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| **Priority Standards** |
| **10.5 UNRESOLVED GLOBAL CONFLICT (1914–1945): World War I and World War II led to geopolitical changes, human and environmental devastation, and attempts to bring stability and peace.**  **(Standards: 2, 3, 4, 5; Themes: TCC, GEO, GOV, CIV, TECH, EXCH)**  10.5d Nationalism and ideology played a significant role in shaping the period between the world wars.   1. Students will examine the role of nationalism and militarism in Japan. |

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| **LEARNING TARGET:** I can investigate Japan’s role in World War II to determine if the atomic bombing of Hiroshima and Nagasaki were justified. |
| **TASKS:**   1. This activity is divided into five parts and should take about 90 minutes 2. Part I: Rape of Nanjing   Part II: Pearl Harbor  Part III: Iwo Jima  Part IV: Atomic War  Part V: TEES Paragraph   1. Follow the links and answer the questions |

**Part I: Rape of Nanjing**



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| Watch this video <https://www.facinghistory.org/resource-library/video/nanjing-atrocities-crimes-war> |
| 1. Who is Chiang Kai-shek? |
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| 1. Why did the Japanese promote Pan-Asianism? |
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| 1. Why did the Chinese resist Pan-Asianism? |
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| 1. Research on your own to discover how many Chinese were raped and murdered during the massacre: |
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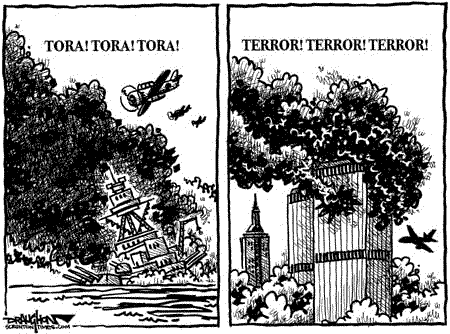
**Part II: Pearl Harbor**



Just before 8 a.m. on December 7, 1941, hundreds of Japanese fighter planes attacked the American naval base at Pearl Harbor near Honolulu, Hawaii. The barrage lasted just two hours, but it was devastating: The Japanese managed to destroy nearly 20 American naval vessels, including eight enormous battleships, and almost 200 airplanes. More than 2,000 Americans soldiers and sailors died in the attack, and another 1,000 were wounded. The day after the assault, President Franklin D. Roosevelt asked Congress to declare war on Japan; Congress approved his declaration with just one dissenting vote. Three days later, Japanese allies Germany and Italy also declared war on the United States, and again Congress reciprocated. More than two years into the conflict, America had finally joined World War II.

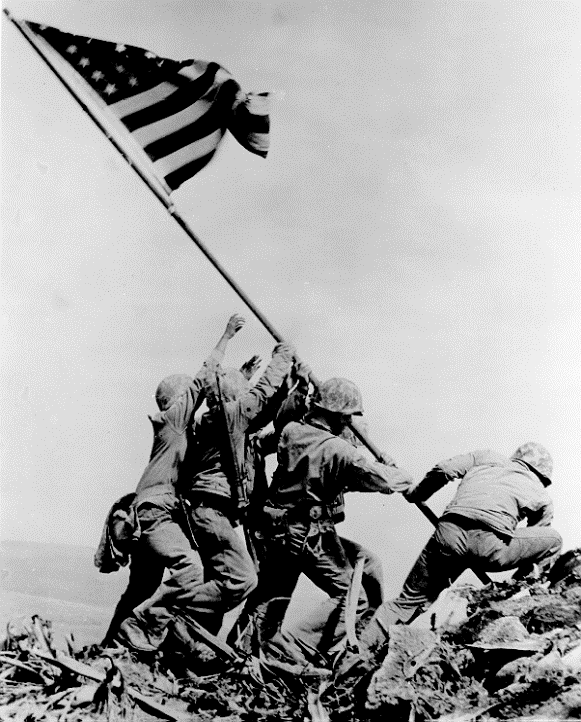
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| Watch the News Report: <https://www.youtube.com/watch?v=A2kSnlS4xX8> | |
| What is the POV of the New Reporter regarding the attack on Pearl Harbor |  |
| Why do you think the Japanese bombed Pearl Harbor? Explain. |  |

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| Watch the Hollywood Movie: <https://www.youtube.com/watch?v=Sv1niwxQgoY> |



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| Identify the two events depicted in this cartoon |  |
| What is the cartoonist’s POV |  |

