

# From Pearl Harbor to the Rise of Mushrooms: World War II in the Pacific

<b>Author</b>	Barbara Porell
<b>Grade Level</b>	7-8
<b>Duration</b>	4 class periods

Adapted from: Dysart Unified School District 8<sup>th</sup> Grade Interactive Expository Writing  
Language Arts Benchmark 2/Social Studies DBQ

## National Standards

### GEOGRAPHY

#### Element 6: The Uses of Geography

17. How to apply geography to interpret the past

### NEXT GENERATION OF SCIENCE STANDARDS

#### MS-ESS3.C: Human Impacts on Earth Systems

Human activities have significantly altered the biosphere, sometimes damaging or destroying natural habitats and causing the extinction of other species. But changes to Earth's environments can have impacts (negative and positive) for different living things.

## AZ Standards

### ELA

#### Reading

##### Key Ideas and Details

7.RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

7.RI.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

8.RI.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

8.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

#### Writing

##### Production and Distribution of Writing

7.W.4 and 8.W.4

Produce clear and coherent writing in which the development, organization, and style

## Arizona Social Science Standards

### GEOGRAPHY

#### The use of geographic representations and tools helps individuals understand their world.

7.G1.1 Use and construct maps and other geographic representations to explain the spatial patterns of cultural and environmental characteristics. Key tools and representations such as maps, globes, aerial and other photos, remotely sensed images, tables, graphs, and geospatial technology

8.G1.1 Use geographic tools and representations to analyze historical and modern political and economic issues and events. Key tools and representations such as maps, globes, aerial and other photos, remotely sensed images, tables, graphs, and geospatial technology

#### Human-environment interactions are essential aspects of human life in all societies.

8G2.2 Evaluate how political, social, and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

#### Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

7.G3.1 Explain how changes in transportation, communication, and technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.

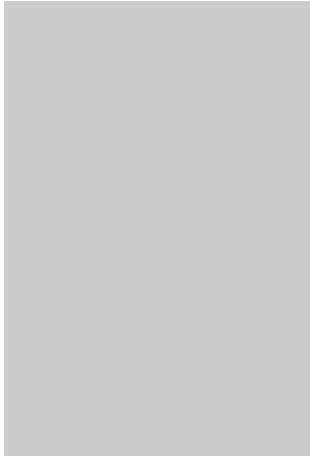
8.G3.1 Evaluate the impact of economic, political, and social decisions that have caused conflict or promoted cooperation throughout time.

### HISTORY

#### The development of civilizations, societies, cultures, and innovations have influenced



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are appropriate to task, purpose, and audience.

**history and continue to impact the modern world.**

7.H1.2 Trace the development and impact of scientific, technological, and educational innovations within historical time periods.

**Cycles of conflict and cooperation have shaped relations among people, places, and environments.**

7.H2.2 Compare the multiple causes and effects of conflict and approaches to peacemaking.

8.H2.2 Investigate how conflict can be both unifying and divisive both domestically and internationally.

### SIOP Elements

<p><b>Preparation</b> Adapting content Linking to background Linking to past learning Strategies used</p>	<p><b>Scaffolding</b> <b>Modeling</b> Guided practice Independent practice Comprehensible input</p>	<p><b>Grouping Option</b> <b>Whole class</b> <b>Small groups</b> Partners Independent</p>
<p><b>Integrating Processes</b> <b>Reading</b> <b>Writing</b> Speaking <b>Listening</b></p>	<p><b>Application</b> Hands on Meaningful Linked to objectives Promotes engagement</p>	<p><b>Assessment</b> <b>Individual</b> Group <b>Written</b> Oral</p>

### Arizona English Language Proficiency Standards

#### Stage IV Reading

**Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas.**

B-8: summarizing the main idea and supporting details from text.

B-14: drawing conclusions from information implied or inferred in a literary selection.

B-28: interpreting information in functional documents (e.g., maps, schedules, letters, graphic organizers) for a specific purpose.

#### Stage IV Writing

**Standard 1: The student will express his or her thinking and ideas in a variety of writing genres.**

B-4: writing a paragraph based on research using topic sentences, main ideas, relevant facts, details, and concluding statements.

### Overview

During World War II, the fighting between Japan and United States was intense and bloody from the bombing of Pearl Harbor to the bombing of Hiroshima and Nagasaki. As the war proceeded,

the United States, as well as other countries, facilitated the development of atomic weapons. Students should understand that the use of such weapons comes with large consequences in terms of human life and environmental impacts.



Education Studies Department  
Teachers of Language Learners Learning Community (TL<sup>2</sup>C)



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## Purpose

The reasons for a country to develop and eventually use atomic bombs or weapons of mass destruction have been questioned. In this lesson, students will use primary sources and be able to explain America's reasons for developing and using such weapons to end World War II. This lesson contains strategies for diverse learners (ELLs).

