

# Bombs Away: The Atomic Bomb

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**Subject/Grade: Social Studies/5th**

**Unit Title: World War II**

**Lesson Title: Bombs Away: The Atomic Bomb**

**Approximate Timeframe: 2 class periods**

## **Content TEKS:**

(5) History. The student understands important issues, events, and individuals of the 20th century in the United States. The student is expected to:

(A) analyze various issues and events of the 20th century such as urbanization, industrialization, increased use of oil and gas, world wars, and the Great Depression.

(6) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

(A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps.

## **Related TEKS (i.e. process skills):**

(25) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:

(A) differentiate between, locate, and use primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about the United States and Texas;

(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

(C) organize and interpret information in outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;

(D) identify different points of view about an issue or topic;

(E) identify the elements of frame of reference that influenced the participants in an event; and

(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.

(26) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

- (A) use social studies terminology correctly;
- (B) incorporate main and supporting ideas in verbal and written communication;
- (C) express ideas orally based on research and experiences;
- (D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and
- (E) use standard grammar, spelling, sentence structure, and punctuation.

**Key Understanding(s):**

The student will understand that the decision to drop the atomic bomb caused political, social, and environmental changes that resulted in unintended consequences for years to come.

The student will understand that war comes at a great cost to society; mass media and the use of propaganda is a major factor in shaping peoples' opinions, and through listening to archived recordings of important broadcasts, we can achieve a clearer perspective of our history.

**Guiding Questions for Key Understanding(s):**

- How are decisions made during war?
- Should civilians be killed during war?
- Was the dropping of the atomic bomb for military strategic reasons?
- Should the US government have dropped the atomic bomb?
- Why did President Truman decide to use the atomic bomb against the Japanese cities of Hiroshima & Nagasaki?

**Performance Indicator(s):**

- **Evaluate**

Performance Indicator: Using a T Chart, have the students list the pros and cons for using the atomic bomb as a weapon of mass destruction during WWII.

PROS	CONS

## Vocabulary of Instruction

Fat Man	Little Boy
Leapfrogging	Weapon of mass destruction (WMD)

**Materials/Resources:** (handouts & video clips are on the enclosed DVD & at <http://www.esc16.net/kacvww2lessons>)

## Lesson Plan Resources:

- Hiroshima Powerpoint
- (from: <http://www.slideshare.net/DHUMPHREYS/hiroshima>)
- KACV Interviews – Powerpoint
- Maps of Bomb Damage Maps of Damage to Japan – Powerpoint
- Primary Source Analysis Sheets – pdfs
- (from: <http://www.archives.gov/education/lessons/worksheets/>)
- Artifact Analysis Worksheet
  - Cartoon Analysis Worksheet
  - Map Analysis Worksheet
  - Motion Picture Analysis Worksheet
  - Photo Analysis Worksheet
  - Poster Analysis Worksheet
  - Sound Recording Analysis Worksheet
  - Written Document Analysis Worksheet
- Radio Broadcasts
  - Atomic Bombing Radio Broadcasts
  - (from: <http://www.archive.org/details/worldwarIInewsOTRKIBM>)
  - Sound Recording Analysis Worksheet – pdf
- Photo Reflection – Powerpoint
- Timeline – Powerpoint
- You can beat the atomic bomb – Powerpoint
- (from: [http://en.wikipedia.org/wiki/Atomic\\_bombings\\_of\\_Hiroshima\\_and\\_Nagasaki](http://en.wikipedia.org/wiki/Atomic_bombings_of_Hiroshima_and_Nagasaki))
- Why we did it - pdf
- (from: <http://www.mphpa.org/classic/LC/I-002.htm>)
- Peace Memorial Parks - Powerpoint
- Photo Analysis – Powerpoint
- Photo Analysis worksheet – pdf
- Truman Letters – Powerpoint
- Written Document Analysis Worksheet - pdf
- Captain Bob Lewis Notes – Powerpoint
- (from: <http://www.enolagay509th.com/joephotos.htm>)
- VE VJ days - Powerpoint

