

World War II in the Pacific and the End of the War

Grade Level and Subject Area : Middle School History and Geography (Grade 7)

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Length of Unit: 5 Lessons

I. ABSTRACT

This unit highlights America's World War II involvement in the Pacific. Students will develop an awareness of key issues and events from the conflict. This will include the development and impact of the atomic bomb, which brought an end to the war. The unit will engage students in assignments involving reading, writing, research, discussions, and projects.

II. OVERVIEW

A. Concept Objectives

1. Students will understand the cause and effect nature of politics and war.
2. Students will understand the impact war can have on decisions made during a life and death conflict.
3. Students will understand the significance and impact of the atomic bomb.

B. Content from the *Core Knowledge Sequence* (p. 166)

1. Historical background
 - a. Japan's rise to power
 - b. Geography of Japan
 - c. Sea of Japan and Korean Strait
 - d. High population density, very limited farmland, heavy reliance on imported raw materials and food
 - e. Meiji restoration: end of feudal Japan, industrialization and modernization
 - f. Japanese imperialism: occupation of Korea, invasion of Manchuria, Rape of Nanking
 - g. Japanese-Soviet neutrality treaty
2. Pearl Harbor, December 7, 1941: "A day that will live in infamy."
3. Internment of Japanese Americans
4. Fall of the Philippines: Bataan March, General Douglas MacArthur, "I shall return."
5. Battle of Midway
6. Island amphibious landings: Guadalcanal, Iwo Jima
7. Surrender of Japan
 - a. Atom bomb dropped on Hiroshima and Nagasaki, the Enola Gay
 - b. U.S. dictates pacifist constitution for Japan, Emperor Hiroshito

C. Skill Objectives

1. Students will communicate in written, oral, and visual forms (Texas Essential Knowledge and Skills-Social Studies: 7.22)
2. Students will use problem-solving and decision-making skills, working independently and with others, in a variety of settings (Texas Essential Knowledge and Skills-Social Studies: 7:23)
3. Students will identify the geographic locations of relevant islands and countries using maps and globes.
4. Students will create oral presentations addressing social studies information.

5. Students will create written responses to historical events that address opposing viewpoints.
6. Students will summarize the events and ramifications of specific historical events.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. Hirsch, E. D. Jr. *What Your Fifth Grader Needs to Know*. New York: Dell Publishing, 1983, ISBN 0-385-31464-7.
 2. Hakim, Joy. *War and Peace and All That Jazz: A History of US*. Oxford University Press, 1995, ISBN 0-195-12768-4
- B. For Students
 1. World War II –The rise of totalitarianism and the war in Europe

IV. RESOURCES

- A. Internet access
- B. Map of the Asian-Pacific countries during the late 1930s and early 1940s
- C. Coerr, Eleanor. *Sadako and the Thousand Paper Cranes*. New York: Scholastic, 1977, ISBN 0-439-16824-4
- D. Denenberg, Barry. *The Journal of Ben Uchida: Citizen 13559 Mirror Lake Internment Camp*. New York: Scholastic, 1999, ISBN 0-590-48531-8.
- E. Hirsch, E. D. Jr. *What Your Fifth Grader Needs to Know*. New York: Dell Publishing, 1993, ISBN 0-385-31464-7.
- F. Hakim, Joy. *War and Peace and All That Jazz: A History of US*. Oxford University Press, 1995, ISBN 0-195-12768-4
- G. Houston, Jeanne Wakatsuki and Houston, James D. *Farewell to Manzanar*. San Francisco, California: San Francisco Book Company/Houghton Mifflin, 1973, ISBN 0-395-17215-2.
- H. Sullivan, George. *The Day Pearl Harbor Was Bombed: A Photo History of World War II*. New York: Scholastic, 1991, ISBN 0-590-43449-7.
- I. Tanka, Shelley. *Attack on Pearl Harbor: The True Story of The Day America Entered World War II*. New York: Hyperion/Madison Press Book, 2001, ISBN 0-786-81662-7.

V. LESSONS

Lesson One: Japan's Rise to Power

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Students will understand the cause and effect nature of politics and war
 2. Lesson Content
 - a. Japan's rise to power (p.166)
 - b. Geography of Japan
 - c. Sea of Japan and Korean Strait
 - d. High population density, very limited farmland, heavy reliance on imported raw materials and food
 - e. Meiji restoration: end of feudal Japan, industrialization and modernization
 - f. Japanese imperialism: occupation of Korea, invasion of Manchuria, Rape of Nanking