**Part III: Iwo Jima**

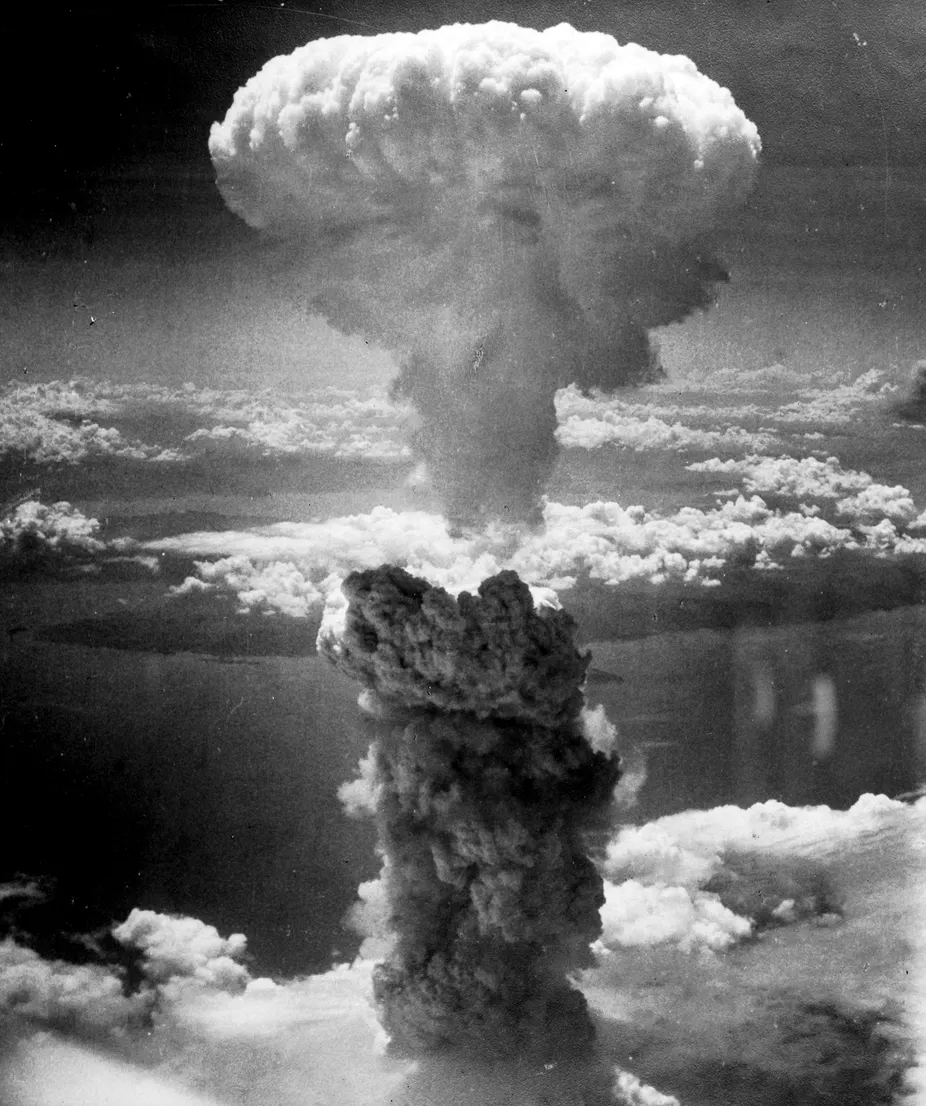


The American amphibious invasion of Iwo Jima during World War II stemmed from the need for a base near the Japanese coast. Following elaborate preparatory air and naval bombardment, three U.S. marine divisions landed on the island in February 1945. Iwo Jima was defended by roughly 23,000 Japanese army and navy troops, who fought from an elaborate network of caves, dugouts, tunnels and underground installations. Despite the difficulty of the conditions, the marines wiped out the defending forces after a month of fighting, and the battle earned a place in American lore with the publication of a photograph showing the U.S. flag being raised in victory.

<https://www.youtube.com/watch?v=8rfsRNeiing>

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| Why was the island of Iwo Jima important to USA military plans? |  |
| What lesson did the USA learn from the battle for Iwo Jima? |  |

**Part IV: Atomic War**



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| Watch the video: <https://www.youtube.com/watch?v=2Pxk4zy_SQw> |

**Poems by Toge Sankichi: Hibakusha (A‐bomb survivor)**

Toge Sankichi was born in Japan in 1917. He started writing poems at the age of eighteen. He was twenty-eight when the A-bomb was dropped on Hiroshima on 6 August 1945. He died at age thirty-six, a victim of leukemia resulting from the A-bomb. His first hand experience of the bomb, his passion for peace and his realistic insight into the event made him the leading Hiroshima poet in Japan.

**August 6**

How could I ever forget that flash of light!

