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TSL 560

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Unit Plan: Use of the Atomic Bombs to Compel the Unconditional Surrender of Japan

Social Studies: Students will discuss the decision to drop the atomic bombs
on Hiroshima and Nagasaki

Overview

This is a six-hour social studies unit, to be started sometime in March or April—toward the end of the school year. The students will have just completed a unit on World War Two and will now learn about and discuss the decision to drop the atomic bombs on Hiroshima and Nagasaki. This topic will allow for some review of the content of the previous unit as well as give students an opportunity to research and discuss a historical topic that is still controversial today.

This unit will be taught to a mixed class of mainstream and ELL students at the high school 10th grade level. The ELL students' proficiency is intermediate to advanced. The majority of the ELL students come from Somalia, but there are also students from several other African countries as well as a handful of students from various Asian and American countries. Not every ELL student had experience with schooling in his or her native country. All have at least one year of experience in USA schools. There are several L1-to-English dictionaries in the classroom and students are encouraged to use them as necessary.

By the end of the unit, the students will read about and discuss a controversial topic. They will be able to evaluate the information presented, and to contribute to their group's well-informed conclusions about the topic. Students will prepare and present their opinions in groups. Finally, they will evaluate the opinions presented by their peers on the topic.

In order to understand and contribute to the activities and discussions in this unit, the students must understand the general course of WWII, including the events in Germany after its surrender. Knowledge of the Nuremberg war crimes trial will be especially important when discussing the American decision to drop the atomic bombs on Japan. Also, students will be required to have a detailed understanding of the geography of the Pacific Ocean and Japan, as a basis for understanding the situation that the leaders of the countries involved (mainly USA, Soviet Union, China, and Japan) faced in July and August of 1945.

Students will be assessed through graphic organizer worksheets, online quizzes and surveys, class participation, exit slips, and the written and presentation portions of the final assignment.

All students, mainstream and ELL, maintain personal dictionaries of important vocabulary words, any words they are not familiar with, and important concepts from class. In addition to keeping a hard copy version, students are encouraged to use flash-card or quiz software or websites to practice the vocabulary and concepts in their dictionaries.

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Use of the Atomic Bombs (Hour 1 of 6)

Mr. Spackman

Date: TBD

Language Standards

Identify main ideas and supporting details of spoken English : Identify the main idea and significant, relevant details of oral presentations via radio, video, television and other media, with support

Speak for varied purposes: debate, argue, and challenge ideas.

Read for varied purposes: Identify information in diagrams, charts, graphs and maps

Language Objectives

students will be able to (SWBAT) understand and contribute to whole-class and group discussion

SWBAT draw a map and copy information from other maps and charts on to it

Content Objectives

SWBAT show their understanding of the situation in Asia in July 1945 and use of the atomic bombs by contributing to group activities and whole-class discussion

Key Vocabulary

inevitable, defeat, invasion, advance, blockade, explode, surrender, unconditional, pro/con, argument, reason(ing), primary document, secondary source, controversy, firebomb(ing), intercept, spotter

(it is likely that several of the above would already have been covered previously)

Prerequisite Knowledge

(covered in overview, above)

Pre-assessment

Informal, based on the students' work on the bell work map and the opening review discussion

Motivation

Link the topic to current events. For example, was the use of the bombs a form of terrorism?

Use videos of explosions (if appropriate for the students) and “what if the Nazi's had developed an atomic weapon?” discussion.

Materials and Technology

One bell work worksheet per group, listing what they will add to the map.

Extra blackboard / whiteboard on which the students will create their map

Video of dynamite exploding, video and pictures of the bombs exploding and in place

Pictures of the targets, before and after. also for Tokyo and the firebombings

A copy of the letter (or the text of the letter) that Einstein sent to Pres. Roosevelt

Class Activities

Time	Activity
10	bell work (teacher assists as needed, to minimize errors and save time)
15	review bell work, review vocabulary, review the situation in July 1945, introduce topic
10	class discussion – write some preliminary pro/con reasons on board
10	mention that we will be doing a project later in the week

Practice & Application

For bell work, students will work in groups to draw maps of the Pacific theater on the board, adding important locations, the dates of events, and other information.

Where possible, groups will be heterogeneous to ensure that as much as possible there is at least one L1 speaker per group. This will facilitate class discussion later.

