full set of stations (1-8).
5. Outline the learning stations expectations with the students and model how to fill out the handout.
6. Distribute the iPads to pairs/groups/individuals as necessary and let the students begin the activity. If students are using their own devices, they must be sure to have already downloaded Aurasma and logged into the classroom account. Likewise if using the class set of iPads/devices they also will need to have Aurasma installed and the classroom account needs to be logged in. This lesson as a whole is expected to take three 55 minute class periods. Give the students a goal to finish for the first day and continue to work on the activity on the second day.
7. As a ticket out the door on the first or second days, give each student a Post-it note to complete the following sentence, “One thing that surprised me or that I learned based on the evidence I examined today was __________________________.” Have students either post these on the board or hand them to you as they walk out the door.
8. When most of the students have completed all of the stations, ask them to work on the closure paragraph at the end of their handout.

ENRICHMENT
1. After researching the effects of the bombings of Hiroshima and Nagasaki further, have students create their own AR Stations using Aurasma and a classroom gallery walk of the student created stations.
2. Have students participate in a Socratic Seminar over the proliferation of nuclear weapons and the implication of this on world events today using evidence they gathered from the AR Stations.

EVALUATION or ASSESSMENT
Students will be assessed by completing the AR stations handout and justifying all of their answers. In addition, students will also be asked to complete a closure paragraph evaluating their knowledge.

ENDNOTES


BIBLIOGRAPHY
2016 Japan Study Tour

http://atomicbommbuseum.org/4_survivors.shtml
http://atomicbommbuseum.org/3_radioactivity.shtml


https://www.youtube.com/watch?v=07_qPIF_3Os


https://www.youtube.com/watch?v=LLCF7vPanrY


http://a-bombdb.pcf.city.hiroshima.jp/pdbe/detail/11058


- 4 -
http://www-sdc.med.nagasaki-u.ac.jp/abcenter/index_e.html


http://a-bombdb.pcf.city.hiroshima.jp/pdbe/list/

http://nagasakipeace.jp/english/survivors/yoshiro_yamawaki.html
How to setup a Classroom account on Aurasma- Teacher Directions

1. After you have installed the Aurasma app on your tablet (see the student handout for more details), setup a new account. All you will need is a valid email to verify your account. Setting up an Aurasma account to use for your classroom is free and can be used by a classroom of students at the same time. Make sure to note the login name and password you choose to convey this information to your students.
2. Once you have logged in and validated your account, find the search bar at the top that says, “Discover auras.” Search for “mbisheh,” the username that the Auras you will be using in the stations activity are setup under.

3. Once you have searched, click on “mbisheh’s Public Auras” which should be the first thing that comes up in your results.
4. Once on this page click on the gray “Follow” button. This will allow your Aurasma account and any of your students who use it to easily scan the Auras in the stations activity.
How to setup Aurasma on your device

If you have an electronic device such as a tablet or iPad that has reliable access to the Internet, can download apps, and take pictures, you will be able to use it in class for an upcoming lesson. In order to be able to use your device however, you must have the Aurasma app downloaded and setup on your device. Go to the app store on your device and search for “Aurasma.” The app logo is a purple “A”- see the picture below. This app is free and fairly easy to use once you figure it out. Once you have downloaded this app, you will need to login to the classroom account; this information will be given to you by your teacher and you can write it in box provided to remind you. Once you have logged into the classroom account, test it by scanning the trigger picture to the right of this sheet to see if it works. The trigger pictures work similarly to QR codes. You will know it works as you scan it in the app and see a dove.

Aurasma classroom login:

Test your Aurasma app here by scanning this trigger picture;
Remember you must have logged into the classroom account
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Aurasma classroom login:  
password:  

Test your Aurasma app here by scanning this trigger picture; Remember you must have logged into the classroom account.

Name: ________________________________  Period:_______  Date: __________________________
Effects of Nuclear War AR Learning Stations

Directions: For each AR (Augmented Reality) Station or Aura you will be asked to analyze the trigger picture and other various sources in order to make inferences about nuclear war. You will use your electronic device with the Aurasma app open to scan the trigger picture in order to analyze sources such as text, pictures, video, or websites. You must to write in complete sentences and follow the directions carefully for each AR Station/Aura.

AR #1: A New Kind of Weapon
1. Describe the science behind the creation of the atomic bomb.

2. What are at least three differences between the Nagasaki and Hiroshima atomic bombs?

3. What inferences can you make about the dropping of the bomb on Hiroshima based on the BBC clip? Use evidence to explain your reasoning.

AR #2: Bomb Destruction
4. According to the blast pressure graph, what kind of destruction occurred at two kilometers from the hypocenter?

5. How does reverse wind cause destruction?

6. Describe the destruction of the bomb using specific examples from the pictures.

7. What inferences can you make about the destruction of Hiroshima based on the sources?
AR #3: Black Rain

8. How did most people who were nearest to the hypocenter die?

9. Why was the black rain considered so dangerous?

10. Why was it so difficult to get an accurate count of those who died in Nagasaki and Hiroshima?

11. What are some examples of atomic bomb related illnesses?

AR #4: Human Horrors

12. According to the manga comic, describe the experience of the boy who encountered the survivors.

13. What inferences can you make about Mr. Yamawaki’s bomb experience?

14. What is the central message of Mr. Yamawaki’s story?

AR #5: Artifacts

15. Based on the artifacts, what were the physical conditions like near the hypocenter right after the bombs exploded?

16. What inferences can you make about the bombings based on the artifacts? Use evidence to support your response.
AR #6: Art
17. How does Dr. Nagai describe his wife? What is the tone of his writing?

18. What inferences can you make about the bombings based on the art? Use evidence to support your response.

AR #7: Concentric Circles of Death
19. What do the “concentric circles of death” refer to?

20. What is by far the biggest killer of atomic bomb survivors?

21. Who are the hibakusha? What is the message Sunflower choir?

22. Why did the survivors feel like they were “marked forever”?

23. What was life like for those in Hiroshima and Nagasaki after the bombing?
2016 Japan Study Tour

**AR#8: Nuclear Proliferation**

24. What countries have the highest nuclear warhead counts currently? Do you notice any patterns among these countries? Explain.

25. What might be some of the causes of world nuclear proliferation?

26. According to the figures on the Nuclear Darkness webpage, what inferences can you make about nuclear weapons today?

**Closure:** After completing the AR Stations write a closure paragraph reflecting the on the following questions: What inferences can we make about the effects of nuclear war and what lessons can we learn about nuclear weapons based on the evidence presented from Hiroshima and Nagasaki? What are the implications of nuclear proliferation for us as a global society today? Use evidence from the stations to support your response.

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AR #1: A New Kind of Weapon


The Atomic Bomb

Nuclear fission occurs when the atoms of fissile matter are struck by a neutron, causing another neutron to fly out and strike another atom. The atomic bomb uses this chain reaction (nuclear fission) to unleash an enormous amount of energy.

While the Hiroshima atomic bomb used uranium 235, the atomic bomb dropped on Nagasaki (“Fat Man”) used plutonium 239 as fissile matter. Plutonium is an artificial substance that does not exist in nature. The Nagasaki atomic bomb used the “implosion method” in which the plutonium was separated into several pieces surrounded by explosives and compressed when the explosives were detonated.

It is not certain how much plutonium was used. According to one theory, the bomb contained a core of only 1 kg of plutonium. But that was still enough to generate an explosion equivalent to some 21,000 tons of TNT.

Directions:
trigger picture above and click on each image to view the different types of bombs used and the story of the bombing of Hiroshima BBC video.

AR Sources
- Fat Man Replica, Nagasaki Atomic Bomb Museum. Personal photograph by author. 1 July 2016.
AR #2: Bomb Destruction

Source: Photo taken by the author at the Honkawa Elementary School Peace Museum, Hiroshima, July 2016

Hiroshima Bomb Hypocenter Diagram

Directions: Scan the trigger picture and click on each image that pops up to see before and after effects of the atomic bombing of Hiroshima. Click on any of the pictures in the Aura to link to the video clip.

AR Sources

- Damage from Blast Pressure, Hiroshima Peace Memorial Museum. Personal photograph by author. 11 July 2016.
AR #3: Black Rain

Source: Photo taken by the author at the Hiroshima Peace Memorial Museum, Hiroshima, July 2016

Directions: Scan the trigger picture and make sure to watch the Black Rain clip to the end in order to get to the Destructive Effects link. Read through the three tabbed sections: Energy & Radioactivity, Social Damages, and Health Effects.

AR Sources

- Paul Wilmshurst, Hiroshima, directed by Paul Wilmshurst, (n.p.: BBC DVD, 2005), TV Movie.
AR #4: Human Horrors

Source: Photo taken by the author at the Hiroshima Peace Memorial Museum, Hiroshima, July 2016

Directions: Scan the trigger picture, read and analyze the manga comic and Mr. Yamawaki’s testimony.

AR Sources

- *Depictions of human figures after the bombing*, Hiroshima Peace Memorial Museum, Personal photograph by author, 11 July 2016
AR #5 Artifacts

Directions: Scan each individual trigger picture to read the history behind the artifacts.

Source: Photos taken by the author at the Hiroshima Peace Memorial Museum, Hiroshima, July 2016

Source: Photo taken by the author at the Nagasaki Atomic Bomb Museum, Nagasaki, July 2016

AR Sources

AR#6: Art

Directions: Scan each individual trigger picture to read the story behind the artwork.

Source: Photo taken by the author at the Nagai Takashi Memorial Museum, Nagasaki, July 2016

AR Sources

- *Dead mother in running position still holding her baby*, Hiroshima Peace Memorial Museum, Personal photograph by author, 11 July 2016
- Museum label for *Dead mother in running position still holding her baby*, Nagasaki Atomic Bomb Museum, 1 July 2016

Source: Photos taken by the author at the Hiroshima Peace Memorial Museum, Hiroshima, July 2016
AR#7: Concentric Circles of Death

Source: Photo taken by the author at the Hiroshima Peace Memorial Museum, Hiroshima, July 2016

Sea of Flames near the Hypocenter

Directions: Scan the trigger picture, click through the images, and watch the Remembering Hiroshima and Nagasaki clip. You must watch the clip to the end in order to get to the After the Bomb link. Read through the two tabbed sections: The Survivors and Life in Ruins.

AR Sources

- Concentric Circles of Death, Hiroshima Peace Memorial Museum, Personal photograph by author, 11 July 2016
- Sea of Flame near the Hypocenter, Hiroshima Peace Memorial Museum, Personal photograph by author, 11 July 2016.
AR #8: Nuclear Proliferation

Nuclear Proliferation: the spread and rapid increase of nuclear weapons.

Source: Photo taken by the author at the Hiroshima Peace Memorial Museum, Hiroshima, July 2016

Nuclear warhead count of the world as of 2015

Directions: Scan the trigger picture and watch the time lapse map video. You must watch the video to the end to get to the Deadly Consequences of War link.

AR Sources

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

Kristen Boone
Church Farm School
Pottstown, Pennsylvania

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:

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 then hate? Or hate rather then peace? Explain.
**Background presentation:**

**The Bombing of Hiroshima and Nagasaki: A Short Background**

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<tr>
<th>Visuals</th>
<th>Information on the slides</th>
<th>Talking points</th>
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<tbody>
<tr>
<td>[Image]</td>
<td>Hiroshima</td>
<td>Explain basic information about the bombings; date, time, etc.</td>
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<td></td>
<td>• August 6, 1945 at 8:16am</td>
<td>Explain the pictures to the left and the importance of the areas and moments in their respective cities.</td>
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<td>Nagasaki</td>
<td>Top image: A-bomb dome in Hiroshima</td>
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<tr>
<td></td>
<td>• August 9, 1945 at 11:02am</td>
<td>Bottom image: Nagasaki Hypocenter monument in Nagasaki</td>
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<td>Why?</td>
<td>State the most commonly given reason for the dropping of the bombs in order to get the students thinking.</td>
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<tr>
<td></td>
<td>• America wanted to end the war quickly and preserve American lives</td>
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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.

- Military or the average citizen?
- Why do you think these places were targeted?

Have students think about the importance of bombing these two cities. Students may Google to find some of the answers and discuss from there.

- Do you think there is any ongoing animosity about these events in either America or Japan?

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.
Link to Google Presentation: https://docs.google.com/presentation/d/1Du9ckVPZWXJyHMcrhdSwxUUTc1ICOzQ4_wmN-0Chgg/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)
- 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 five to ten 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 effect 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 five to ten minutes
- Must use graphics/visuals
- 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.)
### Presentation rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Your Score</th>
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</thead>
<tbody>
<tr>
<td>Attention to Audience</td>
<td>Did not attempt to engage audience</td>
<td>Little attempt to engage audience</td>
<td>Engaged audience and held their attention most of the time by remaining on topic and presenting facts with enthusiasm</td>
<td>Engaged audience and held their attention throughout with creative articulation, enthusiasm, and clearly focused presentation</td>
<td>1</td>
</tr>
<tr>
<td>Clarity</td>
<td>No apparent logical order of presentation, unclear focus</td>
<td>Content is loosely connected, transitions lack clarity</td>
<td>Sequence of information is well organized for the most part, but more clarity with transitions is needed</td>
<td>Development of thesis is clear though use of specific and appropriate examples; transitions are clear and create a succinct and even flow</td>
<td>1</td>
</tr>
<tr>
<td>Content</td>
<td>Thesis is unclear and information appears randomly chosen</td>
<td>Thesis in clear, but supporting information is disconnected</td>
<td>Information relates to clear thesis; many relevant points, but they are somewhat unstructured</td>
<td>Exceptional use of material that clearly relates to a focused thesis; abundance of various supported materials</td>
<td>1</td>
</tr>
<tr>
<td>Creativity</td>
<td>Delivery is repetitive with little or no variety in the presentation techniques</td>
<td>Material presented with little originality or originality</td>
<td>Some apparent originality displayed through use of original interpretation of presented materials</td>
<td>Exceptional originality of presented material and interpretation</td>
<td>1</td>
</tr>
</tbody>
</table>
**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 two to three 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.

Stones to Stories - Pathways to Peace:  
Twelve Activity Stations Toward Peace and Two Powerful Movies  
Grades 9 - 12  
World History/Social Studies

Alan Hagedorn  
Center Grove High School  
Greenwood, Indiana

Unit overview: This fully immersive and very dynamic five-day unit (which can easily be reduced to three days) utilizes stations and a small-group format as well as two powerful Japanese animated movies in order to expose students to a diverse set of resources and experiences that help them interact with Japanese voices from the past and present as they explore Japan’s long road to their current peace. It is designed for 85-minute class periods.

Essential questions:
1. Stones are timeless and stories are temporal, so how do both of these reminders of our past work together to lead us toward peace?
2. The celebrated advance of technology has put the sanctity of human in a precarious situation, how has the post-WW II world strived to arrest our destructive capacity and to build a wider common humanity?

Unit design and execution: Assuming a classroom of 21 to 30 students, each station will have two to three students at it for 15 minutes. At each station, students will be introduced to a topic on this path and will complete a creative or reflective idea. With about three desks at each station, students will progress through the stations under the guidance and direction of an instructor who adjusts a timer accordingly. The students could physically move, or paper copies of the activities could move around the groups, or all of the stations can be in one electronic document, thus the students are told which slide they are working on for each duration. All of the stations are built into a PowerPoint slide and if the slide is available to all students electronically, they can access the needed websites, information, and resources efficiently, thus maintaining the tight schedule. Intermittently during the unit, two movies will be shown. Each movie has an accompanying film guide. See the time schedule below. The resource on Station 13 can be used as a conclusion activity for the entire unit.

Origins: Having traveled the world studying stone temples, churches, and monuments, I have always enjoyed how we yield so much meaning and hope to them. From karesansui gardens to gothic arches, stone is a timeless way to convey our most important messages from generation to generation. Ultimately, I am curious about how the living share their stories with the next generation and bring new meaning to these fixed stone monuments. Each stone monument, in and of itself, says little to an uninformed onlooker, but they provide the stage and backdrop for us to pass evolving messages from generation to generation as we gather in front of them and share stories.

Purpose: To help students develop a deeper appreciation of Japan’s winding journey toward peace.
STONES: Temples to Peace Parks

1. Stone gardens for meditation

**Background:** Karesansui (Stone) Zen gardens - Throughout the course of history, humans have been fascinated by stones especially by stacking them and standing them on end. From the ziggurats and the pyramids to Stonehenge, Easter Island and Olmec heads, humans have contemplated the monumental elements of existence through the object permanence of stone. Gobekli Tepe’s giant standing stones has launched a new understanding of hunter and gathering societies and the pivotal element of this settlement is its large standing stones. How could they do it? Why did they do it? Then, the Rinzai Zen gardens, like Ryoan-ji, in Kyoto have created natural rock landscapes in order to take this self-reflection to another mental level. Rocks aide in reflecting upon our lives and seeing deeply inside our own minds. Many of Kyoto’s stone gardens are from the 1500’s, a time when this city was the national capital. Interestingly, the Zuiho-in and Tenryu-ji Zen gardens have names that match Japanese WW II battle ships – the Zuiho light aircraft carrier and the Tenryu class of light destroyers.

**Task:** Sketch a Zen garden to be put next to a hojo (the chief priests living quarters) at a Buddhist temple in Kyoto like the ones from Japan’s Muromachi period 1338-1573. Place some large stones in your garden. Show your garden from above and from at least one side. Color the green vegetation. The garden may include large rocks, raked gravel, moss, and water areas. None of those are required.


http://phototravels.net/kyoto/zen-gardens-index.html
2. Stone memorials to destruction

**Background:** Because most of the Japanese cities that were fire bombed and atomic bombed largely constructed of wood/paper, these cities burned almost completely to the ground. For countless blocks, they were leveled beyond recognition. Cities tried to lessen this by knocking down long paths of buildings in order to try to create fire breaks. When the war was over, these cities often were left with the shells of a few stone buildings. These stone remnants are now memorials of these cities. Today, they stand with new stone (and metal) monuments numerously dotting the hypocenter in Nagasaki and Hiroshima.