- g. Japanese-Soviet neutrality treaty
- 3. Skill Objective(s)
 - a. Students will communicate in written, oral, and visual forms (Texas Essential Knowledge and Skills-Social Studies: 7:22).
 - b. Students will identify the geographic locations of relevant islands and countries using maps and globes.
- B. *Materials*
 - 1. Hirsch, E. D. Jr. *What Your Fifth Grader Needs to Know*. New York: Dell Publishing, 1993, ISBN 0-385-31464-7.
 - 2. Appendix A-1, A-2, and B
- C. *Key Vocabulary*
 - 1. Bushido (bush-EE-do) – a behavior code from feudal Japan involving bravery, self-control, and loyalty to leaders
 - 2. Buddhism – religion that originated in India during the 6th century BCE from the teachings of a prince who gave up his wealth to assist the poor
 - 3. Confucianism – religion that originated in China during the 3rd century BCE dealing with individual ethics, morality or proper behavior
 - 4. Shintoism – religion originated in Japan involving the worship of nature spirits and ancestors
 - 5. Land of the Rising Sun – refers to Japan, a small country composed of islands
 - 6. Shogun – (SHOW-gun) clan leader with political power in Feudal Japan
 - 7. Emperor – supreme male ruler of an empire
- D. *Procedures/Activities*
 - 1. Introduce lesson with the class brainstorming what they know about the country of Japan. Write responses on the board.
 - 2. Explain that basic geographic, historical, and cultural knowledge of Japan will enhance their understanding of the topic WWII in the Pacific.
 - 3. Introduce vocabulary. Have students write the vocabulary words on note paper that will be kept in their WWII folders, which will accumulate additional words daily.
 - 4. Distribute a map of Japan that students will label as a class (Appendix A-1). The map should be colored and added to the WWII folder.
 - 5. Read background information about Japan from *What Your Fifth Grader Needs to Know* (pp. 145-150). Discuss and have students take notes. Notes should be added to their WWII folder.
 - 6. Provide students with notes on the end of Japanese isolationism, Meiji Restoration, Japanese imperialism, and the Japanese-Soviet Neutrality Treaty (Appendix B). Discuss the four points of the treaty, especially the significance of article 2. Notes should be placed in their WWII folder.
 - 7. Verbally review facts about the geography, history, and culture of Japan for content closure.
- E. *Assessment/Evaluation*
 - 1. Check maps for accuracy (Appendix A-2).

Lesson Two: Pearl Harbor

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Students will understand the cause and effect nature of politics and war
 - 2. Lesson Content

- a. Pearl Harbor, December 7, 1941: “A day that will live in infamy” (p.166)
 3. Skill Objective(s)
 - a. Students will communicate in written, oral, and visual forms (Texas Essential Knowledge and Skills-Social Studies: 7:22).
 - b. Students will use problem-solving and decision-making skills, working independently and with others, in a variety of settings (Texas Essential Knowledge and Skills-Social Studies: 7:23)
 - c. Students will create oral presentations addressing social studies information.
- B. *Materials*
 1. Hakim, Joy. “29 Pearl Harbor” in *War, Peace, and All That Jazz: A History of US*. Oxford University press, 1995, ISBN 0-195-12768-4.
 2. Encarta
 3. Appendix C
- C. *Key Vocabulary*
 1. Infamy – reputation based on an extremely evil or criminal act
- D. *Procedures/Activities*
 1. Read “29 Pearl Harbor” in *War, Peace, and All That Jazz: A History of US* (pp. 123-127). Discuss the impact of the surprise attack on the American people. Students take notes on the reading/discussion.
 2. Display the “Pearl Harbor Losses” (Appendix C) chart as a transparency or as a handout. Discuss the impact of losses (military vs. civilian) on the American people.
 3. Using *Encarta*, play a portion of the radio address by President Franklin D. Roosevelt announcing the bombing of Pearl Harbor.
 4. Divide students into four groups. Assign students one of the following response questions to discuss in small groups. Students should make personal notes on the information, comments, and opinions. Responses will then be shared with the entire class. Students should make personal notes while listening to the presentations by the other groups.
 - a. What might have happened if the Japanese had followed up their attack on Pearl Harbor with a land invasion of the Hawaiian Islands?
 - b. What would have been the effect on American naval power if the Japanese had located and sunk the U.S. aircraft carriers *Lexington* and *Enterprise*?
 - c. What reaction might U.S. citizens and the U.S. government have toward Japanese Americans living along the West Coast following the attack on Pearl Harbor?
 - d. Some people believe that President Franklin D. Roosevelt knew of the planned Japanese attack on Pearl Harbor, but he did nothing to prevent it. They claim that the President wanted to bring America into the war to assist Great Britain, and that increased war production would help lift the American economy. Would a U.S. president have sacrificed several thousand lives to achieve this end?
 5. OPTIONAL: Students can read *Attack on Pearl Harbor* by Shelley Tanka or *The Day Pearl Harbor Was Bombed: A Photo History of World War II* by George Sullivan. A summary/personal response can be completed. Students should address the following questions in their personal response section: What feelings does reading this story initially create for you? What is the author’s message to adults and children? What will you do as a result of reading this book or what would you do differently?
- E. *Assessment/Evaluation*