- Japanese occupied territories
- Soviet advance
- Saipan, Okinawa, dates and casualties
- major Japanese cities that had been bombed
- firebombing of Tokyo - dates, casualties, number of planes
- Hiroshima and Nagasaki – dates, casualties, number of planes

To facilitate and speed up the bell work, the teacher will mark off sections of the board for each group before class. Students will also receive the bell work sheets at the end of the previous class, and will prepare for the activity as homework. There is no new content in the activity. The class has drawn maps before, so the activity is not new to them, although the scale may be larger than any they have done before.

Teacher and class will review the end of the war and summarize the situation in July 1945 briefly using the maps drawn for bell work as a basis. Key vocabulary will come up during this discussion and be explained as appropriate as it does. Other key vocabulary will be introduced before moving on to the next activity.

Introduce today's topic - the use of the atomic bombs on Hiroshima and Nagasaki.

Class discussion: Students are still in groups from the bell work. How big is the explosion from one stick of dynamite? Compare to the atomic bombs.

Other questions: how many planes did it take to firebomb Tokyo? Now one plane can do as much / more damage! Spotter planes – previously, individual planes flew around Japan, checking weather, scouting, etc. It had been a waste of resources to intercept each one, but now any single plane could destroy a city. So now the Japanese air force had no choice, but they also had too few planes to intercept all Allied planes. How do the students think the leaders of the Allied countries and Japan felt about the bombs? How can we find out?

Tell students that we will be doing a project at the end of this unit and that they will receive the rubric during hour 3.

Assign Quia.com survey as homework.

Assessment

Students will be assessed based on the quality and accuracy of the maps students drew at the beginning of class, and informal assessment of participation during discussions.

Extension / Homework

Students will complete a survey at Quia.com. The survey will collect the students' attitudes towards and thoughts on the use of the bombs. These will be compared with their attitudes and thoughts at the end of the unit.

Modifications & Differentiation

Bell work worksheets will have space for notes. Students will be encouraged during bell work to look up the definitions of any words that they have forgotten.

Heterogeneous groupings during the bell work and the whole class discussion will make discussing the content at different levels easier for the students because as much as

possible, there will be one native speaker from each group who will be able to explain terms from his or her group to L1 speakers in other groups.

Use of the Atomic Bombs (Hour 2 of 6)

Mr. Spackman

Date: TBD

Language Standards

Identify main ideas and supporting details of spoken English : Identify the main idea and significant, relevant details of oral presentations via radio, video, television and other media, with support

Speak for varied purposes: debate, argue, and challenge ideas.

Read for various purposes

Content Standards

Evaluate the reliability and credibility of sources.

Benchmarks

SWBAT restate, summarize and clarify information

SWBAT summarize content of simplified texts by identifying main ideas and some supporting details, with support

SWBAT distinguish between fact and opinion, cause and effect in content areas, with limited support.

Language Objectives

Students will be able to (SWBAT) read and discuss a neutral, encyclopedia-type article on a controversial topic.

Content Objectives

Students will understand several reasons given in support of, and opposing, the use of the atomic bombs on Japan. SWBAT discuss the merits of one or more of the reasons for and against the use of the bombs.

Key Vocabulary

controversy, atomic bomb, Manhattan Project, B-29, radiation, invasion, casualties, total war

(it is likely that several of the above would already have been covered previously)

Prerequisite Knowledge

(covered in overview, above)

Pre-assessment

Informal discussion at beginning of class because students will have already learned much of the factual content of today's lesson in previous lessons. Discussion will be based around the worksheets that students did as bell work.

Motivation

To motivate students and link the controversial nature of the topic to their own lives, the introduction section will be linked to current events as well as students' own experiences with war, having family in the military, and the idea that 'might makes right'.

The student-created map will remain in the classroom for the unit and afterward the teacher will take a picture of the final map, with all the students beside it. This picture will be printed as a poster and hung in the room.

Materials and Technology

pictures of atomic bombs exploding, destruction of Hiroshima, Nagasaki, and the aftermath of the firebombing of Tokyo; overhead projector and transparency of the reading handout; reading handouts; video of invasion scene from *Saving Private Ryan* (if appropriate for the students), exit sheets

There are several versions of the reading. "00" is the shortest and will be used in this class. The other two will be on the school network and the Internet for students to access if they wish. If the reading goes especially well, "01" may be assigned as additional homework.