**Task:** Each item has short description of its story, write a reflection on what these “destruction” memorials mean to history AND then to you. Why should these memorials be kept? What should they teach us?

**Resources:**

3. Stone memorials to human hope

**Background:** As Hiroshima and Nagasaki rebuilt and remembered, they set aside areas near the hypocenters for large and numerous “commemorative” memorials. Memorials had their own message, artistic design, and funder. Repopulating these open spaces/parks with stone and metal messages for the future, people wander through them and consider their connection to the devastation that decimated these areas. The biggest challenge for silent memorials is carry their message to each onlooker. This is no small task because on face value they are rather “quiet.” Each memorial whispers out to viewers to read their plaques, ask questions, learn, think, and grow.

**Task:** Take one “commemorative” memorial from Hiroshima and one from Nagasaki and write how each one speaks to you. Why does their message matter to the world and to you? How do they both help you remember and give you hope?

**Resources:**

4. The invading Mongols of the Yuan Dynasty at Fukuoka to World War II bombing

**Background:** In 1274 and 1281, Mongol armies in Chinese ships with Korean mercenaries invaded northwestern Japan and twice faced cataclysmic defeats. In a classic battle to defend the homeland against foreign invasion, “medieval” samurais fought with forged steel. With modern industrialization and the age of aviation, came a further adaption of Chinese explosive powder, the bomb. The ability to delivery such destructive power from great distances without seeing your target personally or directly
depersonalized warfare and the calculations of war and attack. The blitzkrieg’s aviation support, the battle of London, the bombing of Pearl Harbor, the bombing of Dresden, firebombing of Japan, the sinking of the enormous Yamato battleship, and the atomic bombing of Hiroshima and Nagasaki by the aircraft Enola Gay and Bockscar all testify to the effective destruction and relative ease of areal assaults. In the first Iraq War in 1991, much of the war was commanded and controlled remotely from AWAC radar planes. Today, drones are flown remote control from Creech Air Force base further extend this detachment.

**Task:** Nationalism has given many countries great pride and meaning. From the German Nuremberg rallies prior to World War II, to the American Pledge of Allegiance, to the Japanese loyalty pledged to the Emperor Hirohito until the end of World War II, people’s commitment to their national group has given them a sense of security and meaning. Will Durant created a "Declaration of Interdependence" in 1945. It paves a new path that is different from loyalty oaths. Discuss the differences and what it means to the creation of a peaceful world.


5. **The rise of modern weaponry …FOR peace – After The Wind Rises**

**Background:** After WW I the potential for military power in the air became very apparent. However, the League of Nations wasn’t as strong as the ambition of many of the world's nations and their thirst for industrial power, resources, and empire. Politically, socially, and economically there wasn't much incentive or mandate for peace or the peaceful use of technology. The A6M Zero and many other planes bombed/attacked Pearl Harbor. Ironically and little known, the first action at Pearl Harbor was the US sinking of a Japanese mini-sub made near Hawaii.

**Task:** Read the beginning of the current Japanese Constitution and compose a statement that declares that the foremost focus of future weapon technology must be designed for and used in order to establish peace. Write it in the same style and tone as the constitution. Pay special attention to the intro and chapter II.


6. **The arms race and rise of non-proliferation of nuclear weapons - The intensification of bombs and missiles**

[https://apus-06-07.wikispaces.com/political+cartoons+-+wwII](https://apus-06-07.wikispaces.com/political+cartoons+-+wwII)

**Background:** As technology developed, so also did weaponry. Japan partially industrialized through its open international port of Nagasaki in the mid-19th century. With Mitsubishi leading the way in shipping, the Meiji restoration began Japan’s race to catch the Western world. As nations grabbed for resources, pride, technology, and weaponry, they neglected to advance their humanity equally. Soon, much weaponized countries failed to calculate the destructiveness of their mass stockpiles on themselves collectively. Post WW II and during the Cold War, weapons grew even more powerful and nation’s finally worked on ways to have even greater constraint.

**Task:** For a quick look at Dr. Seuss cartooning during WW II go to the first website for a minute or two. At the second site, notice how the antennas that were used on the atomic bombs dropped on Japan were invented in Japan – Yagi Antenna. Watch the *Butter Battle Book* video. Explain how nationalistic culture and ever-advancing weaponry become an intertwining challenge for peace. Discuss how weaponry has become something that only can be constrained by sane civil society. What do you anticipate for our future?
Experience to STORIES

7. Hibakusha

Background: Hibakusha are survivors who experienced the atomic bombings of Hiroshima and/or Nagasaki. Some suffered from the blast, others had burnt flesh, many had radiation illness, most had psychological and social trauma, and many had financial and long-term struggles. Each of their stories are the true face of war. Scared by war and traumatized during the aftermath, hibakusha have had to fight for medical care, recognition, and to be heard.

Task: Photos of individual victims remind us that the carnage of war is about people’s lives and not statistical death counts. As war has become impersonal, these photos carry even more weight to remind us that we are all one common people trying to live. Read several of their bios and connected links and then write a personal letter to one hibakusha in which you ask him/her questions.

http://www.hibakushastories.org/meet-the-hibakusha/

8. Sadako Sasaki

Background: As a hibakusha (atomic bomb survivor), Sadako Sasaki developed cancer. At the time of the bombing Sadako was with a friend who died before her. As they both suffered, they made “peace” paper cranes hoping that, as told, making 1000 of them would grant a wish. Sadako did eventually die from cancer, but her stories of strength live on through her brother Masahiro Sasaki’s telling of her life, through the Hiroshima memorial to children that highlights her at the top with a crane, and through the traditional of making paper cranes in Japan and of stringing a 1000 together at memorials. This is why President Obama made four paper cranes on his visit to Hiroshima.

Task: With your group, make one large paper crane from a large piece(s) of paper and photograph yourself holding it over your head like Sadako Sasaki at the children’s memorial in Hiroshima.

https://www.youtube.com/watch?v=kjY62g8HL8o

9. Honkawa Elementary School

Background: Across the Ota River from the hypocenter, Honkawa Elementary was one the few concrete buildings in Hiroshima. It began the resurrection of the town by serving as a windowless shelter for a
school that reappeared in the city. Surrounded by a rubble wasteland that stretched to the base of the mountains encircling the town, students came to this safe haven and began the process of rebuilding their lives. Soon, the school received art supplies and valued life treasures from All Souls Unitarian Church in Washington, DC. This act symbolizes positive and peaceful relationships that the citizens of Japan and the United States have embraced since the conclusion of World War Two.

**Task:** Draw a full color picture of one of the images in the video that impacts you.

**Resources:** Bryboru1964's Channel. Pictures from a Hiroshima Schoolyard Trailer. April 5, 2012. Accessed August 28, 2016. [https://www.youtube.com/watch?v=JT4gZIM4wNg](https://www.youtube.com/watch?v=JT4gZIM4wNg)


### PATHWAYS: From hoping for to Creating PEACE

**10. Memorials and museums** — **horror to hope**

Someone somewhere must keep the message alive or it will be lost and forgotten and the cities who have suffered have the message and the motivation. Change comes with controversy and the details shouldn’t be sanitized if they are to be vibrant and effective.

**Background:** The Hiroshima Memorial Peace Museum, Nagasaki Atomic Bomb Museum, National Nagasaki Peace Memorial Hall for Atomic Bomb Victims, Yasukuni Shrine in Tokyo, the National Air and Space Museum, the National Museum of the USAF [United States Air Force], and the USS Indianapolis Memorial all explain part of the story.

**Task:** Create a peace monument that will remind people of the message of Hiroshima and Nagasaki and that could be placed on every continent, speaking the message of peace to every person of every conflict.


**11. Stonewalk** — **uniting in hope to spread the word**

**Background:** In 2004, after 9/11 the Peaceful Tomorrows and the Peace Abbey held a “Stone Walk” by retracing the planes paths to the World Trade Center from Boston to New York City. In order to promote peace, they then held another stone walk in Ireland. Japan held a stone walk from Hiroshima to Nagasaki in 2005. The stone said, “Unknown Civilians Killed in War.” This public awareness event organized activists, spread the message of peace, and established a memorial.

**Task:** After reading about the Stonewalk in Japan, use a map to draw a path between Hiroshima and Nagasaki. Explain how a demonstration like this would unite a nation and spread the message.


**12. Study tours to international collaborations**

**Background:** Peace is the fruit of diligent efforts of people worldwide. It is not just the lucky end result of human affairs. Peace requires for people to intermingle and interact.

**Task:** Write letter/poem to the Nagasaki Peace Messengers and pledge your support to the signature campaign of the Peace Club. Perhaps the poem could be modeled upon an ancient Japanese poem known
as *The Manyoshu*. Look through President Obama’s address in Hiroshima for ideas, especially the last paragraph.


**OPTIONAL 13. Building Modern Japan - relationships between Japan and America**

**Background:** After World War II, Armand Feigenbaum (*Total Quality Control*), Kaoru Ishikawa (*What is Total Quality Control? The Japanese Way*), and W Edwards Deming (work in post war Japan on statistics and quality) put both countries, (but Japan first) on a path for greater quality production of outputs, especially manufacturing. Total quality management and later quality circles became both an industrial/manufacturing revolution and a social-cultural revolution. Quality circles use the Japanese word/idea Kaizen ("improvement" and "change for better") to take the best elements of Athenian Greek democracy and the German "thing" to allow the individual members of a large organization to regularly and procedurally have a voice in how quality can be improved. Though the *Charter Oath of the Meiji Restorations* (1868), the nation opened itself to modernize its industry and to transition to a constitutional government. After the war, the United States occupied Japan and Germany for many years and began the process of rebuilding the country and constitutional democratic government.

**Task:** Write a reflection about the importance of including multiple voices in a free and peaceful international system. How do the United States and Japan incorporate these voices today? What more should be done in this process in the future? How could talking circles help the process?


**The Wind Rises**

Write the contextual meaning AND your reflection for each of the quotes from the movie.

A historical fiction about engineer of the A6M Zero fighter Jiro Horikashi (fashioned like a story about Tuberculosis in Japan in the 1930’s by Tatsuo Hori)

“The Wind is rising! We must try to live.” Paul Valery       FROM *Le Cimetiere Marin* (The Graveyard by the Sea)
"The will bomb an enemy city. Most (of them) will never return." Giovanni Caproni “Instead of bombs she will carry passengers.”

“Airplanes are not tools of war. They are not for making money. Airplanes are beautiful dreams. Engineers turn dreams into reality.”

“He told me that airplanes are beautiful dreams so I am going to make beautiful airplanes.”

“This will be your desk. It’s imported and no one likes it.”

“It is like an endless road has opened up before my eyes.”

“Sponge cake again. How do you stay alive?”

“If you are looking for mouths to feed…”

September 1, 1923  An earthquake and tsunami hit Tokyo and Yokohama were hit by a quake, a wave, and massive fires. “Each new gust of wind gave new impulse to the fury of the conflagration [out of control fire].”

“Inspiration is more important than scale. Inspiration unlocks the future. Technology eventually catches up.”
“Which world would you chose? A world with pyramids or without? Humanity has always dreamt of flying, but the dream is cursed. My aircraft are destined to become tools for death and destruction. (I know.) But still I choose a world with pyramids.” “Which world will you choose?” “I just want to create beautiful airplanes.”

“This is my last design. Artists are only creative for 10 years. We engineer are no different. Live your 10 years well Japanese boy.”

“I’d almost forgot what rainbows look like. Life is wonderful isn’t it?”

“It was inspiring.”

“Japan will blow up.” “We are not arms merchants. We just want to build good aircraft.”

“She flies like a dream.”

“In our kingdom of dreams.” “No it is the land of the dead.” “Not quite, but in some ways yes. But what about your 10 years in the sun? Did you live them well?” “Yes, things fell apart in the end.” “That’s what happens when you lose a war.” “Truly a masterful design.” “Not a single one returned.” “There was nothing to return to.” “Airplanes are beautiful cursed dreams waiting for the sky to swallow them up.” “She was beautiful like the wind.” “You must live.”


**Grave of the Fireflies**

The story of two children struggling to survive after the firebombing of Kobe, Japan

Write down the images you see, the events that happen, the questions that you have, the feelings that you have for each part of the movie.

<table>
<thead>
<tr>
<th><strong>firebombing and family death</strong></th>
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<th><strong>time with aunt and struggles</strong></th>
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<th><strong>struggles at the bomb shelters</strong></th>
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Standards - The College, Career, and Civic Life C3 Framework for Social Studies State Standards:

D2.Civ.3.9-12. Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.

D2.Civ.6.9-12. Critique relationships among governments, civil societies, and economic markets.

D2.Civ.7.9-12. Apply civic virtues and democratic principles when working with others.

D2.Civ.12.9-12. Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.


D2.Geo.7.9-12. Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

D2.Geo.10.9-12. Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.

D2.Geo.11.9-12. Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.

D2.Geo.12.9-12. Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.

D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

D2.His.2.9-12. Analyze change and continuity in historical eras.

D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

D2.His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past.

D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

D2.His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.

2016 Japan Study Tour

**D2.His.15.9-12.** Distinguish between long-term causes and triggering events in developing a historical argument.

Background: This mini-unit will be taught at the end of the Introduction of Eastern Hemisphere World Geography unit at the beginning of the school year. Students will have previously gone over basic geography concepts such as regions of the world, the different between physical and cultural geography, and some relevant vocabulary. This mini-unit will serve as a bridge between these general geography ideas and our first region of study. We will come back to these concepts with each region of study throughout the year.

Length: four one-hour class periods

Objectives:
- Students will know about three specific people who lived through the atomic bombs in Japan, and their perspectives.
- Students will understand the message of peace that is being promoted by the three Japanese atomic bomb survivors.
- Students will create their own pledge for peace.

State Standards (tied to NCSS standards)
- Theme I – Culture
- Theme II – Time, Continuity, and Change
- Theme IV – Individual Development and Identity
- Theme IX – Global Connections

Essential Questions:
- Why do we learn about other places?
- How can we promote peace both in our own community and beyond?

*Teachers can use this link for a presentation that guides him/her through all four lessons:
http://tinyurl.com/peacessakelessonguide

Day One:
Warm-up:
Display the following quote on the board: “Let us forgive each other…because no one is perfect. Let us love each other…because we are all lonely. Whether it be a fight, a struggle or a war, all remains afterward is regret.”

- Give students four to five minutes to think about the following questions and then write their ideas in their journal/notebook.
  - What does this quote mean to you? How would you describe what it means if someone asked you?
  - Think about who wrote this quote. Why do you think they wrote it?
2016 Japan Study Tour

- Give students one minute to share with their neighbor, and then ask for volunteers to share with the class.

Investigation:
Tell students that this quote was written by a man named Takashi Nagai. Provide students with a brief overview of World War II, and the dropping of the atomic bomb (if needed). Ask students to go to the following website to learn more about Dr. Nagai: [http://tinyurl.com/nagaibefore](http://tinyurl.com/nagaibefore)

- Give students ~15 minutes to read about Dr. Nagai and fill in Part I on the Peace Role Model worksheet.
- When students have finished, review some of the major events in Dr. Nagai’s life.
- Ask students to think about how they might feel if they had experienced the same events as Dr. Nagai. Ask them to reflect on what they might do with their life if they were in the same position. Ask students what they think Dr. Nagai did with his life.

Tell students to go to the next link about Dr. Nagai: Fill in Part II on the worksheet.

Closing:
- Ask students: If this had happened to you, do you think you would have responded in the same way? Would you want to spread a message of peace or revenge?

Day 2:
Warm-up:
- Ask students to recall details about Dr. Nagai’s life and message.

Investigation:
- Explain that Dr. Nagai was not alone in his message of peace after experiencing the horrific events of the atomic bomb.
- Divide the class into two and assign each group one of the following sites:
  - Group 1 – Mr. Yamawaki: [http://tinyurl.com/yamawaki](http://tinyurl.com/yamawaki)
  - Group 2 – Sadako Sasaki: [http://tinyurl.com/sadakostory](http://tinyurl.com/sadakostory)
- Ask students to fill in a second Peace Role Model worksheet (ideally printed on the back of the first one).
- After students complete the worksheet, ask them to pair up with someone who had a different biography. Give each student one minute to share about the person they investigated.
- Ask the class to talk about what these three people had in common. Make a list of their responses on the board. Then, circle the words on the board that are personal character traits (for example, you could circle brave, but you would not circle from Japan).

Closing:
- Ask students if they know anyone or have researched anyone who also fits the circled traits. Ask for volunteers to share out.

Day 3
Warm-up:
- Show students the list of key points from the last lesson. Ask if they have any more they would like to add. Add students’ suggestions to the list.
  - Have a compassionate heart
  - Be kind to others
  - Hatred breeds hatred
  - Don’t build walls; break them down
  - Don’t live in bitterness

- 44 -
Investigation:

- Arrange students in small groups of three to four, each with a large poster (or shared Google Doc, etc.). Pose the question: How can we take these messages and apply them to our school or community? Have students spend several minutes discussing this idea with their group, without writing down any ideas.
- After groups have had a chance to brainstorm, ask them to record one of their ideas at the top of the paper. Under the idea, ask students to write down ideas on how to implement their idea (the steps one might take to accomplish the idea).
- Have students leave their poster on the table and switch tables clockwise. Students should read the idea and steps listed on the poster at their new table. Let students know that if they have any suggestions on additional steps, or questions for clarification, they can write on the poster. Have students continue to switch groups until they’ve had a chance to read each idea/poster. Students should end at their original table, and have a couple minutes to read others’ comments.

Closing:

- Ask students to think about the ideas they saw in class today. With which idea do you identify most? Which do you think is the most important?