1. Students will be informally assessed for group participation and the comments shared during informal class sharing.

Lesson Three: Japanese American Internment

A. Daily Objectives

1. Concept Objective(s)
 - a. Students will understand the cause and effect nature of politics and war
2. Lesson Content
 - b. Internment of Japanese-Americans (p. 166)
3. Skill Objective(s)
 - c. Students will communicate in written, oral, and visual forms (Texas Essential Knowledge and Skills-Social Studies: 7:22).
 - d. Students will use problem-solving and decision-making skills, working independently and with others, in a variety of settings (Texas Essential Knowledge and Skills-Social Studies: 7:23)
 - c. Students will create written responses to historical events that address opposing viewpoints.

B. Materials

1. “33 Forgetting the Constitution” from *War, Peace, and All That Jazz: A History of US*
2. *The Journal of Ben Uchida* by Barry Denenberg and/or *Farewell to Manzanar* by Jeanne Wakatsuki Houston and James D. Houston.
3. Local newspaper (editorial page)
4. Newsprint for student paper assignment
5. Picture of terrorists’ attack on the Twin Towers from 9-11
6. Appendix D-1 and D-2

C. Key Vocabulary

1. Internment Camp – a temporary prison-like facility used for confining individuals during a war

D. Procedures/Activities

1. Display a photograph of the terrorists’ attack on the Twin Towers from 9-11. Ask students to recall reactions (personal or reported) toward the terrorists responsible for this act. What were U.S. feelings toward people of Middle Eastern descent living in the U.S., especially around airports?
2. Read “33 Forgetting the Constitution” from *War, Peace, and All That Jazz: A History of US* (pp. 142-146). Discuss. Students take notes on the reading and discussion.
3. Read excerpts from *The Journal of Ben Uchida* or *Farewell to Manzanar* by Jeanne Wakatsuki Houston and James D. Houston related to the internment experience. Discuss.
4. Review the parts of an editorial page with students using your local newspaper. Students are to then prepare a one-page newspaper containing articles and cartoons addressing Japanese American Internment (Appendix D-1). The teacher should consider two class periods for this assignment. Some homework time may also be appropriate.
5. OPTIONAL: Assign either *The Journal of Ben Uchida* or *Farewell to Manzanar* by Jeanne Wakatsuki Houston and James D. Houston as supplemental reading. A written summary/personal reaction to the reading could be assigned. Students should address the following questions in their personal response section: What

feelings does reading this story initially create for you? What is the author's message to adults and children? What will you do as a result of reading this book or what would you do differently?

- E. Assessment/Evaluation
 - 1. Use rubric (Appendix D-1) to evaluate student newspaper assignment

Lesson Four: Battles

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Students will understand the cause and effect nature of politics and war
 - 2. Lesson Content
 - a. Fall of the Philippines (p. 166)
 - b. Battle of Midway (p. 166)
 - c. Island amphibious landings: Guadalcanal, Iwo Jima (p. 166)
 - 3. Skill Objective(s)
 - a. Students will use problem-solving and decision-making skills, working independently and with others, in a variety of settings (Texas Essential Knowledge and Skills-Social Studies: 7:23)
 - b. Students will summarize the events and ramifications of specific historical events.
- B. *Materials*
 - 4. "34 A Hot Island" from *War, Peace, and All That Jazz: A History of US*
 - 5. Internet or selected library books and/or encyclopedias
 - 6. Poster board
 - 7. Appendix E
- C. *Key Vocabulary*
 - 1.
- D. *Procedures/Activities*
 - 1. Read "34 A Hot Island" in *War, Peace, and All That Jazz: A History of US* (pp. 146-151). Discuss.
 - 2. Have students work in pairs assigned by the teacher. Using the Internet or available library books, students should gather information about each of the topics. Dividing the poster board into four parts, each pair of students should write a summary highlighting what transpired at each of the following events and significant results (on paper and on the poster). A visual should also be included for each of the four events (Appendix E): 1. Fall of the Philippines/Bataan Death March 2. Battle of Midway 3. Guadalcanal 4. Iwo Jima. Useful Internet sources include: <http://www.sandiego.edu/~ehimchack/death-march.html> , <http://www.microworks.net/pacific/Battles/midway.htm> , <http://ww.iwojima.com> .
- E. *Assessment/Evaluation*
 - 1. Summaries should be evaluated for accuracy (Appendix E).

