

Pearl Harbor: Terror in the Sky

Subject/Grade: Social Studies/5th

Unit Title: World War II

Lesson Title: Pearl Harbor: Terror in the Sky

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 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):

Why would nations be involved in a world war?

Why and how does a society limit the rights of its citizens, especially in times of war?

Why was the military at Pearl Harbor damaged so extensively and so many lives lost?

How does the bombing of Pearl Harbor compare to the attack on September 11, 2001?

Performance Indicator(s):

Create an honorary tribute to one of the KACV oral history participants. Students may use one of the oral history participants used in the teacher-led Powerpoint or they may research other KACV video clips on the school curriculum DVD, and find another person connected to Pearl Harbor. Students will create a scrapbook page via Powerpoint to include in a class scrapbook or if technology is available, students may create a student webpage for their tribute.

Scrapbooking:

- (1) Find a photograph of your person.
- (2) Create a link to the KACV WWII interview segment on your person.
- (3) Things to place on your scrapbook page might include newspaper headlines, pictures depicting which branch of the military your person was in, maps, posters, handwritten documents like correspondence, diaries, drawings, notes.

Each student's scrapbook page can then be imported into one class powerpoint or each page can be printed out and put together in a class scrapbook. (Examples provided)

Vocabulary of Instruction

Infamy

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

Lesson Plan Resources

Pearl Harbor – PDF as additional resource

Focus Picture – Newspaper photo re: Pearl Harbor Bombing - Powerpoint

Pearl Harbor Background – Powerpoint

The Panhandle Remembers – Powerpoint

Mapping Activity – Powerpoint

Radio Broadcasts - Powerpoint

Radio Broadcasts

(from: <http://www.archive.org/details/worldwarIInewsOTRKIBM>)

Newspaper Photo Caption Activity Pearl Harbor – Powerpoint

Timeline Pearl Harbor – Powerpoint

Scrapbooking Panhandle Vets – Powerpoint

KACV WWII Video Clips

- [elemphkirwin.mpg](#)

Kenneth Irwin of Amarillo, TX, explains how life changed on the Home Front.

- [elemphucarter.mpg](#)

Uiel Carter, of Amarillo, TX, explains how he barely missed the attacks on Pearl Harbor.

- [elemphwsmart.mpg](#)

Wendell Smart, of Amarillo, TX, discusses his experiences at Pearl Harbor.

- [elemphgchapman.mpg](#)

Gerald Chapman, of Amarillo, TX, recalls how he heard news of the attack on Pearl Harbor. He remembers the confusion and fear many on the Home Front felt after hearing about the attack. Gerald also describes how the war brought unity to the country.

- [elemphjwright.mpg](#)

James Wright, of Amarillo, TX, explains how the USS Houston was headed to Pearl Harbor just before the attack. James recalls how they came into the harbor the next day and saw the extensive damage.

Additional Photos/Resources

FDR extra - front page of newspaper - jpg

FDR signing declaration of war - jpg

Pearl Harbor Map – job

Pearl Harbor Map - gif

Websites

<http://www.archives.gov/education/lessons/worksheets/>

Primary Source Document Analysis Worksheets

<http://plasma.nationalgeographic.com/pearlharbor/>

<http://www.nps.gov/usar/>

<http://www.history.navy.mil/photos/events/wwii-pac/pearlhbr/pearlhbr.htm>

<http://www.eyewitnesstohistory.com/pearl.htm>

<http://www.pearlharborstories.org/>

<http://www.harrold.org/rfhextra/patriot.html>

<http://www.worldofteaching.com/historypowerpoints.html> (Eric Carroll - Pearl Harbor)

Images

- http://staffwww.fullcoll.edu/tmorris/elements_of_ecology/images/world_map_blank.jpg
- <http://www.picturehistory.com/product/id/565>
- <http://www.delanoye.org/FDR/>
- <http://forum.japantoday.com/viewtopic.php?f=6&t=732113&start=60&st=0&sk=t&sd=a>

Advanced Preparation:

- <http://www.nps.gov/usar/>
Download the Pearl Harbor PDF book, “A Day of Infamy: A Tribute to the Veterans and Heroes of Pearl Harbor” by C. Douglas Sterner. It is rich in content and resources.

Instructional Procedure:

- **Focus**
Show the students this newspaper headline. Discuss with students how they would feel if they were living in the United States and saw this newspaper from December 8, 1941.
- **Explain**
(1) Show Powerpoint of background information on Pearl Harbor.
(2) Show Powerpoint of KACV WWII videos: “The Panhandle Remembers: Stories of Pearl Harbor.”
After each interview, solicit answers from the class on the questions about each interview.
- **Explore**
Set up learning stations to explore the surprise attack on Pearl Harbor and its aftermath.
Activity #1
 1. Mapping Activity – Students will locate various places on a map. (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 or download wav files. (Broadcasts provided)

3. Newspaper photo captions – Create a caption for a photo that might have been placed in a newspaper. (Sample images provided)
4. Timeline of Events – place the pictures in order of their occurrence.

Activity #2

Compare the attack on Pearl Harbor to the attack on New York City on September 11, 2001. Have students interview a parent or grandparent about what happened on September 11th and how he/she felt on that day. Students should record their findings which will then be used as a closing assignment.

• **Evaluate**

Performance Indicator:

Create an honorary tribute to one of the KACV oral history participants. Students may use one of the oral history participants used in the teacher-led Powerpoint or they may research the KACV website, <http://www.kacv.org/war/>, and find another person connected to Pearl Harbor. Students will create a scrapbook page via Powerpoint to include in a class scrapbook or if technology is available, students may create a student webpage for their tribute.

Scrapbooking:

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• **Closure**

Have each student pretend he/she is a war correspondent for a newspaper and write an essay about what happened at Pearl Harbor and compare that to the attack of New York City on 9/11/01. Be sure to include the 5Ws: Who, What, Where, When and Why. Students may use quotes from the person they interviewed previously as part of their essay.

(Rubric can be created at http://teach-nology.com/web_tools/rubrics/paragraph/)