Day 4:

Warm-up:

- Tell students: Think back on the lessons we learned from Dr. Nagai, Mr. Sasaki, and Mr. Yamawaki. In your opinion, why do you think we’ve spent the last 3 lessons talking about peace before we jump into our first region of study?
- After students share out, share the following goals with them:
  - There are many important reasons we learn about others:
    - To better understand them so that we can share a more peaceful world together
    - To form positive relationships with people who may be different from us

Investigation/Activity:

- Explain to students that some of the most important messages to read from these stories are:
  - People shouldn’t have to experience the atrocities of war, or atomic bombs, to come to this realization or to forward a message of peace.
  - We can’t live our lives blaming others or getting stuck in hatred; we have to push through and more forward.
- In an effort to remember this message, students will create a peace fan.9 Have students use this link for step-by-step instructions on creating the fan: [http://tinyurl.com/peacepledgefan](http://tinyurl.com/peacepledgefan). On one side of the fan, students will write the Japanese word for peace (heiwa) in Japanese characters.10 On the other side, students will make a personal pledge on how they intend to promote peace, or further the message of peace in our own school or community.11

Closing:

- Ask for volunteers to share their final products with others.

Possible Extensions:

- Research “peace warriors” in other parts of the world.
- Find local peace organizations and find out what events or activities they organize.
Works Cited


Appendix A

Peace Role Model

Part I:
Who Am I (person’s name): ________________________________

My Background (major events in my life leading up to the bomb):
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What happened to me? (during and after the bomb):
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Part II
My message to others (want I want for this world):
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
This is a Google Presentation. If you want to make changes to the presentation, you will need to have a Google Docs account, Make a Copy of it to your Google Drive, and then save it under a new name.

This quote was taken from a brochure which was acquired at the Nagai Takashi Memorial Museum. The brochure cites the book from which it came, written by Dr. Nagai: Heiwato.

This will vary by class, and will be dependent on how much they have already been exposed to in school, and at home.

This segment was taken from a brochure which was acquired at the Nagai Takashi Memorial Museum. The brochure cites the book from which it came, written by Dr. Nagai: Rozario no Kusari.

Appendix A

The first segment comes from Nagasaki Life After Nuclear War. This second segment was taken from a brochure which was acquired at the Nagai Takashi Memorial Museum. The brochure cites the book from which it came, Written by Dr. Nagai: Heiwato.

This is copy of the speech that Yashiro Yamawaki read to The Five College East Asian Studies Center sponsored Peace Study Tour to Japan, on July 1, 2016.

This is the story that was played as an audio recording during Masahiro Sasaki’s speech to The Five College East Asian Studies Center sponsored Peace Study Tour to Japan on July 5, 2016.

Appendix B – works best if printed on cardstock.

Instructions and example for writing heiwa came from a school visit to Honkawa Elementary School in Hiroshima, Japan, as part of The Five College East Asian Studies Center sponsored Peace Study Tour to Japan, 2016.

Display the posters created on Day 3 to provide students with ideas for their own pledge.
Overview: Creative Writing is a one-semester, elective, high school language arts’ course designed to develop student writing with an emphasis on narratives, poetry, and imaginative writing such as docudrama scripts, plays, and short stories. This writing with perspective unit will begin with developing images and scaffold into a narrative piece based on American and Japanese perspectives of World War II. The goal is for students to develop the following strategies in their writing: imagery (sight, sound, taste, touch, and smell), figurative language; point-of-view and character perspectives. The lesson plan structure is based on an approximate 45-minute class period.

Supplies Needed:
- Writer’s notebook & pen/Writer’s laptop or iPad
- Joe O’Donnell’s World War II photographs (included in this lesson)
- Copy of The Light of Morning: Memoirs of the Nagasaki Atomic Bomb Survivors

Unit Timeline:

Day 1: Develop images of World War II based on highly-acclaimed, American World War II photographer, Joe O’Donnell’s, 1945 photographs following the aftermath of both Nagasaki and Hiroshima atomic bombs
- Develop images (individual)
- Post-image collaborative discussion (group)
- Develop one person from photograph’s perspective (individual)

Day 2: Read multiple narrative accounts from Japanese perspectives of World War II
- Read first-hand narrative from The Light of Morning
- Analyze graphic organizer while reading
- Post-collaborative discussion of reading and analysis

Day 3: Write a first-hand narrative poem from Japanese perspectives of World War II
- Review poetic concepts on imagery and figurative language
- Review original poem rubric
- Write the original poem
Common Core State Standards for English Language Arts: Writing Grades 6-12

Text Types & Purposes

- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
  - a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
  - b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
  - c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
  - d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
  - e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Research to Build and Present Knowledge

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
Day 1: Developing historical images
Develop images (individual)/first 15 minutes of class:

Students are presented three rounds of images on the overhead screen from American photographer, Joe O’Donnell’s, Japan 1945: A U.S. Marine’s Photographs from Ground Zero. These pictures are compiled in book form but are also online for free. Students are not given the context of the photographs and must solely write what they see in each image. Student must focus their writing strategies on the five senses: sight, sound, taste, touch, and smell. Suggested time for each round of image writing: five minutes for a total of 15 minutes.

Image #1:

Sight
Ex. Attentive students in clean uniforms; organization inside classroom but shambles outside classroom; haze outside windows

Sound
Ex. Quiet students; authoritative teacher; glass shattering

Taste
Ex. Simple school lunch—but no food in sight; perhaps a taste of hunger

Touch
Ex. Smooth desks; burnt trees outside

Smell
Ex. Charred trees and building; smoke from something destroyed outside
Sight
Ex. Stiff upper lip; older brother’s stiff arms at side in form of respect; dead baby on back of brother; dirty bodies; tombstone to the right; dark, smoky sky

Sound
Ex. Choking back of tears

Taste
Ex. Salt from biting lip in order not to cry

Touch
Ex. Weight of baby brother’s deceased body wrapped tight around big brother’s back; feeling of sticks, brambles, and rocks on bare feet

Smell
Ex. Baby brother’s body; soot and debris all around; sweat and blood
2016 Japan Study Tour

*Image #3:*

![Image of Hiroshima, Aerial View](image.jpg)

_Japan 1945: A U.S. Marine’s Photographs from Ground Zero, “Hiroshima, Aerial View,” p. 54._

**Sight:** Ex. Paved roads; two buildings and shell of a church; rubble everywhere; aftermath of a devastation

**Sound:** Ex. bombs; burning; shattered glass; mortar collapsing; cries for help from people in buildings; bell from tower of church

**Taste:** Ex. Smoke; radiation

**Touch:** Ex. Soot and ashes; broken glass and mortar; rubble

**Smell:** Ex. Death; fire or smoke

_**Post-image writing discussion/15 minutes:**_ Break students into three groups by counting off A, B, C in the class. Each group gathers with the imagery they noted in their writer’s notebook on each of O’Donnell’s photographs. Beginning with the first photograph, they discuss what they brainstormed or what the images provoked. This collaborative discussion ensues for 15 minutes. Encourage students to expand their imagery notes based on new ideas offered by classmates. Encourage collaborative brainstorming.

_**Develop one person from photograph’s perspective/last 15 minutes of class:**_ Develop one person’s perspective--who may or may not be visible in O’Donnell’s photographs--and write from that person’s point of view. Include _at least five_ images you brainstormed in your writing.
Perspective choices may include:

- Female student in classroom (Image #1)
- Male student in classroom (Image #2)
- Teacher in classroom (Image #1)
- Big brother (Image #2)
- Mother of two boys (Image #2)
- Sole person walking on road near church (Image #3)
- Person inside church (Image #3)
- Person inside a building that was demolished (Image #3)
- Military flying a plane over the church (Image #3)
Day 2: Read multiple narrative accounts from the Japanese perspective of World War II

Divide students into three groups again (count off by A, B, C). Students silent spend the 25 minutes of the class reading one of the three assigned excerpts from *The Light of Morning, Memoirs of the Nagasaki Atomic Bomb Survivors* from the Nagasaki National Peace Memorial for the Atomic Bomb Victims. Students should fill out the graphic organizer while reading.

Excerpt #1/Group A: “A Week of Horror and Human Love” by Tatsuichiro Akizuki (pgs. 1-15)

Excerpt #2/Group B: “The Human Dam” by Chie Setoguchi and “The Heat Rays that Burned a 16-year-old Back” by Sumiteru Taniguchi (pgs. 74-96)


**Graphic Organizer**

<table>
<thead>
<tr>
<th>Title of Chapter:</th>
<th>Key points of what happened</th>
<th>Key images (sight, sound, taste, touch, smell)</th>
<th>What the Reader May Infer from Narrative Account</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ex. Doctor tells account of August 9, 1945 atomic bomb dropping in Nagasaki, Japan</td>
<td>Ex. Sounds of air raid alarm sirens, Ex. blazing sun before 11 a.m. Ex. loud buzzing sound Ex. tears running down cheeks Ex. flies and mosquitoes swarming after atomic bomb</td>
<td>Ex. Because of the human carnage from the atomic bomb, swarms of flies and mosquitoes hover in hospital which is symbolic for death Ex. it is situationally ironic that the doctor was helping people live while atomic bomb was dropped and people were dying all around the hospital</td>
</tr>
<tr>
<td></td>
<td>Ex. Cathedral was still burning but no people were around—they were all dead from the atomic bomb (“City of death”)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ex. Doctor must tell survivors their injured loved ones will die from burns—very hard to do</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Collaborative Discussion/last 20 minutes of class:** Organize three groups that include various narrative accounts (students from A, B, C excerpts). Students should bring the narrative excerpt as well as the graphic organizer to their group discussion. Students rotate around the group and share out their key points, images, and inferences they made while reading the narrative account. Students listening should add at least five new notes to the back of their graphic organizer.
Day 3: Write an original first-hand narrative poem from Japanese perspectives of World War II

Review imagery and figurative language concepts/five minutes
- Sight, sound, taste, touch, smell
- Metaphors, similes, personification, hyperbole, oxymoron

Review final poem rubric/five minutes

Students write an original poem with a Japanese perspective of World War II based on Day 1 & Day 2 instruction/35 minutes
Instruct to take the photograph notes, draft writing, and first-person narrative they read over the last two days, and form a free verse poem from the perspective of the Japanese victim/survivor that follows the established rubric. This is a summative, unit grade weighted on a larger scale that the formative, predictive work of Day 1 and Day 2 lessons.

<table>
<thead>
<tr>
<th>A/10 points</th>
<th>B/8.5 points</th>
<th>C/8.0</th>
<th>D/7.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Imagery is highly effective and developed based on sight, sound, taste, touch, and smell</td>
<td>Imagery is effective and may be based on sight, sound, taste, touch, and smell</td>
<td>Imagery lacking effectiveness and attempts to be based on sight, sound, taste, touch, and smell</td>
<td>Imagery lacking effectiveness and most of the five senses are not attempted in the poem</td>
</tr>
<tr>
<td>Imagery captures the Japanese historical perspectives of the point-of-view chosen and includes details that are historically accurate</td>
<td>Imagery may capture the Japanese historical perspectives of the point-of-view chosen and includes details that may be based on history</td>
<td>Imagery attempts to captures the Japanese historical perspectives of the point-of-view chosen and struggles to include details that may be based on history</td>
<td>Imagery lacks the Japanese historical perspectives of the point-of-view chosen and struggles to include details that may be based on history</td>
</tr>
<tr>
<td>Imagery is highly effective and developed and includes metaphors, similes, personification, and may include hyperbole and oxymoron or other poetic devices</td>
<td>Imagery is effective and developed and includes metaphors, similes, personification, and may include hyperbole and oxymoron or other poetic devices</td>
<td>Imagery lacks effectiveness but may include metaphors, similes, personification, and may include hyperbole and oxymoron or other poetic devices</td>
<td>Imagery lacking metaphors, similes, personification, and does not include hyperbole and oxymoron or other poetic devices</td>
</tr>
<tr>
<td>Free Verse &amp; Point of View is highly effective and clearly established for high impact on tone and atmosphere</td>
<td>Free Verse &amp; Point of View is effective and established for impact on tone and atmosphere</td>
<td>Free Verse &amp; Point of View is attempted for impact on tone and atmosphere</td>
<td>Free Verse &amp; First Person Point of View is not utilized during the poem</td>
</tr>
</tbody>
</table>

Bibliography
“There are no greater treasures than the highest human qualities such as compassion, courage and hope. Not even tragic accident or disaster can destroy such treasures of the human heart.”

Daisaku Ikeda, Japanese philosopher, peace builder, educator

The focus of this project is to weave throughout 8th grade Global Studies curriculum the importance of peace education through the power of hearing and telling a human story. This particular project will focus on stories of hibakusha in Japan, however the unit will be introduced through the telling of a story of a woman in India.

Students have learned about World War II and the bombings of Hiroshima and Nagasaki in their 7th grade US Studies classes.

National Council for the Social Studies C3 Framework Standards:

D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

Students will read stories of Japanese atomic bomb survivors.

D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras.

Students will meet this standard by reading and discussing stories of atomic bomb survivors and also discussing peace.

D2.His.5.6-8. Explain how and why perspectives of people have changed over time.

Students will learn about peace movements and initiatives that have happened between Japan and the United States since WWII.

D2.His.17.6-8. Compare the central arguments in secondary works of history on related topics in multiple media.

Students will access stories through Internet sources, print, video and audio recordings.
Day 1:

What are stories and why are they important?
Ask students to brainstorm in small groups the elements of a good story and why they believe storytelling is or is not important. Do a think-pair-share and share out as a whole class.

Show students the “Hear the Human Story” project website from the news source Al Jazeera and read them the following quote and discuss as a class.


"We believe everyone has a story worth hearing. There are seven billion people to listen to on the planet right now. Al Jazeera exists to cover the people often ignored; people whose voices must be heard - but who are often neglected by mainstream media."

Discuss the quote and do a ‘Philosophical Chair’ around one or more of the following statements:

| People who are often ignored are ignored because their story is not as compelling as others. |
| The mainstream media plays a big role in what society in general pays attention to. |
| The mainstream media has an influence in my life and what I care about. |

What is a Philosophical Chair?

Often used as a tool for AVID (Advancement Via Individual Determination—a nationally recognized program for students that are underrepresented in the university system), Philosophical Chairs are a flexible way of having an engaging student discussion. It is important to point out to students that a Philosophical Chair is a discussion not a debate and that a change in mindset is a good thing.

Designate one side of your classroom as a ‘disagree’ side and the opposite side as the ‘agree’ side. Use one of the questions above to begin the discussion. Students move to the side of the room to which they most agree, allowing for varying degrees of agreement or disagreement (ie: students may choose to be in the middle or closer to the agree but not totally, etc). Then, follow the rules of engagement below to conduct your Philosophical Chair. If one statement doesn’t seem to lead to further discussion the teacher may want to prompt a bit or move on to one of the other questions. Periodically throughout your time, pause and remind students that as people speak they are allowed to move to another place in the room as their views change. When the discussion is over (this can be due to time or just a feeling that it has run it course) be sure to reflect as a class or in written form as to what the students process was throughout the discussion. Before beginning the Philosophical Chair go through the ‘Rules of Engagement’ with students.
Philosophical Chairs Rules of Engagement:

**Rules of Engagement**

1. Be sure you understand the central statement or topic before the discussion begins. Decide which section you will sit (or stand) in.
2. Listen carefully when others speak and seek to understand their arguments even if you don’t agree.
3. Wait for the mediator to recognize you before you speak; only one person speaks at a time.
4. You must first summarize briefly the previous speaker’s argument before you make your response.
5. If you have spoken for your side, you must wait until three other people on your side speak before you speak again.
6. Be sure that when you speak, you address the ideas, not the person stating them.
7. Keep an open mind and move to the other side or the undecided section if you feel that someone made a good argument or your opinion is swayed.
8. Support the mediator by maintaining order and helping the discussion to progress.

When asking questions, use the ‘Costa’s Three Story House’ to encourage more compelling questions and require level 2 and 3 questions throughout the unit.

Costa’s House is a tool that can be used in the classroom to encourage higher order thinking skills and questions that require more depth and breadth of answers. The ‘Level One-Gathering’ questions are questions that are necessary but are merely for gathering information; often having direct answers to their questions, while these are necessary to gain background information, encourage students to ask questions at a deeper level. Level Two encourages students to dig deeper and answer in more depth, while Level Three encourages students to extend their questioning and ask questions that may not have an answer or ones that require ‘wondering’ and ‘wrestling’ with questions they have presented. Level 3 questions are great for Philosophical Chairs. Level 3 questions are questions that have ‘gray areas’ that allow students to think through varying viewpoints and challenge their own views and assumptions.
The Three-Story House

Level 1 (the lowest level) requires one to gather information.
Level 2 (the middle level) requires one to process the information.
Level 3 (the highest level) requires one to apply the information.

OFF the PAGE

3—Applying
Evaluate Generalize Imagine
Judge Predict Speculate
If/Then Hypothesize Forecast

BETWEEN the LINES

2—Processing
Compare Contrast Classify
Sort Distinguish Explain (Why?)
Infer Analyze

ON the PAGE

1—Gathering
Complete Define Describe
Identify List Observe
Recite Select

Source: Critical Thinking Activities for Middle School: Costa’s Three-Story House Graphic.
Write a reflection based on your Philosophical Chair:

What was your opinion about the question when we initially began? Explain why you think your opinion was what it was.

How has your opinion changed or shifted? If it hasn’t, explain why you think it hasn’t changed or shifted your mindset.

How did you ensure you were following the Rules of Engagement throughout the activity?

Day 2:
Watch Video from “Hear the Human Story”

What questions do you have about the woman or group in this video?

What made you curious?

What could you do to find out more about her or the groups story?

In your opinion, did seeing what the woman looked like through this format help you connect to the story more than you would have if you read her story or do you think it would have had the same impact?