## Additional Resources:

### KACV WWII Video Clips

- [elemabombjzorns.mpg](#)  
Jim Zorns, of Friona, TX, recalls dropping incendiary bombs on Japan. Jim explains how they were forced to fly at dangerously low altitudes while on their bombing missions.
- [elemabombwcsimpson.mpg](#)  
W.C. "Flea" Simpson discusses the damages caused by dropping the atomic bomb on Nagasaki and the bomb's influence on ending the war.
- [elemabombhmos.mpg](#)  
Herman Mos recalls visiting the ruins at Hiroshima shortly after the atomic bomb was dropped. Originally from Borger, Herman describes the loss of life and the destruction of the city.
- [elemabombtcorbin.mpg](#)  
Troy Corbin discusses the dropping of the atomic bomb and how it kept his battalion from serving in the Pacific after they returned from action in Europe.
- [elemabombhrhill.mpg](#)  
Ruth Hill, of Amarillo, TX, discusses how she learned about the dropping of the atomic bombs. Ruth also recalls the types of communication and methods of receiving news. She explains that usually the radio was the major source of media and news about the war.

### Photos

Atomic Bomb – pdf

(from: <http://www.salem.k12.va.us/shs/habeeb/atomicbomb.pdf>)

Little Boy Fat Man – png

Atomic Bomb – jpg

Atomic Bomb impact photo – jpg

Atomic Bomb newspaper – jpg

Mission Map – jpg

### Images

- [http://www.sugarconspiracy.com/uploaded\\_images/nagasaki-785904.jpg](http://www.sugarconspiracy.com/uploaded_images/nagasaki-785904.jpg)
- <http://www.richard-seaman.com/Travel/Japan/Hiroshima/AtomicBombMuseum/IndividualArtifacts/BoyWithBurnedBack.jpg>
- <http://www.cfo.doe.gov/me70/manhattan/images/MissionMap.jpg>
- <http://www.atomicarchive.com/History/twocities/hiroshima/images/H17.jpg>
- [http://images-cdn01.associatedcontent.com/image/A1650/165077/300\\_165077.jpg](http://images-cdn01.associatedcontent.com/image/A1650/165077/300_165077.jpg)
- <http://www.teachingamericanhistory.org/neh/interactives/wwii/lesson1/> (Interactive Map)

## Websites

- <http://www.civildefensemuseum.org/index.html>
- [http://www.pbs.org/wgbh/amex/truman/psources/ps\\_pressrelease.html](http://www.pbs.org/wgbh/amex/truman/psources/ps_pressrelease.html)
- <http://www.dce.harvard.edu/pubs/review/2001/14huang.html>
- <http://www.lanl.gov/history/atomicbomb/index.shtml>
- <http://www.exploratorium.edu/nagasaki/mainn.html>
- <http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB162/index.htm>
- <http://www.world-war-2.info/atomic-bomb/>
- <http://www.dannen.com/decision/hst-jl25.html>

## Advanced Preparation:

### Background Information for the Teacher

[http://edsitement.neh.gov/view\\_lesson\\_plan.asp?id=657](http://edsitement.neh.gov/view_lesson_plan.asp?id=657)

While the primary Allied effort continued to be focused against Germany until the spring of 1945, public sentiment in the United States was very much in favor of doing more than remaining on the defensive in the Pacific. The crushing victory over the Japanese Navy at the battle of Midway and the tremendous output of American industry made it possible to go on the offensive against Japan even before the end of 1942. By early 1943 the enemy had been driven from Guadalcanal, and the long slow process of overcoming the Japanese defensive perimeter began.