Lesson Five: Surrender of Japan

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Students will understand the cause and effect nature of politics and war
 - 2. Lesson Content
 - a. Atom bombs dropped on Hiroshima and Nagasaki, the Enola Gay (p. 166)
 - b. U.S. dictates pacifist constitution for Japan, Emperor Hiroshito (p. 166)
 - 3. Skill Objective(s)

- a. Students will communicate in written, oral, and visual forms (Texas Essential Knowledge and Skills-Social Studies: 7.22)
 - b. Students will use problem-solving and decision-making skills, working independently and with others, in a variety of settings (Texas Essential Knowledge and Skills: 7:23)
- B. *Materials*
- 1. “39 President HST” from *War and Peace and All That Jazz: A History of US*
 - 2. “27 War and the Scientists” from *War and Peace and All That Jazz: A History of US*
 - 3. “42 A Little Boy” from *War and Peace and All That Jazz: A History of US*
 - 4. Appendix F1, F2, G, K and L
- C. *Key Vocabulary*
- 1. Enola Gay – a military airplane selected to carry and drop the first atomic bomb
 - 2. “Little Boy” – the first atomic bomb used in warfare (dropped on Hiroshima)
- D. *Procedures/Activities*
- 1. Remind students that the U.S. President serves as commander and chief of the military. Ask what impact on the people and soldiers the death of a president might have, especially during a time of war?
 - 2. Read “39 President HST” from *War and Peace and All That Jazz: A History of US* (p168-169). Discuss.
 - 3. Remind students that in the case of World War II, the war effort involved more than just soldiers. Ask what role scientists and inventors might have played with regard to the war effort?
 - 4. Read “27 War and the Scientists” from *War and Peace and All That Jazz: A History of US* (p118-119). Discuss. Students take notes on the reading and discussion.
 - 5. Remind the students about World War II ending in Europe and a desire to also end the war in the Pacific. In spite of U. S. victories, the Japanese did not wish to surrender. What courses of action might have been available for bringing the war to an end?
 - 6. Read “42 A Little Boy” from *War and Peace and All That Jazz: A History of US* (p168-169). Discuss. Students should take notes on the reading and discussion.
 - 7. OPTIONAL: Read an account of the damage to Hiroshima from the time period from p. 37 of the September 17, 1945 issue of LIFE (Appendix K). Discuss the description and reaction.
 - 8. OPTIONAL: Read an account of Japan’s surrender from the time period on page 27 of the September 17 issue of LIFE (Appendix L). Discuss the language and tone of the article.
 - 9. Distribute the Children’s Peace Handout to students (Appendix F-1). Have students complete the questions (Appendix F-2). The teacher may wish to use the questions for discussion.
 - 10. OPTIONAL: The class can read and discuss *Cranes for Peace* (Appendix G).
 - 11. OPTIONAL: Students can read *Sadako and the Thousand Paper Cranes* by Eleanor Coerr or *Shin’s Tricycle* by Tatsuharu Kodama. A written summary/personal response can be completed. Students should address the following questions in their personal response section: What feelings does reading this story initially create for you? What is the author’s message to adults and children? What will you do as a result of reading this book or what would you do differently?

12. OPTIONAL ENRICHMENT: Students can select one of the following projects and work individually or in groups. The teacher will determine how much class time and homework time is devoted to the optional assignments.
 - a. Create a poster or Power Point presentation addressing the development and impact of the atomic bomb on Japan and the world.
 - b. Design a model of an original peace memorial for your own community
 - c. Write a poem addressing the topic of “tolerance” or “peace.”
- E. *Assessment/Evaluation*
 1. Completed question sheet (Appendix F-2).

VI. CULMINATING ACTIVITY (Optional)

- A. World War II in the Pacific Folder collected, assessed (Appendix J), and returned.
- B. Display student created posters, peace memorial designs, and poems (Lesson 5 option)
- C. Provide time for students to present Power Point presentations on the development and impact of the atomic bomb (Lesson 5 option)
- D. Read and discuss optional assignments: Cranes for Peace (Appendix G), LCU Field House (Appendix H), Mayor of Hiroshima (Appendix I).

VII. HANDOUTS/WORKSHEETS

- A. Appendix A-1: Map of Japan
- B. Appendix A-2: Map of Japan Answers
- C. Appendix B: Teacher notes
- D. Appendix C: Pearl Harbor Losses
- E. Appendix D-1: Guidelines for Student Newspaper
- F. Appendix D-2: Rubric for Student Newspaper
- G. Appendix E: Battles Research
- H. Appendix F-1: Children’s Peace Statues (information sheet)
- I. Appendix F-2: Children’s Peace Statues (worksheet)
- J. Appendix G: Cranes for Peace
- K. Appendix H: The LCU Field House
- L. Appendix I: Mayor of Hiroshima
- M. Appendix J: World War II in the Pacific Folder Checklist
- N. Appendix K: What ended the war
- O. Appendix L: Surrender of Japan