Define the term *hibakusha*:

A Japanese language term for a survivor of either of the atomic bomb attacks on Hiroshima and Nagasaki, Japan, in 1945. This term can also include people who were in utero at the time of the bombings.
Share the following link with students and have them read over the webpage. Teachers can use various methods to reflect on the page. A few examples could be:


Read over the webpage with a partner. Which hibakusha story captured your attention the most? Why?

Read over the webpage and pick a hibakusha story to focus on. What three questions would you have for this survivor? What made you pick the story you did?

Based on the webpage what questions do you still have about hibakusha or the bombings?

Why would individual stories be important to share?

http://www.hibakushastories.org/who-are-the-hibakusha/

Day 3-5

Watch TED Talk “What Fear Can Teach Us” by Karen Thompson

https://www.ted.com/talks/karen_thompson_walker_what_fear_can_teach_us?language=en

Discuss the following ideas with students before introducing the hibakusha story telling project:

Thompson claims that fear can make us think into the future and change our actions; do you think she is right?

How can this notion of fear translate into changing attitudes in society?

When tragedy happens to humans how should others react when they learn about the tragedy even decades later? Why?

Creating peace in our world is gradual. What steps do you think we can take that seem small but could make a difference? (With a partner DRAW a visual representation of what a small step toward peace may mean for you).
Place illustration below:

Why did you and your partner choose to draw the image that you did? What does it represent to you?
Hibakusha Story Telling Project: (with or without partner, teacher or student choice)

Equipment that may be needed (change as necessary for what works for you):

Internet access or printed sources
Chromebook, iPad, laptop, or desktop computers
Computer recording equipment (external microphones and/or built in recording technology)
Tri-fold boards
Printers

Students can choose from a variety of web or print sources available to them. If students come up with a source of their own, teacher review of the source is advised. However, the first source listed below has several video testimonials. Please note that to play sound from this website, students must click on the ‘YouTube’ icon. When one clicks on the ‘YouTube’ icon, the website will redirect you to the actual ‘YouTube’ site and you will watch the video from there and return to the database after you’ve watched the video, exited ‘YouTube’ and make the next selection.

<table>
<thead>
<tr>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voshn.com</td>
</tr>
<tr>
<td>Other sources include:</td>
</tr>
<tr>
<td><a href="http://www.inicom.com/hibakusha">http://www.inicom.com/hibakusha</a></td>
</tr>
<tr>
<td><a href="http://atomicbombmuseum.org/6_testimonies.shtml">http://atomicbombmuseum.org/6_testimonies.shtml</a></td>
</tr>
<tr>
<td><a href="http://www.hiroshima-remembered.com/hibakusha/Mamoru.html">http://www.hiroshima-remembered.com/hibakusha/Mamoru.html</a></td>
</tr>
</tbody>
</table>

Students will pick three hibakusha stories to focus on and create a video documentary, picture book, storyboard (digital or physical) or tri-fold board relating the three stories that they choose to focus upon.

**ALL projects should start with a brief background of the bombings of Hiroshima and Nagasaki and then focus on the three people they have chosen.**

**Stories must include:**

- Name of survivor
- Bombing site
- How close the survivor was to the bombing site
- Age of the survivor was at time of bombing
- How the bomb affected his/her life
- Any other interesting details about this individual’s story.
ALL PROJECTS MUST CONCLUDE WITH A STATEMENT (WRITTEN OR SPOKEN) ABOUT WHAT STUDENTS HAVE LEARNED ABOUT THE IMPORTANCE OF PEACE AND EDUCATING PEOPLE ABOUT EACH OTHER’S STORIES.

**Community Connection: Projects will be displayed at a “Japan Day” at a local elementary school. Elementary students create projects about Japan and learn about Sadako Sasaki. Middle School students will now add by their participation in the day, bringing a deeper look at Japan and the stories of atomic bomb survivors.**
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The Voice of Hibakusha. Last Modified 2013.  
http://www.hiroshima-remembered.com/hibakusha/Mamoru.html

https://www.ted.com/talks/karen_thompson_walker_what_fear_can_teach_us?language=en

http://www.inicom.com/hibakusha/kinue.html

www.voshn.com
LESSON OBJECTIVES: Students will examine and respond to multiple examples of how the people of Japan, both past and present, are working to promote peace through creative activities. Students will draw connections between the 2016 Nagasaki Peace Declaration and the five pledges of the 1989 Nagasaki Citizens Peace Charter with concrete actions being utilized in both Hiroshima and Nagasaki to promote peace. Students will think through short-term locally relevant ways to promote peace using art, based on what we come to understand about peace initiatives in Japan. Then, we will reflect on how we can move towards more long-term actions in collaboration with others to become more socially aware local agents of peace.

KEY ART TERMS: Purpose, Function, Subject Matter, Meanings, Medium, Craftsmanship, Viewing Context, Internal Context, Artist’s Context, Social Context, Art Historical Context, & Interpretation. (See Appendix A)

NATIONAL LEARNING STANDARDS IN VISUAL ARTS
Anchor Standard #1. Generate and conceptualize artistic ideas and work.
Anchor Standard #2. Organize and develop artistic ideas and work.
Anchor Standard #3. Refine and complete artistic work.
Anchor Standard #4. Analyze, interpret, and select artistic work for presentation.
Anchor Standard #5. Develop and refine artistic work for presentation.
Anchor Standard #6. Convey meaning through the presentation of artistic work.
Anchor Standard #7. Perceive and analyze artistic work.
Anchor Standard #8. Interpret intent and meaning in artistic work.
Anchor Standard #9. Apply criteria to evaluate artistic work.
Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.
Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

DAY ONE: Students will be asked to share what prior knowledge they already have about World War II and the use of the atomic bombs in Japan. Have students participate in a brief Think, Pair, Share (TPS) discussion with their classmate partner, and share out some of their key impressions with the group. Have students write down at least one wondering or question that they have about the use of atomic bomb and post it on the “parking lot” section of the classroom. (As the lesson continues over the next few days, re-visit wonderings or questions and check to see that they have been addressed.)

SMALL GROUP READING ACTIVITY: Students will next be given a copy of the 1989 Nagasaki Citizens Peace Charter (see Appendix B or go to http://jizopeacecenter.com/nagasaki-peace-charter.htm), and the most recent copy of the Nagasaki Peace Declaration (which can be retrieved at http://nagasakipeace.jp/english/appeal.html). Ask students to circle key words and either underline or highlight the sentences that convey the key ideas. Share out ideas with large group.
LARGE GROUP READING ACTIVITY: Project the following quote from the *2016 Nagasaki Peace Declaration* on the projection screen and read the quote aloud. When they see a word or phrase that is underlined, they will read it aloud as a group.

“There is something that each and every one of us can do as members of a civil society. This is to mutually understand the differences in each other’s languages, cultures and ways of thinking and to create trust on a familiar level by taking part in exchange with people regardless of their nationality. The warm reception given to President Obama by the people of Hiroshima is one example of this. The conduct of civil society may appear small on an individual basis, but it is in fact a powerful and irreplaceable tool for building up relationships of trust between nations.” (Tsue, 2016, para. 17).

INTRODUCTION TO CREATIVE ACTIVITY: Next, students will be introduced to a highly visible art form that reinforces the ideas behind pledge #1, and create their own interpretive version of a manner poster.

PLEDGE #1: We will strive to ensure and maintain a bright social environment characterized by thoughtfulness, respect for human rights, and freedom from discrimination.

CREATIVE ACTIVITY: View numerous examples of Japanese Manner Posters (see Appendix C for images I took in 2016 and also reference many more examples online at http://gakuran.com/36-iconic-tokyo-metro-subway-manner-posters-2008-2010/). These manner posters are used to discourage bad manners and bad choices while on the subway system in Japan in hopes of encouraging thoughtful and courteous behaviors. Have students look at the images in small groups and decode what they think the subject matter is and what meaning they are trying to convey. Ask students to list in their small groups what are some bad manners that take place on our school campus? Do they think these kind of simple graphic messages work using limited colors and media are effective? Why or why not? How might we create a poster that changes the viewing context from what not to do on a subway to a poster design that shows what not to do here at school? Have students come up with some simple sketches of ideas along with the supporting text, and post them up in class.

VIDEO SUPPLEMENT: As students are working, put on one or two YouTube videos regarding Japanese etiquette, as presented by Japanese youth. (For example see “Japan Travel - Useful Etiquette Tips” at https://www.youtube.com/watch?v=cp3HW3EQA6A and “8 Things Not to do in Japan” at https://www.youtube.com/watch?v=TNg5nyQNBvs).

CLOSING ACTIVITY: Give students two small stickers and have students take an informal gallery walk and look at the art created by their peers. They will put their sticker around the frame of whichever two of the sketch ideas they felt met the purpose or function of a manner poster.

HOMEWORK: Have students generate at least four different thumbnail sketches of manner poster ideas onto an 8.5”x11” sheet of drawing paper. Students will include both the colored sketch of their manner poster ideas and the text that contextualizes the images.

DAY TWO: As part of the warm-up activity, students will take a gallery walk and look at which poster design ideas got the most stickers. In a quick Think, Pair, Share (TPS) exchange, have students turn to their neighbor and share why they think some of the works were selected and exchange ideas. Call on students to share their interpretations of what some of the strongest images are meant to teach viewers. What location in our school would set the stage for the best viewing context so that students would be able to easily have access to these images? Ask students to elaborate on how the meanings of these poster ideas either do or do not support the ideas stated in pledge #1. Call on student groups to share their thoughts with the whole class.
INTRODUCTION TO CREATIVE ACTIVITY: Students will next be re-introduced to pledges #2 and #5, and see how the beliefs of the Japanese people connect with artistic efforts to honor the stories of the hibakusha or “bomb-affected people.”

PLEDGE #2: We will strive to enhance peace education and to inform our children-on whose shoulders the future lies-about the horror of war and the reality of the atomic bombing.

PLEDGE #5: As the mission of an atomic-bombed city, we will strive to rid the Earth of nuclear weapons by revealing the horror of nuclear destruction and by joining in efforts with peace-loving people everywhere. (Resolved by the Nagasaki City Council on March 27, 1989)

READING & LOOKING ACTIVITY #1: Have a student read the definition of hibakusha aloud to the class. Next, students will look at mixed-media drawings created by hibakusha (see images at http://www.pcf.city.hiroshima.jp/virtual/VirtualMuseum_e/visit_e/visit_fr_e.html) that document their memories of the bombing in their art. These images, which are available on the Virtual Museum website for The Hiroshima Peace Memorial Museum, also include short artist statements about the art so that the artist’s context is made explicit. After they view these images, which use a wide-range of craftsmanship, students will be asked to reflect for two minutes and write down three sentences that describe the subject matter they noticed in these images and record any feelings they had when viewing them. What impact if any, did the craftsmanship have on their response to the function of the work? Ask students to hold onto their sentences, as we are going to view another primary source of information that also records the stories and memories of hibakusha, but this time in a documentary film format to be used with audiences of all ages, including children.

LOOKING & LISTENING ACTIVITY #2: Students will now another art form, a documentary film, created by artist Shinpei Takeda. Takeda has captured many stories of hibakusha to preserve their stories for future generations (please see http://www.hiroshima-nagasaki.com/). After viewing one short documentary film, ask students to turn to their partner and share something that they learned that they didn’t know before? Ask for some students to share out their thoughts with the large group.

LARGE GROUP DISCUSSION: Today we saw two different types of art media to convey the first-hand experiences of hibakusha (drawings with text, and a short documentary film). How important do you think the social context, meaning the time and place in which they were produced, have on your ability to evaluate its effectiveness in telling a personal story? Which of the two media resonated strongest with you? Why do you think that is?

ART ACTIVITY: In this short drawing activity, students will be asked to create a sketch that conveys a first-hand memory from their past. They can decide to represent a happy or not so happy memory, and write a short description of the image.

HOMEWORK: Have students view at least one additional hibakusha story online and create an “interpretive” sketch depicting a key event from the testimonial or write a brief summary of what they heard. Encourage students to use expressive line qualities and colors that draw attention to the main subject of the sketch. Ask students to share what they created with the class by displaying the work and having them contextualize their work for the other students.

DAY THREE:

INTRODUCTION TO ART ACTIVITY: Students will review pledge #3 and see how people (artists and non-artists) from countries around the world have engaged in making and sharing art whose function is to serve as a symbol of strengthening the bonds of friendship between countries, and as a
way to apologize for past actions. Our main focus will be on the paper cranes that have been created by artists and non-artists to be used in collaboration with other people’s cranes to create art installations.

PLEDGE #3: We will strive to promote the prosperity and welfare of humanity in cooperation with the United Nations and cities around the world while strengthening bonds of friendship as an international culture city.

VIDEO: Before showing the video, tell the students briefly about Sadako and her life and the efforts of her brother Masahiro Sasaki to keep her memory alive. Show a video on a young man who created his own art piece in tribute to Sadako called 2000 Paper Cranes—A Memorial to Sadako Sasaki (available on You Tube at https://www.youtube.com/watch?v=FfMJFmUHCk).

DISCUSSION: Which of the subject matter and media styles/formats of the cranes do you think has the strongest meaning? Why? What symbolic message do you think was behind the choice for President Obama to offer paper cranes that he made as a gift when he visited Hiroshima in May 2016? What relevance, if any, do you see between the art historical context of President Obama creating an artifact (as a non-artist) in relation to other artifacts that have also been made and displayed?

ART ACTIVITY: Have students watch a short YouTube video on how to make a paper crane and let the students create cranes in small groups. Students will be asked to take their cranes with them, and photograph them in various settings of their choice to symbolically spread peace throughout our community. Students have artistic license to collaborate in their compositions and photograph them individually or as multiples.

HOMEWORK: Students will upload at least two of the photographs that they took of their cranes in different settings to the shared class website/server, so that we can view the entire collection of images as a whole and discuss them and their implied meanings in relation to the theme of peace.

OPTIONAL EXTENSIONS FOR LEARNING:

Have students create illustrate and write positive messages of peace on hand-made postcards using various art media. The project draws inspiration from Dr. Nagai who was a peace advocate and author who sent out 1000 postcards throughout Japan after the war encouraging peace. Each student will be asked to create one postcard that will be combined with hundreds or possibly more postcards, that all share the same intention or meaning…to promote a message of peace. As a group, we will need to decide who we will make them for, how they will be distributed, and consider the internal context of having all of these individual postcards become an integral component of a much larger art project. Will we display them as a set? Will we actually mail them? Should we hand deliver them to a large organization, like a children’s hospital or veteran’s hospital, rather than to individuals that we know? How might the impact be different if distributed and shared under different circumstances? Until the group comes to a consensus on the plan for the postcards, we will hang them together temporarily for a visual display. We will write custom messages on the backs of the cards, depending on who the recipients are. We will strive for small postcards that demonstrate strong craftsmanship.

Another optional activity would be to have students determine a plan of action for how they might initiate a creative activity that promotes the intentions of pledge #4, which is to raise awareness regarding the proliferation of nuclear weapons.

CLOSING DISCUSSION: Show students image and text from Appendix D of President Obama’s cranes and personal message on the overhead. How might we become local agents of change? What can we do to help promote a climate of peaceful interactions for the long-term? What have we have learned about
2016 Japan Study Tour

being agents of change by looking at what the people of Japan are doing? How might we extend what we have discussed here in the classroom to share with the broader community?

BIBLIOGRAPHY


(Appendix A)

Key Art Terms
(Terms taken from Terry Barrett’s (2011) Making Art: Form & Meaning, p. 2)
*PURPOSE/ FUNCTION How an artifact is meant to be used.
*SUBJECT MATTER The representation of people, animals, plants, places and things depicted in representational art; the shapes, colors, brushstrokes, and other elements in nonrepresentational art.
*MEANINGS Expressive content of an artifact and the artifact’s inferred implications.
*MEDIUM/ MEDIA The material of which an artifact is made; also, an artform, such as a painting, sculpture, or product design.
*CRAFTSMANSHIP The skill with which an artifact is made.
*VIEWING CONTEXT Where and how an artifact is placed for viewing.
*INTERNAL CONTEXT The juxtaposition of parts within a whole artifact and the meanings they through proximity to one another.
ARTIST’S CONTEXT The life history, experiences, and time influencing an artist’s work.
SOCIAL CONTEXT The time and place in which an artifact is made.
*ART HISTORICAL CONTEXT The artifact in relation to all other artifacts past and present.
*INTERPRETATION A process and result of deciphering what an artifact is about, means, or expresses.

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The Nagasaki Citizens Peace Charter

On August 9, 1945, Nagasaki was devastated by the explosion of an atomic bomb. Reflecting upon the actions of our predecessors in past wars and remembering the unending sufferings of the atomic bomb survivors, we resolve that Nagasaki is the last place on Earth subjected to the horror and misery of a nuclear holocaust.”

In accordance with the spirit of peace cited in the Japanese constitution, we pledge our utmost efforts to promote a life of democracy, peace & safety and to work for the realization of global harmony. We hereby establish on the 100th anniversary of the Inauguration of our modern municipal administration, the “Nagasaki Peace Charter.”

1. We will strive to ensure and maintain a bright social environment characterized by thoughtfulness, respect for human rights, and freedom from discrimination.

2. We will strive to enhance peace education and to inform our children-on whose shoulders the future lies- about the horror of war and the reality of the atomic bombing.

3. We will strive to promote the prosperity and welfare of humanity in cooperation with the United Nations and cities around the world while strengthening bonds of friendship as an international culture city.

4. We will strive for world peace and disarmament by observing the Three Non-Nuclear Principles (not to manufacture, store or introduce nuclear weapons) and by pressing the Japanese government to strictly observe these principles.

5. As the mission of an atomic-bombed city, we will strive to rid the Earth of nuclear weapons by revealing the horror of nuclear destruction and by joining in efforts with peace-loving people everywhere. (Resolved by the Nagasaki City Council on March 27, 1989)

Manner Posters

(Please see many more examples of Manner Posters at http://gakuran.com/36-iconic-tokyo-metro-subway-manner-posters-2008-2010/)

(APPENDIX C)
“We have known the agony of war. Let us now find the courage, together, to spread peace and pursue a world without nuclear weapons.”