In a moment thirty thousand people ceased to be

The cries of fifty thousand killed

Through yellow smoke whirling into light

Buildings split, bridges collapsed

Crowded trams burnt as they rolled about

Hiroshima, all full of boundless heaps of embers

Soon after, skin dangling like rags

With hands on breasts

Treading upon the spilt brains

Wearing shreds of burnt cloth round their loins

There came numberless lines of the naked

all crying

Bodies on the parade ground, scattered like

jumbled stone images

Crowds in piles by the river banks

loaded upon rafts fastened to shore

Turned by and by into corpses

under the scorching sun

in the midst of flame

tossing against the evening sky

Round about the street where mother and

brother were trapped alive under the fallen house

The fire-flood shifted on

On beds of filth along the

Armory floor Heaps, God knew who they were....

Heaps of schoolgirls lying in refuse

Pot-bellied, one-eyed

with half their skin peeled off, bald

The sun shone, and nothing moved

but the buzzing flies in the metal basins

Reeking with stagnant odor

How can I forget that stillness

Prevailing over the city of three hundred thousand?

Amidst that calm

How can I forget the entreaties

Of the departed wife and child

Through their orbs of eyes

Cutting through our minds and souls?

**At the First-Aid Station**

You

Who weep although you have no ducts for tears

Who cry although you have no lips for words

Who wish to clasp

Although you have no skin to touch

You

Limbs twitching, oozing blood and foul secretions

Eyes all puffed-up slits of white

Tatters of underwear

Your only clothing now

Yet with no thought of shame

Ah! How fresh and lovely you all were

A flash of time ago

When you were school girls, a flash ago

Who could believe it now?

Out from the murky, quivering flames

Of burning, festering Hiroshima

You step, unrecognizable even to yourselves

You leap and crawl, one by one

Onto this grassy plot

Wisps of hair on bronze bald heads Into the dust of agony

Why have you had to suffer this?

Why this, the cruelest of inflictions?

Was there some purpose?

Why?

You look so monstrous, but could not know

How far removed you are now from mankind

You think: Perhaps you think

Of mothers and fathers, brothers and sisters

Could even they know you now?

Of sleeping and waking, of breakfast and home

Where the flowers in the hedge scattered in a flash

And even the ashes now have gone

Thinking, thinking, you are thinking

Trapped with friends who ceased to move, one by one

Thinking when once you were a daughter

A daughter of humanity

***At the First-Aid Station* & *August 6th* by Toge Sankicki**

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| What is the ***setting*** of the poems? |  |
| Why do you think Sankicki emphasizes the suffering of the school girls? Explain. |  |
| Describe the ***mood*** of the poems. |  |
| What does Sankicki want from the children of Hiroshima? Explain. |  |
| What is the author’s ***tone***? What is he saying about war? |  |
| What is Sankicki’s POV about atomic warfare? |  |

**General Paul Tibbets**



The Enola Gay was the [B-29](https://www.britannica.com/technology/B-29) [bomber](https://www.britannica.com/technology/bomber-aircraft) that was used by the [United States](https://www.britannica.com/place/United-States) on [August](https://www.merriam-webster.com/dictionary/August) 6, 1945, to drop an [atomic bomb](https://www.britannica.com/technology/atomic-bomb) on [Hiroshima](https://www.britannica.com/place/Hiroshima-Japan), Japan, the first time the explosive device had been used on an enemy target. The aircraft was named after the mother of pilot [Paul Warfield Tibbets, Jr.](https://www.britannica.com/biography/Paul-Warfield-Tibbets-Jr)

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| Watch 5 minutes of the interview with General Paul Tibbets here: <https://www.manhattanprojectvoices.org/oral-histories/general-paul-tibbets-%E2%80%93-reflections-hiroshima> |

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| **List 3 reasons to support using the atomic bombs** | **List 3 reasons against using the atomic bombs** |
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**Part V: TEES Paragraph**

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| **TEES: Some historians believe that the atomic bombing of Hiroshima and Nagasaki was necessary. Do you agree with this the? Why or why not?** |
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| **T**  **Thesis** | **E**  **Explain** | **E**  **Evidence** | **S**  **Summary** |
| -Identifies the argument or main point    -Establishes a controlling idea, which makes a specific comment about a topic | -Specifies and narrows the topic sentence    -Clarifies the topic by describing in more detail and/or revealing relevant facts | -Support with specific information from the text or lesson    -Select appropriate historical information to support thesis | -Summarizes the main point(s)    -States the paragraph’s main conclusion, purpose, or idea |
| **1 POINT** | **1 POINT** | **2 POINTS** | **1 POINT** |
|  |  |  |  |