VIII. BIBLIOGRAPHY

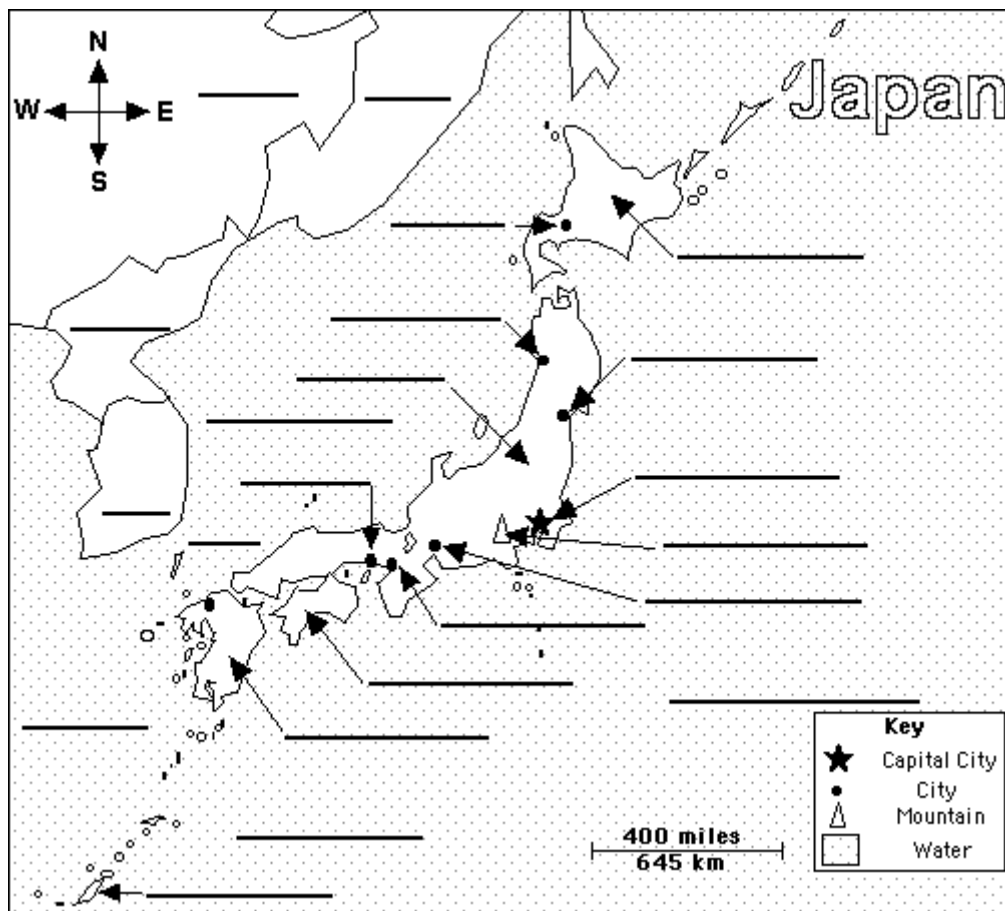
- A. Coerr, Eleanor. *Sadako and the Thousand Paper Cranes*. New York: Scholastic, 1977, ISBN 0-439-16824-4
- B. Denenberg, Barry. *The Journal of Ben Uchida: Citizen 13559 Mirror Lake Internment Camp*. New York: Scholastic, 1999, ISBN 0-590-48531-8.
- C. Hakim, Joy. *War and Peace and All That Jazz: A History of US*. Oxford University Press, 1995, ISBN 0-195-12768-4
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- H. Tanka, Shelley. *Attack on Pearl Harbor: The True Story of The Day America Entered World War II*. New York: Hyperion/Madison Press Book, 2001, ISBN 0-786-81662-7.
- I. <http://www.sandiego.edu/~ehimchack/death-march.html> (Bataan Death March)
- J. <http://www.microworks.net/pacific/Battles/midway.htm> (Midway)
- K. <http://ww.iwojima.com> (Iwo Jima)
- L. <http://www.yale.edu/lawweb/avalon/wwii/s1.html> (Japanese-Soviet Neutrality Treaty)
- M. <http://www.networkwearth.org/world.peace.html> (Cranes for Peace)

Label the Map of Japan

[Geography Printouts](#)
[Zoom School Japan](#)

Label [Japan's major island, cities, bodies of water, and nearby countries](#) on the map below.