Allied military planners decided on a two-pronged approach to the Pacific. One drive, spearheaded by the army and led by General Douglas MacArthur, would continue through the Solomon Islands, then through New Guinea, and finally liberate the Philippines. At the same time the U.S. Navy and Marines, under the overall command of Admiral Chester Nimitz, would mount a series of amphibious operations against enemy positions in the Gilbert, Marshall, Caroline and Mariana Island chains. Eventually the two offensives would join together for an anticipated invasion of the Japanese home islands.

To carry out these offensives, MacArthur and Nimitz would employ a strategy called "leap-frogging." Allied military planners reasoned that it would not be necessary to drive the Japanese from every one of their island strongholds—the key to victory would be to overcome key points in the enemy defense and seize only those islands that were most strategically valuable. By early 1944, the Americans could count on virtually unchallenged control of the skies and most of the sea-lanes, so that certain Japanese positions could be safely bypassed—their garrisons, cut off from their supply lines, would be left to "wither on the vine."

Both MacArthur and Nimitz would make steady progress in 1943 and 1944, but as time went on, Japanese troops increasingly fought to the death, so casualties on both sides were often staggeringly high. Realizing that an invasion of Japan itself would likely cause even more loss of life, President Harry S. Truman—who succeeded Roosevelt after the latter's death in April 1945—decided to use a powerful new weapon: the atomic bomb. In August two such bombs were dropped, on the Japanese cities of Hiroshima and Nagasaki. On August 10<sup>th</sup> Japan surrendered, bringing World War II at long last to a close.

## **Instructional Procedure:**

- **Focus**

Class Discussion: Ask the students, “Should a country ever use weapons of mass destruction on another country? If so, when?”

- **Explain**

1. Show Powerpoint of background information on Hiroshima.
2. Show Powerpoint of KACV WWII videos. After each interview, solicit answers from the class, to the questions about each interview.

- **Explore**

Set up learning stations to explore about dropping the atomic bomb.

### **Activity #1**

1. Mapping Activity – Students will study maps of damage to Japan (sample provided)
2. Radio Broadcasts – Listen to radio broadcasts from this time period. Complete a Primary Source - Sound Recording Analysis sheet. Can use Powerpoint provided. (Broadcasts provided)
3. Photo Reflections – Write a reflection for each photo after studying the photo. (Sample images provided)
4. Timeline of Events – Place the pictures in order of their occurrence.
5. “You Can Beat the Atomic Bomb” Powerpoint – students record their thoughts after watching this.
6. Newspaper Article – “Why We Did It” – Sum it up.
7. Japanese Peace Parks – What are your thoughts about the Japanese holding a peace ceremony each year?
8. Photo Analysis – Students will study each photo and complete a Primary Source – Photo Analysis sheet.
9. Truman’s Correspondence – Students will study these documents and complete a Primary Source – Document Analysis sheet.
10. Captain Bob Lewis handwritten notes – Students will read these notes and record their thoughts.

### **Activity #2**

Have a class debate on whether dropping the atomic bomb was necessary.

Those who argue in favor of the decision to drop the bombs generally assert that they caused the Japanese surrender. This prevented mass casualties on both sides in the Operation Downfall invasion of Japan and from an otherwise prolonged war. Those who argue against the decision to drop the bombs characterize them as inherently immoral, war crimes, or crimes against humanity and/or state terrorism. They may also argue that they were militarily unnecessary.

[http://en.wikipedia.org/wiki/Atomic\\_bombings\\_of\\_Hiroshima\\_and\\_Nagasaki](http://en.wikipedia.org/wiki/Atomic_bombings_of_Hiroshima_and_Nagasaki)

- **Evaluate**

Performance Indicator: Using a T Chart, have the students list the pros and cons for using the atomic bomb as a weapon of mass destruction.

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- **Closure**

After learning about the dropping of the atomic bomb, show the students the VE/VJ days Powerpoint to reinforce what they have learned and how the war concluded.

Ask the students about the photo of the soldiers raising the flag at Iwo Jima and why they think the firemen of September 11th also erected a flag.