

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

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Grade Level	7-8
Duration	4 class periods

Adapted from: Dysart Unified School District 8th 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

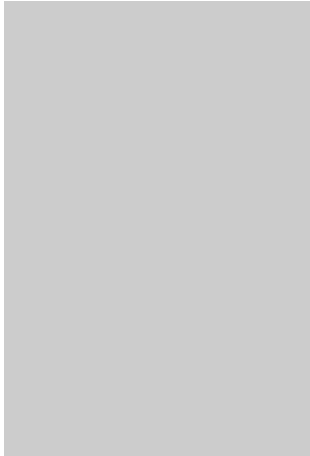
NEXT GENERATION OF SCIENCE STANDARDS
MS-ESS3.C: Human Impacts on Earth Systems
Human activities have significantly altered the biosphere, sometimes damaging or destroying natural habitats and causing the extinction of other species. But changes to Earth's environments can have impacts (negative and positive) 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



From Pearl Harbor to the Rise of Mushrooms



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

Arizona English Language Proficiency Standards

Grade 6-8

Basic

Listening and Reading

Standard 1 By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

B-1: determine the central idea or theme and explain how they are supported by using some text evidence.

B-2: recount specific details and information in a variety of texts.

Speaking and Writing

Standard 3 By the end of each language proficiency level, an English learner can speak and write about grade appropriate complex literary and informational texts and topics.

B-3 compose informational text that includes details to develop a topic while using appropriate conventions.

B-5: use examples of precise language and domain-specific vocabulary within informative texts.

Standard 5 By the end of each language proficiency level, an English learner can adapt language choices to purpose, task, and audience when speaking and writing.

B-1 demonstrate awareness of the need to adapt language choices according to purpose, task, and audience.

B-2: use general academic and content specific words, phrases, and phrases to express ideas.

Listening, Speaking, Reading, and Writing

Standard 6 By the end of each language proficiency level, an English learner can participate in



From Pearl Harbor to the Rise of Mushrooms

grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

B-1: participate in discussions about familiar topics and texts.

B-2: participate in written exchanges about familiar topics and texts.

B-5: contribute relevant information and evidence to collaborative oral and written discussions.

Standard 7 By the end of each language proficiency level, an English learner can conduct research and evaluate and communicate findings to answer questions or solve problems.

B-1: gather information from multiple provided resources to answer questions.

B-2: paraphrase observations/information notes with labeled illustrations, diagrams, or other graphics, as appropriate.

B-3: cite sources used in research.

B-4: restate the main idea using evidence from text or presentations.

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.

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

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



From Pearl Harbor to the Rise of Mushrooms

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**)

Assessment

Social Science, Science, and ELA

Worksheets Part 1a, 1b, 2, and 3 can be graded for accuracy and completeness. Mastery will be considered a score of 80% or higher.

The Written Assessment can be graded using the Scoring Guide. Mastery will be considered a score of 36 points or higher.

Geography

The Pacific Rim Map work can be graded for correct location and labeling of the place names. Mastery will be considered a score of 90% or higher.

Reading

Vocabulary acquisition can be graded with the Vocabulary Test. Mastery will be considered a score of 80% or higher.

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 map from Arizona Geographic Alliance <http://geoalliance.asu.edu/azga/>

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

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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>