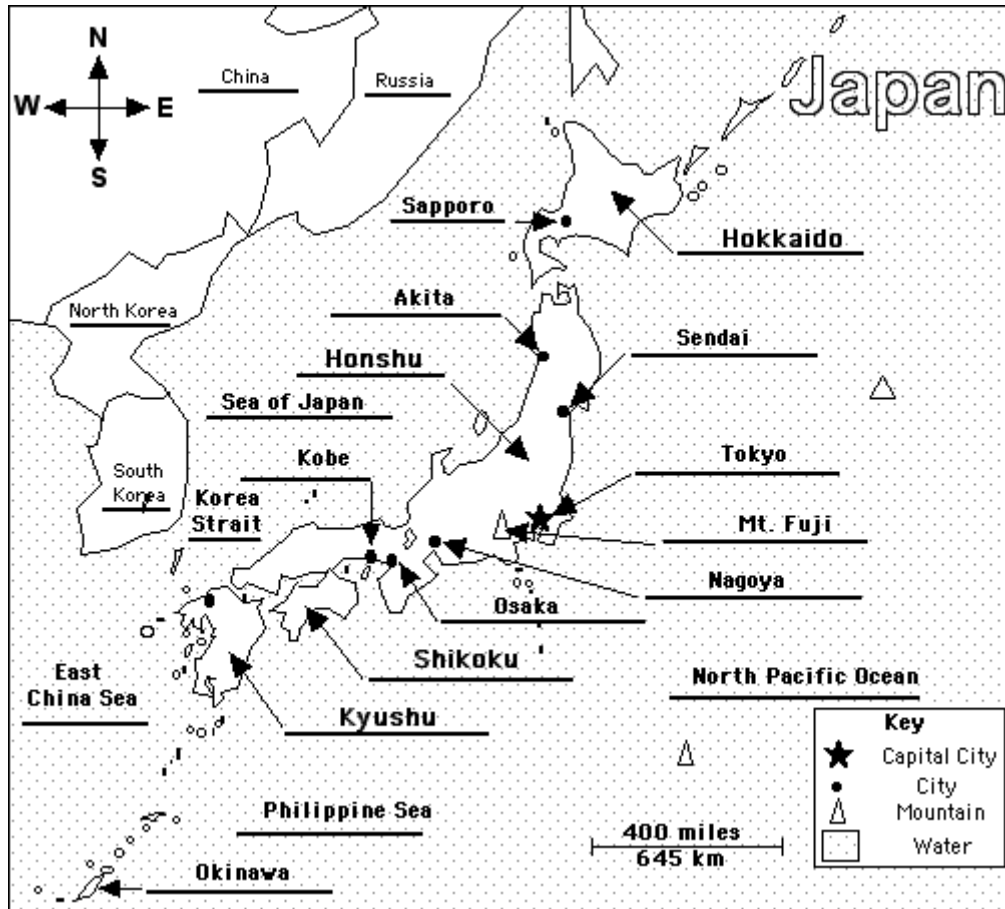
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Appendix A-2 Map Answers

Answers - Label the Map of Japan

[Geography Printouts](#)
[Zoom School Japan](#)

Label [Japan's major island, cities, bodies of water, and nearby countries](#) on the map below.



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Appendix B

Teacher Notes

End of Japanese Isolationism: During the 1630s, the shogun cut off Japan's ties with the rest of the world. All European and Asian traders were expelled. Christianity was banned and all missionaries were expelled. The rulers of Japan wanted to keep Japan free from all outside influences. As a result, Japan was unaware of the industrial revolution and remained an agricultural society, relying on peasants and artisans to produce goods. In 1853 Commodore Matthew Perry of the United States sailed his warships into Tokyo Bay. He demanded that the shogun open Japan to foreign trade. A year later, Japan agreed to open two ports to the United States for trade.

Meiji Restoration: This period began in 1867 (after the American Civil War) and lasted until 1912. The samurai were angry with the shogun for signing a treaty with foreigners, who they feared would eventually take over Japan. In an effort to regain independence and power, drastic reforms were instituted in Japan. A group of samurai and aristocrats forced the shogun into resigning and restoring full power to the emperor. A year later, the emperor announced the official return of the imperial power. This began the Meiji era. The emperor Meiji moved the capital of Japan from Kyoto to Tokyo. Europeans and American experts helped build new industry in Japan with steam power, electricity, and factories. Transportation within the country was improved with the building of railroads. Compulsory education was instituted, and the educational system was patterned after that of Europe and America. Nationalistic feelings developed and Shinto became the official state religion. Worship of the emperor was emphasized and taught in schools. The military was strengthened, and military service was required of all men. The army was patterned after the Prussian force and the navy was patterned after the British. Japanese scholars were sent to Western countries to study science and languages.

Japanese Imperialism: Japan had a population of 49 million people by early 1900. Most of the country was covered with mountains, and only 15% of the land was useable for farming. The country had almost no iron ore, industrial grade coal, or petroleum; which were all needed for continued industrialization. In an effort to avoid Western domination and enhance their economic situation, Japan began expanding its influence and developing colonies in the Asian-Pacific regions to establish itself as a world power. Japan expanded into Korea (raw materials and farmland), Manchuria (farmland, coal, and petroleum), and China (raw materials, farmland, and markets). From Korea large quantities of rice were exported back to Japan creating a food shortage for the Korean people. Japan defeated the Chinese and took control of Manchuria (1931) renaming it Manchukuo. Japan controlled the natural resources, factories, and ports. Japan again invaded China in 1937 in an attempt to obtain more resources and expand its territory. In the taking of the capital city, Nanking (Nanjing), over 300,000 civilians and prisoners of war were slaughtered (beheaded, burned, bayoneted, buried alive, or disemboweled). Approximately 80,000 women and girls were raped. Many were then mutilated and murdered. The event is referred to as "The Rape of Nanking" or "The Nanking Massacre."