(President Barack Obama’s message written on May 27, 2016 during his visit to Hiroshima.)

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1 According to the Hibakusha Stories website, this is a definition for hibakusha. Retrieved from http://www.hibakushastories.org/who-are-the-hibakusha/

“Atomic Bomb survivors are referred to in Japanese as hibakusha, which translates literally as “bomb-affected-people”. According to the Atomic Bomb Survivors Relief Law, there are certain recognized categories of hibakusha: people exposed directly to the bomb and its immediate aftermath; people exposed within a two kilometer radius who entered the sphere of destruction within two weeks of the explosion; people exposed to radioactive fallout generally; and those exposed in utero, whose mothers were pregnant and contaminated in any of these defined categories.”

2 To view these images, it is necessary to go to the webpage listed, then search under the “Main Building” tab, and search under the “Exhibit Order” subheading.
Closer Look into *Sadako and the Thousand Paper Cranes*
Grade Levels: 6th-8th grades (middle school)
Subjects: History/Social Studies, Humanities

Jennifer Lopez
PUC Nueva Esperanza Charter Academy
San Fernando, California

**Essential Questions:** How can people’s actions and stories impact others? What legacy will you leave? How will you reflect on your actions and the legacy you will leave after middle school?

**Introduction:** Sadako Sasaki, the main protagonist in *Sadako and the Thousand Paper Cranes*, was a Japanese girl who was impacted by the atomic bombings in Hiroshima when she was only two years old. She developed leukemia years later when she was in sixth grade. Despite this, she showed a positive and bright attitude even in her last days. She is known for creating over a thousand cranes while she was sick, wishing to become healthy again. Some of these cranes are currently displayed in the Hiroshima Peace Memorial Museum today, as seen in the picture above. Her story is often retold and her legacy is enduring.

In this lesson, students will read, annotate, and analyze each chapter of the *Sadako and the Thousand Paper Cranes* novel. They will create a comic strip to show their understanding of each chapter, and create a *Time Magazine* cover once they are finished with the novel, exemplifying details from the book they feel most resonated with them and with Sadako’s legacy. Students will then reflect on Sadako’s actions and what legacy she left by creating at school a “legacy wall,” which consists of posted paper cranes and a written paragraph addressing what legacy the students themselves plan to leave and how they plan implement that legacy.

**Time Required:** three days, 90 minute lessons

**Standards:**
CCSS.ELA-LITERACY.RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
CCSS.ELA-LITERACY.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
CCSS.ELA-LITERACY.RH6-8.4 Describe how a text presents information (e.g., sequentially, comparatively, causally).

**Objectives:**
By the end of this lesson, students will be able to:
Examine and analyze the life of Sadako Sasaki and the legacy she left behind
Describe and illustrate the story of Sadako Sasaki
Reflect and create a plan addressing what legacy they, the student, plan to leave behind
Day One

1) Warm Up/Do Now:
   In their student notebooks, have students answer the following questions in a quick writing activity: Describe someone who has made a great impact in your life, and explain how and why they made that impact. What legacy do you want to leave behind once you leave middle school, or how do you want to be remembered? Give students seven to ten minutes to answer the following questions, and direct them to pair share their answers with their peers seated nearby. Then, students will share as a group, and introduce the essential questions referenced above in this lesson. Inform students that they will read about Sadako Sasaki, and explore the impact and legacy she has left to the present day. Before starting to read, show students the following video to give them a visual outline of what they will encounter in the coming day’s reading: https://www.youtube.com/watch?v=fABpssKWCoE

2) Extending Prior Knowledge (EPK):
   Have students read Chapter 1, 2 and 3 of Sadako and the Thousand Paper Cranes. You can have the students read the chapters in one of many ways such as guided reading groups (differentiated by reading level), independently, or as a whole class. Since students will be reading this text over a period of five days, it is best to change up the reading style each day to keep the reading activity fresh for the students. As students read, they should follow the annotation guide (attached below) to promote active reading and engagement with the text.

3) Application: Film Strip Graphic Organizer
   After students finish reading the two chapters, give each student a filmstrip graphic organizer handout. Explain to the students that they will create a comic strip in the form of a filmstrip for this novel. They will select one main idea from each chapter, and summarize in each box of the organizer, and also illustrate an image from that chapter. Students will complete a box section of the filmstrip after each chapter in the coming days of this lesson.

4) Exit ticket:
   Have students answer the following questions in their notebook or on a separate sheet of paper:
   1) In two to three sentences, describe Sadako’s personality in the first two chapters of the book. 2) Explain the important event that Sadako and her family were engaged in during this part of the book.

Day Two

1) Earn Your Seat (warm-up):
   For the opening procedure, the teacher will direct the "Earn Your Seat (EYS)" activity. Students walk into the classroom and stand behind their seat. The teacher will lead a motivational group chant for "EYS" and explain the following directions. The goal of EYS is to earn your seat by correctly answering a question. When the teacher displays a question, students silently raise their hands to respond. The teacher will call upon a student. If the student answers correctly, and the class agrees, that student will earn their seat. If not called on, the other students should be doing one of two things: if they agree with the answer of their classmate, they should pat their legs in agreement, but if they disagree and know the
Jennifer Lopez, PUC Nueva Esperanza Charter Academy (CA)
correct answer, they should clap and raise their hand silently to be called upon. The teacher should only conduct this activity for four to five questions to check for understanding and then move on to the next activity. (Possible questions to be used: Describe Sadako’s personality in the first two chapters. What is Peace Day?)

2) Extending Prior Knowledge (EPK):
   Have students read Chapter 4, 5, and 6 of Sadako and the Thousand Paper Cranes. Reference Day One’s schedule of activities and repeat those same activities for the rest of this EPK section.

3) Application: Film Strip Graphic Organizer
   Again, reference Day One’s schedule of activities and repeat those same activities for the rest of this Film Strip Graphic Organizer section.

4) Exit ticket:
   Have students answer the following questions in their notebook or on a separate sheet of paper:
1) In what activity did Sadako participate? 2) What was Sadako trying to hide from her friends and family? 3) What was Sadako’s diagnosis?

Day Three

1) Extending Prior Knowledge (EPK):
   Students will read Chapter 7, 8, and 9 of Sadako and the Thousand Paper Cranes. Reference Day 1 and repeat that day’s activities.

2) Application: Film Strip Graphic Organizer
   Reference Day One’s schedule of activities and repeat those same activities for the rest of this Film Strip Graphic Organizer section.

3) Application: Time Magazine Cover
   Students will take what they learned from the novel and create a Time Magazine cover portraying Sadako, who she was and why she was important. Students will need to gather specific examples from the novel, and use their filmstrip to help guide their thinking. The directions can be found in the handout attached to this lesson.

5) Reflection/Homework: Legacy Paragraph and Paper Crane Folding
   Have students draft answers to the following question: What legacy will you leave of your middle school years? How will you reflect that legacy and on your actions after your middle school years? After students finish writing their responses, direct them to fold a paper crane and attach their response to that crane. Students will dedicate a space at school as a “legacy wall” where they will post their responses and reflections about their middle legacy, along with their paper cranes, for family, students, and other community members to observe.
Directions:
1) For each chapter, you will summarize the main idea in 2-3 sentences and write it on the filmstrip.
2) Each chapter is represented by the number on the filmstrip (example: #1 is for Chapter 1).
3) Above the summary, you will also illustrate a picture that represents your summary from the given chapter.

Title: ________________________________
Directions:
1) For each chapter, you will summarize the main idea in 2-3 sentences and write it on the filmstrip.
2) Each chapter is represented by the number on the filmstrip (example: #1 is for Chapter 1).
3) Above the summary, you will also illustrate a picture that represents your summary from the given chapter.

Title: ____________________________
6th Grade Annotation Guide

- Circle spicy words
- Underline context clues
- Write questions in left margin
- Write findings in the right margin
- Highlight key details
- When you make a connection, draw an arrow and write what you connect
Time Magazine Cover Directions

Format – style of *Time* magazine covers

Topic – The Life and Legacy of Sadako Sasaki

**Directions to students**: Now that you have completed the novel, you must create on a blank piece of paper your own *Time Magazine* cover about the life and legacy of Sadako Sasaki.

To complete your *Time* magazine cover, you must include the following:

- **Draw** one main picture representing Sadako Sasaki (something that stood out to you from the text of the book).
- There must be a **title** at the top of the cover (example: *Crane Times*).
- Have at **least THREE catchy captions** about the impact that Sadako left and/or why her story is still important to this day (choose specific examples from the novel).
- Make your magazine cover colorful and be creative!

Endnotes:
1. Sadako’s Cranes photo, taken on July 11, 2016 at Hiroshima Peace Memorial Museum.
Multiple Perspectives: Discovering the Path to Peace Through Firsthand Accounts
6-8th grade
Library Science

Kelly Lutkiewicz
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Benton, Pennsylvania

Essential Question: How can firsthand accounts help us to understand the occurrences of past and help to avoid future conflict?

Introduction to Lesson:

Grade Level: This lesson was created for grades 6-9
Subject Areas: Library/English/World History
Time Required: Three 60 minute class periods

Learning Outcomes:
Common Core State Standards for English Language Arts & History/Social Studies along with correlated standards from the American Library Association (ALA). Note: This lesson should be taught in conjunction with WWII or as a supplement to the WWII history classes. Depending on when students receive initial instruction on WWII they may need brief background information for context. If time there are several extension activities at the end of the oral history web quest to promote further understanding of the issue.

Day 1-3: Oral History Web-quest.

Standards Met:
American Association of School Librarians Standards1:
1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
1.3.2 Seek divergent perspectives during information gathering and assessment.
2.3.2 Consider diverse and global perspectives in drawing conclusions.
2.4.1 Determine how to act on information (accept, reject, modify).

Common Core Equivalent Standards2:

CC.8.R.I.3 Key Ideas and Details: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Objectives:

- Students will understand that there are multiple viewpoints on historical events.
- Students will understand the importance of first hand/primary source accounts of events.
- Students will work in groups to write a persuasive letter explaining and defending their opinion of future use of atomic weaponry.

Method:

1. Hook-Ask students: When you think of WWII what comes to mind? Invite discussion about who is involved. (Many will answer Nazi’s, Holocaust, armies attacking, soldiers or military). Have they ever thought about the other people involved? The scientists? The civilians? Children? Have you ever thought about what it would have been like to live through events of the war? In particular, to live through the Japanese attacks on Pearl Harbor or the atomic bombings? Or what it was like to be part of the group who created a bomb so destructive that it has never been used in any war since? What did their text books in history class have to say about individuals? Lead students to the question- How do historians get a broad picture of events? For the same reason that a detective will interview multiple witnesses to a crime. To gain insight into an event.

2. Explain that oral histories are a study of historical information about individuals, families, important events, or everyday life using audiotapes, videotapes, or transcriptions of planned interviews. They are a type of primary source that allows historians to gain multiple views of events. They also give information and detail that may not be found in text books.

3. Explain to students that they will go to [http://zunal.com/webquest.php?w=327469](http://zunal.com/webquest.php?w=327469) to find the Multiple Perspectives: Discovering the Path to Peace Through Firsthand Accounts web-quest. They will follow the quest directives to complete their task.
Web Quest Directives Overview:
1. **Introduction:** When you think of WWII what comes to mind? Most people picture armies attacking, soldiers, and military. However the military weren't the only people involved in the war. Have you ever thought about the other people involved? The scientists? The civilians? Have you ever thought about what it would be like to live through events of the war? In particular, to live through the atomic bombings? Or what it was like to be part of the group who created a bomb so destructive that it has never been used in any war since? The dropping of the atomic bombs on Hiroshima and Nagasaki has been a topic of great debate for over 70 years. This lesson will allow you to look at both sides of the bombing through the firsthand accounts and make your own decision on the debate.

2. **Task:** Explain to students that they have been appointed special advisors to the President of the United States of America. The President has tasked them with advising on the future use of nuclear weaponry by researching firsthand accounts from both Japan and the United State. Their job is to listen to those who witnessed history and collect information. They will then write a persuasive letter advising the President, citing the information uncovered, either for or against the use of nuclear weapons in future conflicts. Remind student to be specific and cite direct quotes and information from their research.

3. Students will be grouped into presidential advisory panels. Student groups will divide the resources in each of the web quest areas so that each member is able to formulate an understanding of the broader picture. Each panel will then collaborate to advise the President. If members of an advisory panel come to differing opinions on the use of nuclear weaponry they will write separate letters each citing the resources to make their case.

4. **Process:** As a presidential advisors they must listen to as many firsthand accounts as possible, then use those accounts and their background research to determine their stance on the issue. They will investigate multiple primary and secondary sources both online and in the library. Students will follow the directions outlined below to hear firsthand accounts about:
   - Pearl Harbor—the major event that caused the USA to enter WWII
   - The Manhattan Project— the people involved in creating the bomb
   - The people effected by the 1945 use of the atomic bombs.

**Beginning Research:**
Students will explore the following links to gather information from both the United States and Japan. Instruct students to spend some time reviewing the background information presented before exploring to the oral histories. Oral Histories: Instruct students that each of the advisors will explore the links under the oral history section from both the United States Tab and The Japan Tab. Students should keep these questions in mind while looking into the background:
   - What caused the USA to enter the war?
   - What justification was given for the dropping of the bombs?
   - Why drop the bombs on Hiroshima and Nagasaki?
   - Did anyone know the effects of radiation at the time the bombs were dropped?
   - How many people were killed when the bombs were dropped?
Background Resources:
1. Survivors tell their stories
2. The Story of Hiroshima
3. The Story of Nagasaki
4. The Manhattan Project: Interactive History
5. America Enters the War
6. Announcing of the Bombing of Hiroshima

Students should also:
1. Use the Questions for Active Listening handout in their packet to help organize the information. They should use one copy for each firsthand account they listen to.
2. Remind students they may not be able to answer every question.
3. Students should listen to the stories of at least four different firsthand accounts from both the USA and Japan. Remember the more sources they explore the better.

Oral History Resources-USA
7. Donald Bryan - Army Air Corps | WWII
8. Pearl Harbor Survivors Stories
9. Harold A. Dye - Brigadier General, Army (fast forward to 43:50)
10. Theodore Van Kirk, Navigator for the Enola Gay | WWII
11. Manhattan Project Voices
12. Ben Crawford - Technician Fourth Class, Army WWII
13. World War II Civilian Katherine Secrist - The Manhattan Project
14. Youtube.com Videos:
   1. Ray Garland
   2. Bill Leu
   3. Thomas Francis Mahoney
   4. James Moores

Oral History Resources - Japan
15. Memories from the Americas
16. Voices of Hibakusha
17. Hiroshima & Nagasaki Remembered
18. Testimonies - The Atomic Bomb Museum
19. Youtube.com Videos:
   1. Takashi Tanemori
   2. Michiyo Yoshimoto
   3. Yashiro Yamawaki
   4. Keiko Murakami
   5. Chiyono Yoneda

Day 3: Students will use the information they have gathered to write a persuasive essay in the form of a letter to the President of the United States. Students will follow the rubric to make sure their letter meets standards.
Instructions for Persuasive letter:
Use the discussion web graphic organizer to organize your group’s thoughts. Each advisory panel will collaborate to advise the President. Advisors should keep in mind the following:

1. Collaborate to write a five paragraph persuasive letter to the President.
2. Make sure your thesis or goal is specific.
3. Use multiple facts to back up your thesis.
4. Use specific quotes and detailed facts from differing sides of the issue to make your point.
5. Grammar, spelling, and correct business letter format must be used.
6. Use quotation marks for direct quotes.
7. If members of an advisory panel come to differing opinions on the use of nuclear weaponry they will write separate letters each citing the resources needed to make their case.

Evaluation – Student letters will be evaluated using the rubric below.

Student
Name: __________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4 - Above Standards</th>
<th>3 - Meets Standards</th>
<th>2 - Approaching Standards</th>
<th>1 - Below Standards</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position Statement</td>
<td>The position statement provides a clear, strong statement of the author's position on the topic.</td>
<td>The position statement provides a clear statement of the author's position on the topic.</td>
<td>A position statement is present, but does not make the author's position clear.</td>
<td>There is no position statement.</td>
<td></td>
</tr>
<tr>
<td>Support for Position</td>
<td>Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. The writer anticipates the reader's concerns, biases or arguments and has provided at least 1 counter-argument.</td>
<td>Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.</td>
<td>Includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.</td>
<td>Includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences).</td>
<td></td>
</tr>
<tr>
<td>Evidence and Examples</td>
<td>All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.</td>
<td>Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.</td>
<td>At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.</td>
<td>Evidence and examples are NOT relevant AND/OR are not explained.</td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Sequecing</td>
<td>Arguments and support are provided in a logical order that makes it easy and interesting to follow the author’s train of thought.</td>
<td>Arguments and support are provided in a fairly logical order that makes it reasonably easy to follow the author’s train of thought.</td>
<td>A few of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem a little confusing.</td>
<td>Many of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem very confusing.</td>
<td></td>
</tr>
<tr>
<td>Closing paragraph</td>
<td>The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position statement begins the closing paragraph.</td>
<td>The conclusion is recognizable. The author's position is restated within the first two sentences of the closing paragraph.</td>
<td>The author's position is restated within the closing paragraph, but not near the beginning.</td>
<td>There is no conclusion - the paper just ends.</td>
<td></td>
</tr>
<tr>
<td>Grammar &amp; Spelling</td>
<td>Author makes no errors in grammar, spelling or punctuation that distract the reader from the content.</td>
<td>Author makes 1-2 errors in grammar, spelling or punctuation that distract the reader from the content.</td>
<td>Author makes 3-4 errors in grammar, spelling or punctuation that distract the reader from the content.</td>
<td>Author makes more than 4 errors in grammar, spelling or punctuation that distract the reader from the content.</td>
<td></td>
</tr>
<tr>
<td>Sources</td>
<td>All sources used for quotes, statistics and facts are credible and cited correctly.</td>
<td>All sources used for quotes, statistics and facts are credible and most are cited correctly.</td>
<td>Most sources used for quotes, statistics and facts are credible and cited correctly.</td>
<td>Many sources are suspect (not credible) AND/OR are not cited correctly.</td>
<td></td>
</tr>
</tbody>
</table>
Optional Conclusion Activity-Instruct students to take two pieces of Origami paper from the table in the classroom. Using one piece of Origami paper answer the following:

- On one side of the paper define what peace means to them.
- On the other side, give one suggestion about how the world can better achieve peace.
- Place their name in the bottom left hand corner of the paper.
- Clip their definition to the display board in the classroom.