Class Activities

Time	Activity
5	bell work - continue maps from hour 1, if necessary
5	review previous class & introduce today's topic
5	go over key vocabulary
15	guided reading of parts of a neutral-stance article on the controversy surrounding the use of the bombs

- 10 discussion on the merits of one of the points given in the reading –
point, rebuttal, counter-rebuttal
- 5 review today's lesson, assign homework, exit slips

Practice & Application

Prior to reading, students' thoughts on the use of the bombs will be written on the board. Next the students will look through the text, find the subheadings, and make predictions about the arguments that will be presented in each section.

Guided reading activity will address reading comprehension and speaking skills.

Discussion during the activity will focus on recall of information in the reading as well as analysis of the content. Students will begin to develop their own informed, fact-based opinions regarding the use of the atomic bombs on Japan.

Students will be asked for reasons for or against the use of the bombs, in addition to those in the reading. If students do not come up with others on their own, the teacher will lead them towards at least two other reasons.

In the reading (pro): preferable to invasion; Japanese leaders refused to surrender

In the reading (con): war crime; militarily unnecessary

Additional possible reasons: speedy end saved lives; “total war” made bombings acceptable; non-military target made bombings unacceptable; give a demonstration; actually aimed at showing the Soviets what the USA can do

ELL students will be grouped during the reading by L1 in order to facilitate understanding.

Mainstream students will be heterogeneously grouped during the reading so that higher-level students can assist struggling students.

Assessment

Informal. The teacher will note participation by students in the reading and discussion and will ask students a variety of questions (not only find-it-in-the-text questions) to gauge student understanding. The homework assignment will also be used to judge student comprehension.

Sample questions the teacher will ask in class include:

- How strong do you think this argument is? What in the text makes you think that?
- What do you think a rebuttal to this argument might be?
- Do you think these arguments are mutually exclusive? Why can't I agree with both?

A simple exit slip will also be used for immediate assessment. On the exit slip, students will write their name and rate each side's arguments on a scale of 1 to 5, one being “not convincing” and five being “very convincing”.

Extension / Homework

Students will complete vocabulary and concept review activities on Quia.com. Students may work on their map during study hall, lunch, or after school if the classroom is available

Modifications & Differentiation

Students could be given L1 materials to supplement the reading, or directed to web-pages containing L1 materials.

The reading could have notes highlighting or explaining important topics.

ELL students can choose to read a slightly modified version of the reading that contains the same information but with level-appropriate language, and which may also contain notes highlighting or explaining important topics.

Audio files of the reading and the modified version will be made available on school computers, in several different audio formats. As the reading will be teacher modified from Creative-Commons licensed materials, copyright permission will not be an issue and students will be free to take copies of the audio files home with them.

Finally, more complex readings and links to primary materials could be provided on school computers. All students would be welcome to access these but it is anticipated that if any students do so, it would be the more capable or interested students.

Students will label the map they create in all the languages spoken by students in the room. The teacher will also add labels in Japanese if that language is not already represented.

Use of the Atomic Bombs (Hour 3 of 6)

Mr. Spackman

Date: TBD

Language Standards

Speak for varied purposes: debate, argue, and challenge ideas.

Read for varied purposes: Identify information in diagrams, charts, graphs and maps

Language Objectives

SWBAT express their opinion and understand and respond to peers' opinions.

Content Standards

Evaluate the reliability and credibility of sources.

Content Objectives

SWBAT analyze the historical accuracy and validity of several common arguments about the use of the atomic bombs.

Benchmarks

SWBAT restate, summarize and clarify information

SWBAT distinguish between fact and opinion, cause and effect in content areas, with limited support.

Key Vocabulary

(nothing specific for this hour, but some may come up during class discussion)

Prerequisite Knowledge

As covered in overview, plus several common arguments and supporting details regarding the use of the atomic bombs. These arguments were presented in hours one and two.

Pre-assessment

Previous work in this unit and the bell work for this hour.

Motivation

To motivate students and link the controversial nature of the topic to their own lives, the introduction section will be linked to current events as well as students' own experiences with war. Pictures from manga and graphic novels about life during the war will be shown and available for students to look through. Foremost is the classic

Japanese manga *Barefoot Gen*, which tells the story of life for the regular people in Hiroshima.

Materials and Technology

bell work worksheets, simple exit slips
 small group discussion worksheets
 project rubric handouts
 copies of, and blackboard pictures from, *Barefoot Gen*

Class Activities

Time	Activity
	bell work – continue on map until everyone is present
10	review the arguments presented in hour 2
15	rotating small group discussion
5	review
15	present projects, make groups, do exit slips

Practice & Application

Bell work – students continue working on map – if they haven't already, begin labeling in as many languages as are used in the class (mainstream students who speak a second language or who are studying a foreign language should do this as well).