Japanese-Soviet Neutrality Treaty: Expansion into China by both countries led to conflict. Japan defeated Russia in the 1904-05 war. U. S. President Theodore Roosevelt assisted in developing a peace settlement between the two countries (Treaty of Portsmouth). For his efforts, he was awarded the Nobel Peace Prize. Representatives from Russia and Japan met several times between 1907 and 1912 to negotiate agreements outlining their areas of influence or control in Northeast Asia. Japan took advantage of the Russian Revolution of 1917 to expand its areas of influence. Tension between the two countries continued to develop during the 1920s and 1930s. A compromise between Russia and Japan was reached with the Neutrality Treaty-April 13, 1941.

Read and discuss the four articles of the Treaty (<http://www.yale.edu/lawweb/avalon/wwii/s1.html>).

Appendix C

Pearl Harbor Losses

Personnel Killed

	U. S.	Japan
Navy	2,001	64
Marine Corps	105	0
Army	240	0
Civilians	58	0

Personnel Wounded

Navy	710	unknown
Marine Corps	69	unknown
Army	364	unknown
Civilians	35	unknown

Ships

Sunk or beached	12	5
Damaged	9	0

Aircraft

Destroyed	164	29
Damaged	159	74

Critical Mistakes by the Japanese

* The Japanese failed to destroy the ship repair facility at Pearl Harbor.

* The Japanese did not seek out and destroy the two aircraft carriers *Lexington* and *Enterprise* (Battle of Midway).

Appendix D-1

Guidelines for Student Newspaper

Description:

You are serving as a newspaper writer/editor, and you are responsible for creating a one-page editorial section addressing the Internment of Japanese Americans in 1941. You should create articles, editorials, letters to the editor, political cartoons and illustrations about the topic discussed in class. You may include information from outside reading.

Requirements for rough draft (in pencil) and final copy (ink):

1. Name for newspaper
2. Date (from the period)
3. Your name as editor
4. Each article or editorial must have a title
5. One original cartoon or related illustration
6. One editorial
7. At least one article
8. At least two letters to the editor (differing viewpoints)

* Articles and editorials should be factual, informative, and interesting.

* Articles should be composed of a minimum of 8 sentences. Remember that good news articles answer: Who? What? When? Where? Why? And How?

* Spelling and neatness count!

The rough draft (pencil copy) must be approved by the teacher before working on the final copy.

The final copy must be completed in ink or computer typed.

Appendix D-2

Student: _____

Rubric for Student Newspaper

Pencil Rough Draft (pencil copy approved by teacher)

_____	2 points	Title
_____	2 points	Date
_____	2 points	Editor's name
_____	4 points	Titles for all stories
_____	4 points	Text layout
_____	4 points	Cartoon/illustration layout
_____	2 points	Neatness
_____	20 points	Total possible

Final Copy

_____	2 points	Title
_____	2 points	Date
_____	2 points	Editor's name
_____	4 points	Titles for all stories
_____	10 points	Editorial
_____	10 points	Article
_____	10 points	Letter to Editor #1
_____	10 points	Letter to Editor #2
_____	10 points	Editorial cartoon
_____	10 points	Choice (article, letter to the editor, or illustration)
_____	5 points	Spelling
_____	5 points	Overall neatness
_____	80 points	Total possible

Appendix E

Battles Research

Using the Internet or books and encyclopedias, read about each of the four topics/events: 1. Fall of the Philippines/Bataan Death March 2. Battle of Midway 3. Guadalcanal 4. Iwo Jima.

Divide poster board into four equal parts using the events/topics as your labels. Write a summary for each event summarizing what transpired and any significant results. Include an appropriate graphic visual for each event.

Student(s): _____

Scoring:

_____	10 points	Labels
_____	20 points	Summary: Fall of the Philippines/Bataan Death March
_____	20 points	Summary: Battle of Midway
_____	20 points	Summary: Guadalcanal
_____	20 points	Summary: Iwo Jima
_____	5 points	Correct spelling
_____	5 points	Neatness
_____	100 points	

Appendix F-1

Children's Peace Statues

The paper crane has become an international symbol of peace in recent years as a result of its connection to the story of a Japanese girl named Sadako Sasaki born in 1943. Sadako was two years old when the atom bomb was dropped on Hiroshima, Japan on August 6, 1945. As she grew up, Sadako was a strong, courageous, and athletic girl. In 1955, at age eleven, while practicing for a big race, she became dizzy and fell to the ground. Sadako was diagnosed with Leukemia, "the atom bomb disease."