Explain that traditionally, in Japan, it was believed that if someone folded 1000 origami cranes, their wish would come true. Students will write their wish for peace (your definition and suggestion) again on the second piece of origami paper and follow the directions in the How to fold an Origami Crane Handout. The class will then string our wishes for peace and display them around the school.

Extension Activity One- Student Debate

Standards Met:

American Association of School Librarians Standards:
1.3.2 Seek divergent perspectives during information gathering and assessment.
2.3.2 Consider diverse and global perspectives in drawing conclusions.
2.4.1 Determine how to act on information (accept, reject, modify).

Common Core Equivalent Standards:
CC.8.W.1.b Text Types and Purposes: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
CC.8.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CC.8.W.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Objectives:
- Students will understand that there are multiple viewpoints on historical events.

Split into Justified and Unjustified groups. Even if the entire group feels that atomic weapons should never be used it is good for them to look at the opposing view.

Students will then engage in a debate using the information they have researched using http://zunal.com/webquest.php?w=327469 or information gathered for the Oral History Webquest lesson above. Once research is completed each group will take 15 minutes to work together to list their points. Students will then determine what order they will present given the structure below. Students can present in groups of two to include everyone with one minute each student if needed. Give each group a copy of the chart below.
**What to Discuss**

<table>
<thead>
<tr>
<th>speaker order</th>
<th>time</th>
<th>who</th>
<th>what</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 min</td>
<td>PRO</td>
<td>Introduction</td>
</tr>
<tr>
<td>2</td>
<td>1 min</td>
<td>CON</td>
<td>Introduction</td>
</tr>
<tr>
<td>3</td>
<td>1 min</td>
<td>PRO</td>
<td>List Proof</td>
</tr>
<tr>
<td>4</td>
<td>1 min</td>
<td>CON</td>
<td>List Proof</td>
</tr>
<tr>
<td>5</td>
<td>1 min</td>
<td>PRO</td>
<td>Rebuttal to other</td>
</tr>
<tr>
<td>6</td>
<td>1 min</td>
<td>CON</td>
<td>Rebuttal to other</td>
</tr>
<tr>
<td>7</td>
<td>1 min</td>
<td>PRO</td>
<td>Final Summary</td>
</tr>
<tr>
<td>8</td>
<td>1 min</td>
<td>CON</td>
<td>Final Summary</td>
</tr>
</tbody>
</table>

**Evaluation**: The debate will be evaluated using the rubric below. The side with the higher score can be deemed the winner.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1-below standard</th>
<th>2-approaching standard</th>
<th>3-meets standard</th>
<th>4- above standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Organization and Clarity</strong>: Viewpoints and responses are outlined clearly and orderly.</td>
<td>Unclear in most parts</td>
<td>Clear in some parts but not over all</td>
<td>Most clear and orderly in all parts</td>
<td>Completely clear and orderly presentation</td>
</tr>
<tr>
<td>2. <strong>Use of Arguments</strong>: Reasons are given to support viewpoint.</td>
<td>Few or no relevant reasons given</td>
<td>Some relevant reasons given</td>
<td>Most reasons given: most relevant</td>
<td>Most relevant reasons given in support</td>
</tr>
<tr>
<td>3. <strong>Use of Examples and Facts</strong>: Examples and facts are given to support reasons.</td>
<td>Few or no relevant supporting examples/facts given</td>
<td>Some relevant examples/facts given</td>
<td>Many examples/facts given: most relevant</td>
<td>Many relevant supporting examples and facts given</td>
</tr>
<tr>
<td>4. <strong>Use of Rebuttal</strong>: Arguments made by the other teams are responded to and dealt with effectively.</td>
<td>No effective counter-arguments made</td>
<td>Few effective counter-arguments made</td>
<td>Some effective counter-arguments made</td>
<td>Many effective counter-arguments made</td>
</tr>
</tbody>
</table>
Extension Activity Two: View points and first person accounts

Standards Met:

American Association of School Librarians Standards\textsuperscript{37}:
1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

Common Core Equivalent Standards\textsuperscript{38}:
CC.6.R.I.9 Integration of Knowledge and Ideas: Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Objectives:
- The student will compare anecdotes of firsthand accounts of WWII and understand that there are similarities on both sides of conflict.

Method:
1. Read students *Pearl Harbor Child: A Child's View of Pearl Harbor from Attack to Peace pg. 15-30* by Dorinda Nicholson\textsuperscript{39} and *Shin’s Tricycle* by Tatsuharu Kodama\textsuperscript{40}.
2. Have students work in their groups to compare the stories in each book. Students should draw a chart the one below in their notebooks.

<table>
<thead>
<tr>
<th>Pearl Harbor Child</th>
<th>Similar Experiences</th>
<th>Shin’s Tricycle</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Ask groups to present their list to the class. Challenge groups to prove their thinking by supporting their thoughts with evidence from the text.
4. Discuss how there are multiple views of historical events.
   a. Ask students how looking at first person views can be of value to historians?
   b. How can looking at first person accounts of historical events be useful in today’s society?
Appendix A

Name: __________________________________________Section: ____________ Date: ________

Questions for Active Listening

General questions to keep in mind when listening to a firsthand accounting:

1. What happened to each of these individuals?
2. What influences—personal, cultural, social—might have shaped the person talking’s outlook on the war?
3. What does this tell us about the way the speaker thinks about his/her experience?
4. Do they tell you what they did during the war? (Job, school…)
5. What was their perception of what was happening during the war? Were they fully aware of what was going on?
6. What was their experience or knowledge of the atomic bombs?
7. What effects did the survivors of the bombings/attacks suffer?
8. What are the survivor’s opinion of the use nuclear weaponry?
9. Did they give any opinion on the use of the bomb in 1945?
10. Do they give an opinion on the use of nuclear weapons in the future?
11. What questions did this person’s story leave you with?
12. What part of the speaker’s story stood out most to you?
13. Why are these individuals’ stories important?

Quotes and Notes


“Takashi Tanemori (Hiroshima Bombing Survivor Documentary)”. YouTube video, 0-11:00. Posted [June 2012]. https://youtu.be/DHzlYbwFHS4


Appendix B


Ibid.


Ibid.


The Enduring Issue of Peace: Reflecting on Hiroshima and Nagasaki Through Documents
10th Grade
Global History, Advanced Placement World History

Kristin Luxon
Dansville High School
Dansville, New York

Standards Addressed:
Common Core State Standards for Literacy in History/Social Studies:

- Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Standard 3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Standard 6: Assess how point of view or purpose shapes the content and style of a text.
- Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.

Compelling Questions:
These questions can be used for the purpose of discussion, or as short writing responses.

- Is war necessary?
- What are human rights?
- What is a war crime?
- Was the use of the atomic bombs on Japan a war crime?
- Was the use of the atomic bombs on Japan a justifiable act of war?
- Would American leaders have been put on trial for war crimes if Japan had won the war? What evidence might have been used against them?
- What made the atomic bombs different than traditional weapons of the Second World War?
- What is the role of the survivor of a tragedy?
- What is the responsibility of the survivor?
- What is power?
Kristin Luxon, Dansville High School (NY)

- Does possessing nuclear weapons make a modern nation powerful?
- How much does it cost to produce a nuclear weapon?
- What nations in the world today have nuclear weapons? How many do they have?
- Why would a nuclear nation want to give up these weapons?

**Rationale:**

There is a great variety of resources and information available on the American use of atomic weapons on the Japanese cities of Hiroshima and Nagasaki. Varieties of lesson plans on the topics are seemingly endless. While there is a high degree of student interest about these events, I propose that there are also tremendous opportunities to engage students in peace studies. In this way, students can study the atomic bombing with a light toward future progress of global peace and nuclear non-proliferation, using their knowledge to become active global citizens.

**Instructional Activities**

The chronological placement of this lesson in the course is after the completion of a study of the Holocaust and the Nuremberg Trials. In this way students will have been exposed to the concepts of human rights violations and justice during times of war. A study of Hiroshima and Nagasaki can begin with a compelling question, image of an artifact or a person, or a K-W-L chart where students would preview what they already “K”now or think they know, record questions pertaining to “W”hat they would like to know, and in summary record what they have “L”earned. I choose to begin with an image taken by the American military photographer Joe O’Donnell of a child in Nagasaki with his dead brother on his back. The child is waiting for his baby brother’s body to be cremated. This is a powerful image to use as a way to introduce the impact of the bombs on actual people, and as a way to instruct the primary source study of photographs. Often times when studying events that produce such horror and high death tolls, the individual victims might be lost in the statistics. An image as simple, tragic, and beautiful as this, however, sets the tone for atomic and peace studying by literally putting a face to the topic.
Possible Primary Source Questions for photographs:

- Describe what you see. What did you notice first?
- What people and objects are shown?
- What is the physical setting? What might the location be?
- Who do you guess took this picture?
- Why do you think the picture was taken?
- Who do you think was the audience for this photograph?
- What can we learn from examining this photograph?
- Ask students to create other questions that they wonder about.

There are many material options for studying the dropping of the atomic bombs. Books, websites, and other media are plentiful. I always show most of the 2007 HBO documentary *White Light Black Rain: The Destruction of Hiroshima and Nagasaki*. It looks at these events through multiple points of view, and focuses on the first-hand account of survivors. Also of particular interest would be *Pictures from a Hiroshima Schoolyard* (2014) that includes survivor stories and artifacts of children who attended a school near the epicenter of the bomb. This film also brings the event into the present day through the connection of the children’s artwork.
**Primary Source Study and Extended Writing Response:**

The events that occurred before, during, and after the dropping of the atomic bombs and Hiroshima and Nagasaki are rich with readily available primary and secondary source material. Both written, photographic, and statistical documentation are easy for both teachers and students to access. Instructors could put together this lesson using only visual sources, only primary sources, or a combination of both. Students could also be guided to create their own DBQ to experience the research and editing tasks that go with DBQ production, and then share their final products with other students to be written. Very useful websites would be those published by the Hiroshima Peace Memorial Museum and the Nagasaki National Peace Memorial Hall for the Atomic Bomb Victims.

Another option that will allow for some great critical thinking is to assign students individually or with a partner a specific sub-topic associated with the bombing, e.g. American rationale, effects on people during and after, non-human artifacts, modern peace efforts, etc., and challenge them to choose three documents to represent their sub topic. They must edit and put each document into a hand-out for the rest of the class, and then present and explain their rationale for choosing these specific documents, and discuss why they decided to leave other options out of their final set. This assignment might be shorter than writing a full DBQ essay, but it will still require students to make decisions about primary source material, defend their choices, and communicate to a larger audience.

The following task is one such sample of a document based question that has been prepared with tenth grade students in mind.

**Document Based Essay Question**

An enduring issue is an issue that exists across time. It is one that many societies have attempted to address with varying degrees of success. One of these issues is the search for continuing peace in the world.

To begin this task, you will CLOSELY read each of the following documents. To read each item closely you should construct a SOAPS analysis of each:

- **Speaker:** Who is the author: What is the author’s position, identity, experience?
- **Occasion:** What significant events have come just before this event? What is the current event?
- **Audience:** Who did the author create this source for? Who will be reading or looking at the source?
- **Purpose:** Why has the author created this source? What do you think the author is trying to get the audience to think or feel?
- **Summary:** Write a one sentence summary statement about each document.

The final component of this assignment will be to write an essay in which you:

- Define the enduring issue of peace as it pertains to the set of provided documents.
- Using your outside knowledge of social studies and evidence from the documents, argue why the issue you selected is significant and how it has endured across time.
While planning and writing your essay, be sure to:

- Identify the issue based on a historically accurate interpretation of the documents.
- Define the issue using evidence from *at least five* documents.
- Argue that this is a significant issue that has endured by showing:
  - How the issue has affected people or been affected by people
  - How the issue has continued to be an issue or changed over time
- Include outside information from your knowledge of social studies and evidence from the documents.

### DOCUMENT 1

**Statement of President Harry Truman announcing the bombing of Hiroshima**

Sixteen hours ago an American airplane dropped one bomb on Hiroshima and destroyed its usefulness to the enemy. The bomb had more power than 20,000 tons of TNT…..The Japanese began the war from the air at Pearl Harbor. They have been repaid many fold. And the end is not yet. With this bomb we have now added a new and revolutionary increase in destruction to supplement the growing power of our armed forces. …It is an atomic bomb. It is a harnessing of the basic power of the universe. The force from which the sun draws its power has been used against those who brought war to the Far East….We are now prepared to obliterate more rapidly and completely every productive enterprise the Japanese have above ground in any city. We shall destroy their docks, their factories, and the communications. Let there be no mistake: we shall completely destroy Japan’s power to make war.

**DOCUMENT 2**

Impact of the atomic bombing of the Japanese city of Hiroshima.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ground temperatures</td>
<td>7,000 degrees F</td>
</tr>
<tr>
<td>Hurricane force winds</td>
<td>980 miles per hour</td>
</tr>
<tr>
<td>Energy released</td>
<td>20,000 tons of TNT</td>
</tr>
<tr>
<td>Buildings destroyed</td>
<td>62,000</td>
</tr>
<tr>
<td>Killed immediately</td>
<td>70,000 people</td>
</tr>
<tr>
<td>Dead by the end of 1945</td>
<td>140,000 people</td>
</tr>
<tr>
<td>Total deaths related to A-bomb</td>
<td>210,000 people</td>
</tr>
</tbody>
</table>


**DOCUMENT 3**

Thermal burns on a soldier exposed within one mile of Ground Zero

DOCUMENT 4

Chie Setoguchi, Nagasaki Atomic Bomb survivor

Disposal of the bodies of pupils (from the school where I taught) had been completed for the most part, but now children with no visible injuries were dying. These were the children whose hands I had grasped, the children with whom I had rejoiced over our escape from injury. They each followed the same steep downhill course, developing a fever, losing hair in big handfuls, and then emitting thick blackish blood from the gums. Finally, one after another, they sputtered hysterically in the throes of fever and died.


DOCUMENT 5

Testimony of Hiroshima survivor Sunao Tsuboi.

Tsuboi remembers hearing a loud bang, then being blown into the air and landing 10 metres away. He regained consciousness to find he had been burned over most of his body, his shirtsleeves and trouser legs ripped off by the force of the blast.

“My arms were badly burned and there seemed to be something dripping from my fingertips.

“My back was incredibly painful, but I had no idea what had just happened. I assumed I had been close to a very large conventional bomb. I had no idea it was a nuclear bomb and that I’d been exposed to radiation. There was so much smoke in the air that you could barely see 100 meters ahead, but what I did see convinced me that I had entered a living hell on earth.

“There were people crying out for help, calling after members of their family. I saw a schoolgirl with her eye hanging out of its socket. People looked like ghosts, bleeding and trying to walk before collapsing. Some had lost limbs.

“There were charred bodies everywhere, including in the river. I looked down and saw a man clutching a hole in his stomach, trying to stop his organs from spilling out. The smell of burning flesh was overpowering.”

DOCUMENT 6

Image of the physical destruction in Hiroshima


DOCUMENT 7

Chart of Leukemia cases in Hiroshima

Figure 19. Number of leukemia cases among Hiroshima survivors exposed within 2,000 meters of ground zero, according to year of onset. (Adapted from Ohkita 1976)

2016 Japan Study Tour

DOCUMENT 8

Numbers of books and testimonies written on personal experiences during the dropping of the atomic bombs

<table>
<thead>
<tr>
<th>Year</th>
<th>Published Articles or Books</th>
<th>Written Testimonies</th>
<th>Year</th>
<th>Published Articles or Books</th>
<th>Written Testimonies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1946</td>
<td>4</td>
<td>23</td>
<td>1960</td>
<td>12</td>
<td>21</td>
</tr>
<tr>
<td>1947</td>
<td>1</td>
<td>1</td>
<td>1961</td>
<td>15</td>
<td>9</td>
</tr>
<tr>
<td>1948</td>
<td>2</td>
<td>3</td>
<td>1962</td>
<td>18</td>
<td>27</td>
</tr>
<tr>
<td>1949</td>
<td>9</td>
<td>24</td>
<td>1963</td>
<td>14</td>
<td>45</td>
</tr>
<tr>
<td>1950</td>
<td>13</td>
<td>47</td>
<td>1964</td>
<td>18</td>
<td>66</td>
</tr>
<tr>
<td>1951</td>
<td>16</td>
<td>145</td>
<td>1965</td>
<td>44</td>
<td>205</td>
</tr>
<tr>
<td>1952</td>
<td>16</td>
<td>68</td>
<td>1966</td>
<td>32</td>
<td>137</td>
</tr>
<tr>
<td>1953</td>
<td>10</td>
<td>59</td>
<td>1967</td>
<td>31</td>
<td>110</td>
</tr>
<tr>
<td>1954</td>
<td>11</td>
<td>133</td>
<td>1968</td>
<td>34</td>
<td>113</td>
</tr>
<tr>
<td>1955</td>
<td>25</td>
<td>151</td>
<td>1969</td>
<td>41</td>
<td>141</td>
</tr>
<tr>
<td>1956</td>
<td>19</td>
<td>31</td>
<td>1970</td>
<td>44</td>
<td>262</td>
</tr>
<tr>
<td>1957</td>
<td>10</td>
<td>55</td>
<td>1971</td>
<td>37</td>
<td>228</td>
</tr>
<tr>
<td>1958</td>
<td>12</td>
<td>40</td>
<td>Total</td>
<td>900</td>
<td>3,234</td>
</tr>
</tbody>
</table>


DOCUMENT 9

President Obama’s Speech in Hiroshima Japan, 2016

Seventy-one years ago, on a bright cloudless morning, death fell from the sky and the world was changed. A flash of light and a wall of fire destroyed a city and demonstrated that mankind possess the means to destroy itself….That is why we come to this place. We stand here in the middle of this city and force ourselves to imagine the moment the bomb fell. We force ourselves to feel the dread of children confused by what they see. We listen to a silent cry. We remember all the innocents killed across the arc of that terrible war….