Review reasons and evidence: students in same groups as previous hour. Teacher will put a few items regarding the previous reading on the board in a graphic organizer. Then students will add what they remember as they can, while discussing in groups and as a class. Teacher and students will explain vocabulary as necessary. Teacher will take a picture of the board at end of lesson and put it on the school network).

Next “Are there any reasons you can think of that aren't in the articles we read?” - elicit more reasons for / against the use of the bombs.

Discuss opinions with classmates using double-rotating circle discussion activity (1st what do you think is the most convincing argument? 2nd least convincing, 3rd what would you have done if you were Truman and why? Five minutes each.

worksheet - name of partners, brief comment/summary of their opinion.

Present project choices: written report + speech (each person presents one or two ideas), presentation (using software, poster, whatever) + notes and handouts
Each student will complete simple exit slips regarding which project he or she is interested in. The teacher will use this information to assign students to groups to address the needs of all students.

Assign homework: update personal dictionaries.

Assessment

Students will be assessed informally on their discussion worksheets.

Extension / Homework

Students will add new vocabulary or concepts from this unit to their personal dictionaries. (Assumed to be doing this as necessary, but teacher will occasionally remind students and check that they are properly maintaining their dictionaries.)

Modifications & Differentiation

Notes taken on the board will be copied, scanned, and made available to the students.

Students may work in groups for the bell work.

Students will be encouraged during bell work to look up the definitions of any words that they do not know. Bell work worksheets will have space for notes.

Exit slips have space for feedback. Everyone is encouraged to write one or two things they did not understand in today's lesson.

Vocabulary and concept review activities based on class discussion will be available on Quia.com for students to practice and review.

For the projects, students will be grouped heterogeneously, with the exception that where necessary ELL students may be put 2 to a group in order to maximize their input into the project. As much as possible, groups will consist of no more than four students.

Use of the Atomic Bombs (Hour 4 of 6)

Mr. Spackman

Date: TBD

Language Standards

Speak for varied purposes: debate, argue, and challenge ideas.

Speak for varied purposes, both informal and formal, with focus, relevance and cohesion

Language Objectives

SWBAT work in groups to come to a conclusion and plan a presentation.

Content Objectives

SWBAT reach conclusions about the use of the atomic bombs and decide on appropriate evidence, sources, and reasoning to properly support their argument.

Key Vocabulary

secretary, moderator, researcher

(it is likely that several of the above would already have been covered previously)

Prerequisite Knowledge

As covered in the overview and the content from the first 3 hours in this unit.

Pre-assessment

Worksheets from the previous hour and discussion of the presentations in beginning of this hour.

Motivation

The following two groups will receive prizes to be decided by the teacher (probably a pizza lunch with the teacher): a) highest rated presentation by peers and b) highest score overall as scored by teacher (if same, 2nd place as scored by teacher).

Materials and Technology

Computers for the students

Discussion web worksheets, exit sheets

Other materials (paper, markers, etc.) as needed for student presentation preparation

Class Activities

Time	Activity
5	get into groups, begin discussing topic

- 5 review assignment, introduce key vocabulary
- 25 decide roles, work on project, meet with teacher about progress
- 10 fill out exit slips

Practice & Application

Get into previously decided groups – each student will have a role in the group, including secretary, moderator, and researcher.

After reviewing the assignment and introducing the key vocabulary as a class, students will spend the class working in groups on their presentations. To begin, each group will fill out a discussion web graphic organizer, in order to clarify their reasoning and begin counter-reasoning.

Each group will meet with the teacher once during class to discuss their project and the steps they are taking to complete it

Each student will complete an exit slip detailing what he or she completed today and what he or she will do in the next hour.

Assessment

Informal based on meeting in class, graphic organizers, and exit slips.

Extension / Homework

Students will continue working on projects.

Modifications & Differentiation

Notes taken on the board will be copied, scanned, and made available to the students. Exit slips have space for feedback. Everyone is encouraged to write one or two things they did not understand in today's lesson.

Vocabulary and concept review activities based on class discussion will be available on Quia.com for students to practice and review.

For the projects, students will be grouped heterogeneously, with the exception that where necessary ELL students may be put 2 to a group in order to maximize their input into the project. There will be no more than four students per group.

Group work for the presentations will allow students to take on roles more suited to their personalities, and allow higher level students to assist lower students as

necessary. The motivational prize should encourage a little competition to balance out the group work aspect of the presentations.