## Key Vocabulary

**uranium:** a dangerous mineral

**infer:** to come to a conclusion based on evidence

**response:** a reply to someone or something

**justify:** to provide a good reason for actions taken

**cite:** to write (or say) the words from a document, book, etc.

## Materials

- PART 1a worksheet (map work)
- PART 1b worksheet (research on battles)
- PART 2 worksheet (Einstein letter and timeline)
- PART 3 worksheet (radio broadcast, warning leaflet, and War Dept. film)
- PART 4 Written Assessment and Scoring Guide
- Extension Activity
- Vocabulary Cards and Vocabulary Test
- The Pacific Rim map  
<https://geoalliance.asu.edu/sites/default/files/maps/pacificrim.pdf>
- Oceania Culture Regions island groups labeled (optional)  
[https://geoalliance.asu.edu/sites/default/files/maps/OCR\\_Labeled.pdf](https://geoalliance.asu.edu/sites/default/files/maps/OCR_Labeled.pdf)

## Objectives

The student will be able to:

1. Locate, identify and date the World War II battles and important locations in the Pacific Theater.
2. Explain the United States development and decision to use the atomic bomb.
3. Examine the effects of the atomic bomb on people and the environment.

## Procedures

*Prerequisites: Students should be familiar with the events surrounding the United States involvement in World War II from the beginning in 1939 to the end in 1945. This should be final project/assessment to the unit.*



## SESSION ONE

### Engage:

1. Distribute PART 1a worksheet and The Pacific Rim map. Using atlases, globes, or a map on an interactive white board; have students locate the places listed on the worksheet. This activity can be done as a class or in small groups. **(Grouping Option: Small groups or Whole class)** Model the first two or three place names so the students understand how to label their maps. **(Scaffolding: Modeling)**

### Explore:

1. Now distribute PART 1b worksheet. Give students time to research locations/battles on the Internet. Students will record information on the chart provided. Model the first location (Japan) so the students understand how to complete the worksheet and then have them do 5 other locations/battles. **(Scaffolding: Modeling)**

## SESSION TWO

### Explain:

1. Use close reading techniques to read aloud (or listen to) documents presented in PART 2 worksheet. **(Grouping Option: Whole class)** As you are reading the documents, pass out the vocabulary cards for uranium, infer and response. Discuss these terms. After reading (or listening to) each document, students will complete the questions about it. **(Grouping Option: Small groups or Whole class) (Integrating Processes: Reading, Listening, Writing)**

## SESSION THREE

### Elaborate:

1. Use close reading techniques to read aloud (or listen to) documents presented in PART 3 worksheet. **(Grouping Option: Whole class)** As you are reading the documents, pass out the vocabulary cards for justify and cite. Discuss these terms. After reading (or listening to) each document, students will complete the questions about it. **(Grouping Option: Small groups or Whole class) (Integrating Processes: Reading, Listening, Writing)**

## SESSION FOUR

### Evaluate:

Students will complete the Written Assessment. **(Assessment: Individual, Written)**

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## Assessment

### Social Science, Science, and ELA

Students will score 80% or higher on Part 1a, 1b, 2, and 3 worksheets.

Students will score 36 out of 45 points on the Written Assessment.

### Geography

Students will locate and label the place names on the Pacific Rim Map with 95% accuracy.

### Reading

Students will score 80% or higher on the Vocabulary Test.

## Extension Activity Provided

Have students choose a minimum of 3 links to explore and research the effects of the atomic bomb on the environment (short/long term) during World War II. Record the information found on the Internet on the following chart. Have students write an argument or persuasive essay on the following topic: You are President Truman: What Would You Do?

## Sources

The Pacific Rim from Arizona Geographic Alliance <http://geoalliance.asu.edu/azga/>

The Oceania Culture Region map from Arizona Geographic Alliance <http://geoalliance.asu.edu/azga/>

Dysart Unified School District 8<sup>th</sup> Grade Interactive Expository Writing Language Arts Benchmark 2/Social Studies DBQ

Einstein Letter

<http://www.npr.org/templates/story/story.php?storyId=4670423>

<http://www.pbs.org/wgbh/americanexperience/features/primary-resources/truman-ein39>

Energy Department Timeline

<http://energy.gov/management/office-management/operational-management/history/doe-history-timeline/timeline-events>

Radio Broadcast by Truman <http://www.c-span.org/video/?294914-1/president-truman-speech-bombing-hiroshima>

Warning Leaflet

<https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/csi-studies/studies/vol46no3/article07.html>

Tale of Two Cities film <http://www.c-span.org/video/?300575-1/tale-two-cities>