And since that fateful day, we have made choices that give us hope…..An international community established institutions and treaties that work to avoid war and aspire to restrict and roll back ultimately eliminate the existence of nuclear weapons….We may not be able to eliminate man’s capacity to do evil, so nations and the alliances that we form must possess the means to defend ourselves. But among those nations like my own that hold nuclear stockpiles, we must have the courage to escape the logic of fear and pursue a world without them.

Nuclear weapons are the most dangerous weapons on earth. One can destroy a whole city, potentially killing millions, and jeopardizing the natural environment and lives of future generations through its long-term catastrophic effects. The dangers from such weapons arise from their very existence. Although nuclear weapons have only been used twice in warfare—in the bombings of Hiroshima and Nagasaki in 1945—about 22,000 reportedly remain in our world today and there have been over 2,000 nuclear tests conducted to date. Disarmament is the best protection against such dangers, but achieving this goal has been a tremendously difficult challenge.


---

DOCUMENT 11

<table>
<thead>
<tr>
<th>Country</th>
<th>Deployed warheads</th>
<th>Other warheads</th>
<th>Total 2014</th>
<th>Year of first nuclear test</th>
</tr>
</thead>
<tbody>
<tr>
<td>USA</td>
<td>1920</td>
<td>5380</td>
<td>7300</td>
<td>1945</td>
</tr>
<tr>
<td>Russia</td>
<td>1600</td>
<td>6400</td>
<td>8000</td>
<td>1949</td>
</tr>
<tr>
<td>UK</td>
<td>160</td>
<td>65</td>
<td>225</td>
<td>1952</td>
</tr>
<tr>
<td>France</td>
<td>290</td>
<td>10</td>
<td>300</td>
<td>1960</td>
</tr>
<tr>
<td>China</td>
<td>250</td>
<td>250</td>
<td>500</td>
<td>1964</td>
</tr>
<tr>
<td>India</td>
<td>90–110</td>
<td>90–110</td>
<td>180</td>
<td>1974</td>
</tr>
<tr>
<td>Pakistan</td>
<td>100–120</td>
<td>100–120</td>
<td>200</td>
<td>1998</td>
</tr>
<tr>
<td>Israel</td>
<td>80</td>
<td>80</td>
<td>160</td>
<td>.</td>
</tr>
<tr>
<td>North Korea</td>
<td>6–8</td>
<td>6–8</td>
<td>12</td>
<td>2006</td>
</tr>
<tr>
<td>Total</td>
<td>3970</td>
<td>12,350</td>
<td>16,300</td>
<td></td>
</tr>
</tbody>
</table>

* "Deployed" means warheads placed on missiles or located on bases with operational forces. All estimates are approximate and are as of January 2014.
* Warheads that are in reserve, awaiting dismantlement or that require some preparation (e.g., assembly or loading on launchers) before they become fully operationally available.

Seventy-one years after the atomic bombings, the average age of the hibakusha, atomic bomb survivors, exceeds 80. The world is steadily edging towards “an era without any hibakusha.” The question we face now is how to hand down to future generations the experiences of war and the atomic bombing that was the result of that war…

Please take the time to listen to war experiences, and the experiences of the hibakusha. Talking about such terrible experiences is not easy. I want you all to realize that the reason these people still talk about what they went through is because they want to protect the people of the future…

We, the citizens of Nagasaki, offer our most heartfelt condolences to those who lost their lives to the atomic bomb. We hereby declare that together with the people of the world, we will continue to use all our strength to achieve a world without nuclear weapons, and to realize everlasting peace.

Tomihisa Taue
Mayor of Nagasaki
August 9, 2016

Closure: Active Citizenship

Students will write a letter to a local state representative or member of Congress to explain what they have studied about the impact of the atomic bombings, and their position on production and possession of nuclear weapons by our nation. This would also be a good time for tenth graders to explore the modern issue of nuclear proliferation in North Korea and Iran, perhaps providing commentary in their citizen letters on these topics as well.

Another option is for students to access online the International Signature Campaign in support of the appeal of the Hibakusha for the Elimination of Nuclear Weapons. Information about this campaign and signature sheets are available at the website for the Japan Confederation of A- and H-Bomb Sufferers Organization at www.ne.jp/asahi/hidankyo/nihon/english/.

Optional Research Project

This task is a modified version of a research project that my AP students complete. The topics are interesting and relevant, hopefully prompting these young adults to start seeing the world and current events with a new perspective.

Issues concerning human rights, freedom and justice can be found in the history of many regions around the world. This research task will allow you to study the global impact of the use of the atomic bombs on Japan at the end of World War II, a watershed military decision that continues to impact our world today.

There are three main components of this task, based on the category of topics that you are assigned. These components are:

1. A written research paper.
2. A visual representation of your research in a google slideshow.
3. An oral presentation.

Research Paper

You will write a six to eight page paper on your chosen topic. A potential list is provided, but other topics may be approved upon student request.

- Pacifism in Modern Japan
- Nuclear Testing, 1950-1970s
- United Nations: Recent efforts by Ban Ki-Moon to eradicate weapons of mass destruction
- UNODA: Current efforts of the Office for Disarmament Affairs
- Hague Agenda for Peace and Justice for the 21st Century
- Nuclear Proliferation in North Korea
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- Nuclear Proliferation in Iran
- Nuclear Issues in India
- Nuclear Issues in Pakistan
- Nuclear Energy: Chernobyl and Fukushima

The research paper MUST be typed or word processed, using either Arial 11, or New Times Roman 12, with standard margins.

As we complete our library research, you will take notes on your topic. You will be responsible for organizing and keeping your own notes in the format assigned. Notes will not be copied and pasted. After you have collected all necessary information, you will then put together an outline or a graphic organizer to show how your paper will be organized by paragraph. While each topic may present itself differently, the following basic points should be covered:

- A definition of your topic/issue
- Historical background information
- Current issues associated with your topic
- Predictions and/or recommendations for the future

The research paper must include a proper bibliography with a minimum of SIX sources. Within your research you must include at least two pieces of primary source material. Focus on finding eyewitness or victim accounts of the topic you are researching. You will also be using secondary sources, but you may NOT use text books or encyclopedias as sources. You may use more than six sources. The typed works sited is a separate page, and will be the last part of your paper. The format required is that of the Chicago Manual of Style.

Your research paper will also include internal documentation. You must use a minimum of five direct quotes within your research paper. Note that this is a minimum number: you may use more. We will complete a lesson on both citing your sources and using direct quotes.

Visual and Oral Presentation

The final portion of your project is a formal google slideshow presentation. As you research your paper be sure to keep important images you want to use in a folder, as well as the source information for your pictures. A separate works cited for your slideshow will be due on the day that you present.

You will speak for 10 to 12 minutes, explaining your thesis and the evidence you have researched. Your slideshow should be no less than 10 slides. Your slides should represent your main ideas, not the entire scope of your paper word for word. You should also not plan to read from your slides word-for-word…..have a separate speaking plan. These slides should also contain relevant pictures from your research.
**Bibliography**


There Are Two Sides to Every Story
6th Grade
Social Studies, English

Marina Outwater
Long River Middle School
Prospect, CT

Essential Questions:
How is the dropping of the atomic bombs viewed differently from an American perspective versus a Japanese perspective?
What clues do primary sources reveal to the audience about the attitudes and perspective of the creator?

Summary:
There are always two sides (or more) to every story. The students need to understand that they must look critically at events in history. The students will receive a selection of primary source World War Two era Japanese and U.S. documents and images that relate to the dropping of the atomic bombs in 1945.

Intended Length of Lesson:
This lesson is intended for four fifty-minute class periods.

Standards:
NCSS Theme 6-Power, Authority and Governance
NCSS Theme 8- Science, Technology and Society
NCSS Theme 9- Global Connections

CCSS.ELA-Literacy.RH.6-8.6
Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

CCSS.ELA-Literacy.RH.6-8.7
Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-Literacy.R1.6.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

CCSS.ELA-Literacy.R1.6.6
Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
Marina Outwater, Long River Middle School (CT)

**Materials:**

Group One:

1) Anti-Japanese propaganda posters related to Pearl Harbor
   https://pearlharborohau.com/pearl-harbor-propaganda-posters/
2) Potsdam Declaration of July 26, 1945 (both sources provide the full transcript)
   http://www.ndl.go.jp/constitution/e/etc/c06.html
   http://www.atomicarchive.com/Docs/Hiroshima/Potsdam.shtml
3) Enola Gay photograph of pilot waving
4) Mushroom cloud photograph over Nagasaki
   http://www.trumanlibrary.org/photographs/58-561.jpg
5) Transcripts of leaflets dropped over Japan
   http://time.com/4142857/wwii-leaflets-japan/
   http://www.atomicheritage.org/key-documents/warning-leaflets
6) Press Release by President Truman on August 6, 1945
   https://www.trumanlibrary.org/whistlestop/study_collections/bomb/large/index.php
7) Alfred Eisenstaedt’s VJ Day photograph of sailor kissing nurse
   https://iconicphotos.wordpress.com/2009/08/14/v-j-day-kiss/
8) December 12, 1946 Memo from President Truman to Roman Bohnen providing his reason to drop the bombs
   http://www.trumanlibrary.org/whistlestop/study_collections/bomb/large/index.php

Group Two:

1) Photograph of Hiroshima and Nagasaki before and after the bomb
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2) Photograph of Mr. Taniguchi, a survivor
http://wereblog.com/sumity- taniguchi-nagasaki-atomic-bomb-survivor-shows-scars

3) Shomei Tomatsu’s photograph called “Hibakusha Tsuyo Kataoka, Nagasaki” 1961
http://artasiapacific.com/Magazine/84/BreathingTheSameAir

4) Various hibakusha artwork

5) Iro and Toshi Maruki’s Hiroshima Panel
http://www.aya.or.jp/~marukimitsn/english/message.html
http://voiceseducation.org/content/hiroshima-panels-%E5%8E%9F%E7%88%86%E3%81%AE%E5%9B%B3-genbaku-no-zu

6) Sample artifacts from Hiroshima Peace Memorial Museum (includes Shin’s tricycle, lost hair, a lunchbox, and clothing)
http://a-bombdb.pcf.city.hiroshima.jp/pdbe/search/col_bombed
http://www.slate.com/blogs/behold/2014/08/27/ishiuchi_miyako_photographs_rema ins_of_the_hiroshima_atomic_blast_from_the.html
http://www.cnn.com/2015/08/05/world/hiroshima-survivors-artifacts/

7) Transcript of Mr. Yamawaki’s talk

8) Shin’s Tricycle book
http://playpen.meraka.csir.co.za/~acdc/education/Dr_Anvind_Gupa/Learners_Library_7_March_2007/Resources/books/shin.pdf

9) Barefoot Gen book
http://view.thespectrum.net/series/barefoot-gen.html

Appendix A: Truman Press Release Questions Handout

Objectives:
Students will be able to analyze primary source documents.
Students will be able to respond to multiple perspectives pertaining to historical events.
Students will be able to draw evidence to support their analysis and reflection.

Procedures:
DAY ONE:

1) Write the essential questions, from the first page of this document, on the board.
2) Display the first document from the Group One resources: the anti-Japanese propaganda posters related to Pearl Harbor. Have students respond to the following questions: Why do so many posters ask Americans to remember Pearl Harbor? How are Americans portrayed and how are the Japanese portrayed? What words or images are used and why?
3) Divide the class into thirteen pairs or small groups and hand out one numbered part of the Potsdam Declaration to each group. Students should look up any unfamiliar vocabulary in the dictionary and write down the definitions to share with their classmates. They should write a summary of their assigned section in their own words. Allow time for each group to share their summaries in order.

4) Display the Enola Gay photograph. Have students respond to the following questions: What is the Enola Gay famous for? What is the mood projected here?

5) Display the Nagasaki mushroom cloud photograph. Have students respond in writing to the following questions: How do you feel after looking at this photograph? How is this photograph different from the Enola Gay photograph?

6) Display the transcription of the warning leaflets dropped over Japan. Have students respond to the following questions: What is the main message? Name three things the Americans are urging the Japanese people to do. How is America described in contrast to the Japanese government? Find six key words to prove your point.

7) As the class comes to an end, summarize the attitudes reflected in the materials.

DAY TWO:
1) Provide a copy of President Truman’s press release from August 6, 1945. There are sixteen paragraphs. For sixth grade students, consider skipping paragraphs 11-14 in the analysis of this document. You may decide to examine the document as a whole group line by line or divide the class into small groups again with a paragraph per group to summarize in their own words.

2) Pass out the handout of questions (Appendix A) to answer.

3) Display Alfred Eisenstaedt’s photograph from VJ Day. Explain what VJ Day was and that these two people were elated strangers. Elicit responses.

4) For homework, have the students write a response to President Truman’s memo to Roman Bowen from December 12, 1946. They should answer the following question: What is the main reason that Truman gives for deciding to drop the bombs on Japan?

DAY THREE:
1) Display the before and after aerial photographs of Nagasaki to start class. Ask for reactions.

2) Share the transcript of Mr. Yamawaki’s talk. He is a survivor (hibakusha) from Nagasaki.

3) Survivors often turn to art as a way to express the horrors of what they witnessed. Show some of the hibakusha’s artwork images. Have the students consider the following questions: What colors tend to be predominant in these works of art and why? Is there anything that is repeated in the images? Why do you think some of the artists were in their seventies when they created these images? Do you think Americans were told about these horrors or saw such artwork immediately after the war? Do these images change your perception of the atomic bombings in any way?

4) You may also choose to include Iro and Toshi Maruki’s Hiroshima Panels at this point in time. There are fifteen panels and each one includes a separate piece of writing. (This could be an entire class period by itself.)

5) Display photographs of survivors who suffered incredible physical damage and have scarred bodies. You may choose to find even more graphic photographs from the internet depending on the age of your students.
6) Reflect on the differences between today’s materials and those from the previous two days.

DAY FOUR:
1) Using the Hiroshima Peace Memorial Museum’s website, access images and descriptions of some of the A-Bomb artifacts including Shin’s tricycle, the lunch box, the lost hair, and the summer uniform of a female student. Each artifact includes details about the owner, thus personalizing the items for viewers. In the CNN link, there are more images of artifacts with descriptions. Although we do not learn about the owner’s in the article about the photographer Ishiuchi Miyako’s images of these artifacts, it’s worth examining too. Conduct a five minute free-write in which the students are allowed to respond in their own manner to the artifacts. Share some responses.
2) Read Shin’s Tricycle.
3) If you have additional time, read an excerpt from Barefoot Gen.
4) Identify aspects of the materials from both groups that reveals a certain point of view or frame of reference. After examining the materials individually, please consider them as a whole. What do the documents and images from Group One and Group Two tell you collectively? List three key words that come to mind to describe this collective point of view. Write a paragraph in response to one group of materials. Share and hear from both sides.

Appendix A
President Truman’s Press Release on August 6, 1945

1) There is a lot of strong language that attempts to display how powerful the Americans are. Find at least five words or phrases that reflect this strength.
   a) _______________________________________________________________________
   b) _______________________________________________________________________
   c) _______________________________________________________________________
   d) _______________________________________________________________________
   e) _______________________________________________________________________

2) There are several references to reasons why the atomic bomb was dropped. The Japanese are blamed in paragraphs 2, 6, and 10. What are these reasons?
   _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________
3) Truman threatens the Japanese with more destruction. Find three examples of threats and record them here.
   a) ______________________________________________________________________
   b) ______________________________________________________________________
   c) ______________________________________________________________________

4) At the end of the press release, Truman contends that the atomic bomb should be controlled by Congress in order to maintain peace. Why do you think he chose to end the document in this manner?
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________

Bibliography:


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Slate. “Haunting Photographs of Artifacts From the Hiroshima Atomic Blast,” accessed August 19, 2016,
http://www.slate.com/blogs/behold/2014/08/27/ishiuchi_miyako_photographs_remains_of_the_hiroshima_atomic_blast_from_the.html


Voices Compassion Education. “Hiroshima Panels,” accessed August 19, 2016, http://voiceseducation.org/content/hiroshima-panels-%E5%8E%9F%E7%88%86%E3%81%AE%E5%9B%B3-genbaku-no-zu
Gaining Perspective: The Atomic Bombing of Hiroshima and Nagasaki
9th-10th Grade
World History

Emily Schiessl
Mariner High School
Everett, WA

Common Core Standards Addressed

- CCSS.ELA-Literacy.RH.9-10.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- CCSS.ELA-Literacy.RH.9-10.9: Compare and contrast treatments of the same topic in several primary and secondary sources.
- CCSS.ELA-Literacy.SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Focus

- Students will be looking at both primary and secondary sources related to the dropping of the atomic bombs on Hiroshima and Nagasaki. While students will be asked to consider whether or not the atomic bombs should have been used to end WWII, this will not be the main focus. Instead, students will look at differing viewpoints to understand why it is important how we remember and retell history and the lessons that we can learn from understanding history in this way.