Use of the Atomic Bombs (Hour 5 of 6)

Mr. Spackman

Date: TBD

Language Standards

Speak for varied purposes: debate, argue, and challenge ideas.

Speak for varied purposes, both informal and formal, with focus, relevance and cohesion

Language Objectives

SWBAT work collaboratively to plan a presentation.

Content Objectives

SWBAT reach conclusions about the use of the atomic bombs and decide on appropriate evidence, sources, and reasoning to properly support their argument.

Key Vocabulary

secretary, moderator, researcher

(it is likely that several of the above would already have been covered previously)

Prerequisite Knowledge

As covered in the overview and the content from the first 3 hours in this unit.

Pre-assessment

Exit slips and class work from the previous hours.

Motivation

The following two groups will receive prizes to be decided by the teacher (probably a pizza lunch with the teacher): a) presentation highest rated by peers and b) highest score overall as scored by teacher (if same, 2nd place as scored by teacher).

Materials and Technology

Computers for the students

Progress worksheets, exit sheets

Other materials (paper, markers, etc.) as needed for student presentation preparation

Class Activities

Time	Activity
35	work on project, meet with teacher about progress
10	fill out exit slips

Practice & Application

Students will spend the class working in groups on their presentations. Each group will meet with the teacher once during class to discuss their project and the steps they are taking to complete it

Each student will complete an exit slip detailing what he or she completed today.

Assessment

Informal based on meeting in class and exit slips.

Extension / Homework

Students will continue working on projects.

Modifications & Differentiation

Exit slips have space for feedback. Everyone is encouraged to write one or two things they did not understand in today's lesson.

Based on exit slips from the previous hour, the teacher will focus on groups that may need more attention or assistance for whatever reason.

Vocabulary and concept review activities based on class discussion will be available on Quia.com for students to practice and review.

Group work for the presentations will allow students to take on roles more suited to their personalities, and allow higher level students to assist lower students as necessary. The motivational prize should encourage a little competition to balance out the group work aspect of the presentations.

Use of the Atomic Bombs (Hour 6 of 6)

Mr. Spackman

Date: TBD

Language Standards

Speak for varied purposes: debate, argue, and challenge ideas.

Speak for varied purposes, both informal and formal, with focus, relevance and cohesion

Language Objectives

SWBAT present their conclusions and opinions on the use of the topic.

Content Objectives

SWBAT present appropriate, historically accurate, and well thought out opinions about the use of the atomic bombs on Japan.

Key Vocabulary

(None, although some new vocabulary may come up in presentations – the teacher will discuss or explain these as necessary.)

Prerequisite Knowledge

(covered in overview, above)

Pre-assessment

Previous exit slips and class work in this unit.

Motivation

The following two groups will receive prizes to be decided by the teacher (probably a pizza lunch with the teacher): a) presentation highest rated by peers and b) highest score overall as scored by teacher (if same, 2nd place as scored by teacher).

Materials and Technology

Grading sheets for each student.

As necessary for student presentations. Will vary based on which presentations students chose to do.

Class Activities

Time	Activity
5	explain grading procedures
35	student presentations

5 feedback

Practice & Application

Students will present to the class. Each student will fill out a grading form for each group. Each grade must include a comment. Students will also write some comments about their own presentation.

Students will turn in a hard copy of their presentation in the appropriate format.

Assessment

Formal based on the rubric the students received in hour two of this unit and the grade sheets completed by peers. Students will receive the comments from other students about their presentation in a future class.

Students will receive group grades for the projects. For this reason, students turned in progress exit slips at the ends of hours 4 and 5. Those and teacher notes will document who was contributing, and the teacher will weigh these factors when deciding on grades for the projects.

Extension / Homework

Groups will upload their digital content to the appropriate directory on the school network before the end of the school day.

If there is not time during class, students will complete their exit slips as homework.

Either way, at the beginning of the next class, the teacher will share the results of the surveys from the first and last hours of the unit. The class will then discuss any large changes in opinions regarding any of the reasons given.

Modifications & Differentiation

For this unit, no one is required to present in front of their peers if he or she does not wish to – each group decides who and how many people will present and there is no requirement that everyone present. Group participation and exit slips will be used when grading all students, including those who additionally present.

The presentations are graded on “easy to understand” because in this class there are no beginning-level ELL students. If there were students with strong accents or severely limited English ability, the project assignment would have been modified to not

require presentations at all, and only those groups that chose the “give a presentation” project would present.