Materials:

- Documents A-F
- Graphic Organizer and Compare and Contrast Chart
- Document Camera or White/Chalk Board

Plan of Instruction (three 50-minute class periods – adaptations may be necessary for longer class periods):

- Hook: Ask students to think about a situation in which two people get in a fight. After talking to Student A, you have learned that Student B ran up to Student A, without any provocation, and punched him. Ask students if they think Student B should be punished and what possible consequences he should face. Additionally, ask students if Student A should receive any consequences. (Some students will already be ahead and want to know Student B’s side. Tell them they must answer based on the facts they have now) Then tell students that after talking to Student B, you have learned that Student A had been continuously taunting and making fun of Student B about his religion and race for weeks. Student B says that he finally got tired of the taunts and that’s why he punched Student A. Now, discuss your original questions. Finally, ask students how and why their answers changed after learning about the side of Student B.

- Day 1: Common U.S. Justifications for Use of the Atomic Bomb
  - Explain to students that they will be looking at the dropping of the atomic bomb from the differing U.S. and Japanese perspectives. Today, they will just look at the selected U.S. sources. (If you have students that are familiar with the effects of the atomic bombs, you may want to emphasize that today they should only be taking these documents into account)
o Distribute Documents A-C with the graphic organizer
o Explain the three categories in the graphic organizer and emphasize that the answers need to be as detailed as possible. (If you haven’t done many activities like this, you may want to give an example of the level of detail that is necessary)

o Students should work on completing their organizer for the remainder of the period.

o With ten minutes left in the class period, stop students and ask them, “Should the U.S. have dropped the atomic bombs on Hiroshima and Nagasaki?” Allow students to individually answer first, then discuss the question with a partner before beginning a whole class discussion. It is expected, at this point, that most students will say the use of the atomic bomb against Japan was necessary.

o If students did not complete all three sources, you will need to assign the remaining sources as homework.

• Day 2: Presenting the Japanese Sources
  o To refresh student’s memory and to focus them on today’s lesson, ask a few students to share the information they collected on their graphic organizer.

  o After students have shared their information, explain to them that today they will be looking at the atomic bombings from selected Japanese sources. Remind students that they need to fill-out their organizer in detail.

  o Distribute Documents D-F
  o Students should be working on completing their organizer for the remainder of the period.

  o With ten minutes remaining in the class period, stop students and ask them, “Should the U.S. have dropped the atomic bombs on Hiroshima and Nagasaki?” Allow students to individually answer first, then discuss it with a partner before beginning a whole class discussion. (Remember that the focus of the lesson is on understanding various perspectives, rather than the conclusion students come to at this point.)

  o If students did not complete analysis of all three sources, you will need to assign the remaining sources as homework.

• Day 3: Why does it matter how we remember history? What lesson(s) can we learn from looking at different perspectives?
  o To refresh student’s memory and to focus them on today’s lesson, ask a few students to share the information they collected on their graphic organizer.

  o Present the focus of today’s lesson by telling students that they are going to answer the two following questions:
    ▪ Why does it matter how we remember history?
    ▪ What lesson(s) can we learn from looking at both/multiple perspectives?

  o Ask students to compare and contrast their U.S. sources with their Japanese sources. Tell them to focus on how they describe the other country, how thoroughly and in what detail they explain the effects of the bomb and the justification they use for the bombings. (It may be necessary to provide an example or two) Students should complete this information on their compare and contrast chart.

  o Choose students to discuss different ideas they came up with. You should gather this information on a class chart, using your document camera or another method to graphically share the chart, and instruct students to add additional information they did not previously note.
To begin, have students compare and contrast their answer to, “Should we have dropped the atomic bombs?” with a partner. Allow a few students to share their answer.

Then, with a partner, have students explain why their answer to the previous question changed or didn’t change. Allow a few students to share their answer.

Ask students to now focus on the U.S. sources from this lesson and ask the following questions: (The amount and level of questions you ask your students will depend on their ability to critically think about history. If they haven’t had much experience, you might want to ask more questions. If they’ve had more experience, you might want to ask fewer questions so that their final answers are more varied.)

- How thoroughly do the sources explain the effects of the atomic bomb, if at all?
- If you only had the U.S. sources from this lesson, do you think future use of the atomic bomb could be justified? Why or why not?

Now ask students to focus on the perspective of the Japanese sources from this lesson and ask the following questions:

- How thoroughly do the sources explain the reason why the U.S. dropped the atomic bombs, if at all?
- If you only had the Japanese sources from this lesson, do you think future use of the atomic bomb could be justified? Why or why not?
- (Depending on the level of your students, you can ask your students to think about sources and perspectives that weren’t included and whether other people might have different perspectives than the ones presented.)

Finally, have students discuss the two focus questions for the day – Why does it matter how we remember history? What lessons can we learn from looking at both/multiple perspectives?

Students should now be prepared to answer these questions on their own. Instruct them to answer each question in paragraph format using historical evidence to support their answer. They should use the remainder of the period to begin answering the questions. Students will need to finish their responses as homework.

- Extension: If you would like your students to understand the development of nuclear weapons after WWII, you could choose to add a lesson or two about nuclear proliferation and arms reduction agreements.

**Document A**


**Defeat for Japan** With war won in Europe, the Allies poured their resources into defeating Japan. By mid-1945, most of the Japanese navy and air force had been destroyed. Yet the Japanese still had an army of two million men. The road to victory, it appeared, would be long and costly.

**Invasion or the Bomb?** In bloody battles on the islands of Iwo Jima from February to March 1945 and Okinawa from April to July 1945, the Japanese had shown that they would fight to the death rather than surrender. Beginning in 1944, some young Japanese men chose to become kamikaze (kah muh KAH zee) pilots who undertook suicide missions, crashing their explosive-laden airplanes into American warships.

While allied military leaders planned for invasion, scientists offered another way to end the war. Scientists understood that by splitting the atom, they could create an explosion far more powerful than...
any yet known. Allied scientists, some of them German and Italian refugees, conducted research, code-
named the Manhattan Project, racing to harness the atom. In July 1945, they successfully tested the first
atomic bomb at Alamogordo, New Mexico.

News of this test was brought to the new American president, Harry Truman. Truman had taken office
after Franklin Roosevelt died unexpectedly on April 12. He realized that the atomic bomb was a terrible
new force for destruction. Still, after consulting with his advisors, and determining that it would save
American lives. He decided to use the new weapon against Japan. At the time, Truman was meeting
with other Allied leaders in the city of Potsdam, Germany. They issued a warning to Japan to surrender
or face “complete destruction” and “utter devastation.” When the Japanese ignored the warning, the
United States took action.

**Utter Devastation** On August 6, 1945, and American plane dropped an atomic bomb over the city of
Hiroshima. The bomb flattened four square miles and instantly killed more than 70,000 people. In the
months that followed, many more would die from radiation sickness, a deadly after effect of exposure to
radioactive materials.

On August 8, the Soviet Union declared war on Japan and invaded Manchuria. Again, Japanese leaders
did not respond. The next day, the United States dropped a second atomic bomb, this time on the city of
Nagasaki. More than 40,000 people were killed in this second explosion.

Finally, on August 10, Emperor Hirohito intervened, an action unheard of for a Japanese emperor, and
forced the government to surrender. On September 2, 1945, the formal peace treaty was signed on board
the American battleship *Missouri*, anchored in Tokyo Bay.

**Document B**

Appleby, Joyce., Alan Brinkley., Albert S. Broussard., James M. McPherson., and Donald A. Ritchie. United

**The Invasion of Okinawa** Despite the massive damage that firebombing caused, there were few signs
in the spring of 1945 that Japan was ready to quit. Many American officials believed the Japanese would
not surrender until Japan had been invaded. To prepare for the invasion, the United States needed a base
near Japan to stockpile supplies and build up troops. Iwo Jima was small and still too far away. Military
planners chose Okinawa – only 350 miles from mainland Japan.

American troops landed on Okinawa on April 1, 1945. Instead of defending the beaches, the Japanese
troops took up positions in the island’s rugged mountains. To dig the Japanese out of their caves and
bunkers, the American troops had to fight their way up steep slopes against constant machine gun and
artillery fire. More than 12,000 American soldiers, sailors, and marines died during the fighting, but by
June 22, 19435, Okinawa had finally been captured.

**The Terms for Surrender** Shortly after the United States captured Okinawa, the Japanese emperor,
Hirohito, urged his government to find a way to end the war. The biggest problem was the American
demand for unconditional surrender. Many Japanese leaders were willing to surrender, but on one
condition: Hirohito had to stay in power.
American officials knew that the fate of Hirohito was the most important issue for the Japanese. Most Americans, however, blamed the emperor for the war and wanted him removed from power. President Truman was reluctant to go against public opinion. Furthermore, he knew the United States was almost ready to test a new weapon that might force Japan to surrender without any conditions. The new weapon was the atomic bomb.

**Hiroshima and Nagasaki** Even before the bomb was tested, American officials began debating how to use it. Admiral William Leahy, chairman of the Joint Chiefs of Staff, opposed using the bomb because it would kill civilians. He believed an economic blockade and conventional bombing would convince Japan to surrender. Secretary of War Henry Stimson wanted to warn the Japanese about the bomb and tell them their emperor could stay in power if they surrendered. Secretary of State James Byrnes, however, wanted to drop the bomb on Japan without any warning.

President Truman later wrote that he “regarded the bomb as a military weapon and never had any doubts that it should be used.” His advisers had warned him to expect massive casualties if the United States invaded Japan. Truman believed it was his duty as president to use every weapon available to him to save American lives.

The Allies threatened Japan with “prompt and utter destruction” if the nation did not surrender, but the Japanese did not reply. Truman then ordered the military to drop the bomb. On August 6, 1945, a B-29 bomber named *Enola Gay* dropped an atomic bomb, code-named “little Boy”, on Hiroshima, an important industrial city.

The bomb destroyed about 63 percent of the city. Between 80,000 and 120,000 people died instantly, and thousands more died later from burns and radiation sickness. Three days later, on August 9, the Soviet Union declared war on Japan. Later that day, the United States dropped another atomic bomb, code-named “Fat Man,” on the city of Nagasaki, killing between 35,000 and 74,000 people. Faced with such massive destruction and the shock of the Soviets joining the war, Hirohito ordered his government to surrender. On August 15, 1945 – V-J Day – Japan surrendered. The long war was over.

**Document C**


**THE WHITE HOUSE, Washington, D.C.**

**STATEMENT BY THE PRESIDENT OF THE UNITED STATES**

Sixteen hours ago an American airplane dropped one bomb on Hiroshima and destroyed its usefulness to the enemy. That bomb had more power than 20,000 tons of TNT. It had more than two thousand times the blast power of the British “Grand Slam” which is the largest bomb ever yet used in the history of warfare.

The Japanese began the war from the air at Pearl Harbor. They have been repaid many fold. And the end is not yet. With this bomb we have now added a new and revolutionary increase in destruction to supplement the growing power of our armed forces. In their present form these bombs are now in production and even more powerful forms are in development.
It is an atomic bomb. It is a harnessing of the basic power of the universe. The force from which the sun draws its power has been loosed against those who brought war to the Far East.

Before 1939, it was the accepted belief of scientists that it was theoretically possible to release atomic energy. But no one knew any practical method of doing it. By 1942, however, we knew that the Germans were working feverishly to find a way to add atomic energy to the other engines of war with which they hoped to enslave the world. But they failed. We may be grateful to Providence that the Germans got the V-1's and V-2's late and in limited quantities and even more grateful that they did not get the atomic bomb at all.

…

We are now prepared to obliterate more rapidly and completely every productive enterprise the Japanese have above ground in any city. We shall destroy their docks, their factories, and their communications. Let there be no mistake; we shall completely destroy Japan's power to make war.

It was to spare the Japanese people from utter destruction that the ultimatum of July 26 was issued at Potsdam. Their leaders promptly rejected that ultimatum. If they do not now accept our terms they may expect a rain of ruin from the air, the like of which has never been seen on this earth. Behind this air attack will follow sea and land forces in such number that and power as they have not yet seen and with the fighting skill of which they are already well aware.

…

I shall recommend that the Congress of the United States consider promptly the establishment of an appropriate commission to control the production and use of atomic power within the United States. I shall give further consideration and make further recommendations to the Congress as to how atomic power can become a powerful and forceful influence towards the maintenance of world peace.

Document D


To our good and loyal subjects:

After pondering deeply the general conditions of the world and the actual conditions obtaining in our Empire today, We have decided to effect a settlement of the present situation by resorting to an extraordinary measure.

…

We declared war on America and Britain our of Our sincere desire to assure Japan’s self-preservation and the stabilization of East Asia, it being far from Our thought either to infringe upon the sovereignty of other nations or to embark upon territorial aggrandizement. But now the war has lasted for nearly four years. Despite the best that has been done by everyone – the gallant fighting of military and naval forces, the diligence and assiduity of Our servants of the State and the devoted service of Our one hundred million people, the war situation has developed not necessarily to Japan’s advantage, while the general trends of the world have all turned against our interest. Moreover the enemy has begun to employ a new and most cruel bomb, the power of which to do damage is indeed incalculable, taking the toll of many innocent lives. Should We continue to fight it would not only result in the ultimate collapse and obliteration of the Japanese nation, but also it would lead to the total extinction of human civilization. Such being the case how are We to save the millions of Our subjects or to atone Ourselves before the hallowed spirits of Our Imperial Ancestors? This is the reason why We have ordered the acceptance of
the Joint Declaration of the Powers…We are keenly aware of the inmost feelings of all ye, Our subjects. However, it is according to the dictate of time and fate that We have resolved to pave the way for a grand peace for all the generations to come by enduring the unendurable and suffering what is insufferable…

The 14th day of the 8th month of the 20th Shōwa
[August 14, 1945]

Document E


The blazing heat melted iron and other metals, scorched bricks and concrete buildings, ignited clothing, disintegrated vegetation, and caused severe and fatal flash burns on people’s exposed faces and bodies. A mile from the detonation, the blast force caused nine-inch brick walls to crack, and glass fragments bulleted into people’s arms, legs, backs, and faces, often puncturing their muscles and organs. Two miles away, thousands of people suffering flesh burns from the extreme heat lay trapped beneath partially demolished buildings. At distances up to five miles, wood and glass splinter pierced through people’s clothing and ripped into their flesh. Windows shattered as far as eleven miles away. Larger doses of radiation than any human had ever received penetrated deeply into the bodies of people and animals. The ascending fireball suctioned massive amounts of thick dust and debris into its churning tem. A deafening roar erupted as building throughout the city shuddered and crashed to the ground. …

The well where Yoshida had stood was in the second concentric circle, its outer boundary marking a radius of one kilometer (six-tenths of a mile) from the hypocenter. There the blast pressure tore off heads and limbs and caused eyes and internal organs to explode. The bomb’s heat scalded the water in a nearby pond and caused terrible burns on the bodies of children playing by the shore. A woman who had covered her eyes from the flash lowered her hand to find that the skin of her face had melted into her palms. Most tree were downed or shattered. Thousands of people were crushed beneath toppled houses, factories and schools, and thousands more suffered severe thermal burns. Roof tiles blistered in the heat.

Document F


The atomic bomb exploded just when I reached for the straps on my back in order to untie Naomi {her daughter} and lay her down in the shadow of the futon.

In the midst of that deafening roar, my first thought was that an enemy bomber had crashed through the windows and exploded right over my head. Along with the tremendous sound, I felt a sharp pain as if my body were being torn in two. All at once I threw myself over my baby to protect her.

The atomic bomb that fell into a corner of the Urakami neighborhood, like a thread of cloud descending from the sky, exploded over my head at Shiroyama Primary School, only 450 meters from the hypocenter. It exploded over the heads of my children playing house and my elderly mother in our home.
It exploded over the head of my son,
a mobilized student helping to transport foodstuffs.
It exploded over the head of my husband,
working as a leader of mobilized students.
It exploded over the roof of my parents’ house,
located three kilometers away.
It exploded over the heads of my pupils,
dreaming with their families of a happy future.
It exploded over the heads of tens of thousands of Nagasaki citizens.

That morbid roar, like a subterranean rumble.
The cloud of dust and debris that rushed wildly through the air,
masking the light of the sun and erasing the lines of the earth.
One instant!!
Oh, just one instant!!
The dust turned to flames,
a conflagration churning up into the sky,
roaring with devilish power through the city,
transforming the city of the cross, the city of peace,
into a living hell of fire.

The school buildings collapsed and the air filled with brownish-yellow dust like a smoke screen. I could even hear the ground rumbling. So stricken with fear and panic that my hair stood on end, I embraced my baby – who now looked like a demon smeared with blood – and crawled out frantically from the nurse’s room.

Naomi was unable even to cry, and I was so overcome with terror that I could not find the strength to cry for help. Blood had spattered from my wounds onto Naomi’s face. Her hair was frizzled and erect. Her whole body, except her eyes and mouth, was smeared with ashes. She appeared non-human, almost demonic. Her inability to cry made me fear that she was dead.

I looked down on the Shiroyama neighborhood through the broken windows in the hall adjoining the nurse’s room. Not a single house was left standing. There was nothing left except clouds of dust. Overcome with apprehension, I decided to leave the school by the front gate and try to find my way home.

... The mushroom cloud had been streaked with beautiful colors, but a living hell on earth had unfolded under it, a fearsome hell in which humanity annihilates fellow humanity. The living dead wandered, with burned flesh hanging off their limbs, through the atomic firestorm. Our family was just one among thousands.

I had bent over instinctively to protect my baby at the moment of the atomic bomb explosion. As a result, my back was covered with glass shards and splinters of wood like a pincushion. I lay face downward in the shelter, unable to move. Both Naomi and I became nauseous and vomited constantly, finally throwing up a yellow fluid. We could not even take a drink of water.
Document Graphic Organizer

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Compare/Contrast Chart

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Bibliography