Sadako's best friend told her of an old Japanese legend, which stated that anyone who folds a thousand paper cranes would be granted a wish. Sadako hoped that the gods would grant her wish to get well so that she could run again. She started on the paper cranes and completed 644 before dying on October 25, 1955 at the age of twelve. Her classmates folded an additional 356 so that 1,000 paper cranes could be buried with Sadako.

Sadako never gave up. She continued to make paper cranes until she died. Inspired by her courage and strength, Sadako's friends and classmates put together a book of letters and published it. They began to dream of building a monument dedicated to Sadako and all the children killed by the atom bomb. Young people throughout Japan helped collect money for the project.

In 1958, a statue of Sadako holding a golden crane was unveiled in Hiroshima Peace Park. The children also made a wish, which is inscribed at the bottom of the statue and reads:

"This is our cry, This is our prayer, Peace in the world."

Photo courtesy of Sam Ayers



Appendix F-2

Name _____

Children's Peace Statues

1. Which of these occurred first?
 - a. Sadako's friends made paper cranes
 - b. Sadako's monument was dedicated
 - c. Sadako contracted leukemia
 - d. Sadako's friends raised money to build a memorial

2. In this passage, paragraph two is primarily about:
 - a. Sadako's motivation for folding paper cranes
 - b. The reason Japanese children fold paper cranes
 - c. The number of paper cranes folded
 - d. Oragami-folded paper art

3. What was another name for Leukemia?

<ol style="list-style-type: none">a. Runner's Sicknessc. Atom Bomb Disease	<ol style="list-style-type: none">b. Yellow Feverd. Japanese Sickness
---	--

4. In paragraph three, the word monument means:

<ol style="list-style-type: none">a. a gift or presentc. a structure of remembrance	<ol style="list-style-type: none">b. a buildingd. a book
--	---

5. Which of the following is a fact expressed in the passage?
 - a. Sadako was the fastest female athlete among Japan's female friends
 - b. A book of letters about Sadako was compiled by her friends and published
 - c. Sadako contracted leukemia from another student
 - d. Sadako learned of the paper crane legend at school

Answer the following questions on the back of this sheet.

6. The inscription at the base of Sadako's statue in Hiroshima reads: "This is our cry, This is our prayer, Peace in the world." What does this mean to you?

7. Why do you think the City Council of Los Alamos, New Mexico refused to accept Children's Peace Statue and have it displayed in their community?

8. What can students do to promote tolerance and peace in their world?

9. If making 1,000 paper cranes made important wishes come true, what would you wish? Why?

Appendix G

Cranes For Peace

This project was initiated to honor the Children's Peace Statue, which is currently on display in the yard at the Plaza Resolana in Santa Fe awaiting placement in Los Alamos. The Children's Peace Statue is the first National Monument in the United States created, designed and paid for by children. The Children's Peace Statue project began in 1989 with a group of 3rd, 4th and 5th graders at Arroyo del Oso School in Albuquerque who wanted to show how children could make a difference with regard to world peace. The statue was funded by a five year "Dollar-a-Name Campaign". The names of 90,000 children were collected from 50 states and 63 countries. This paid for the bronze-casting and construction of the statue and three editions of a newsletter.

The New Mexico Kids Committee held a nationwide contest for the design of the statue. The winning design, by Joe Martinez from Dallas, Texas, is a suspended globe with continents made of 3,000 plants and animals, which were cast from beeswax molds created by children in over 100 countries. One can see the fingerprints and names of the children on the back of the figures.

The Peace Statue, dedicated in 1995, was intended as a gift from the children of the United States to the City and County of Los Alamos, the birthplace of the atomic bomb. When the request for permanent placement was brought before the Los Alamos City/County Council, the idea was tabled and the statue refused. For one year it was appropriately honored at the Albuquerque Museum and now is on loan to the Plaza Resolana in Santa Fe. Most of the peace cranes, which once graced the statue have blown away.

www.networkearth.org/world/peace.html



Appendix H

The LCU Field House

The LCU Field House consists of two B-29 airplane hangars. It was originally part of the Los Alamos Testing Grounds. This building is reportedly where much of the early work on the atomic bomb was completed during World War II. Afterwards, it became property of the Zia Company and housed most of the group's transportation division before being declared Government Surplus property in 1959.

Dr. F. W. Maddox, Lubbock Christian College President, was among many college officials desiring the structure, which was awarded to LCC for a cost of \$1,780 (covering paperwork).

Track Coach Hugh Rhodes and several LCC students labeled and dismantled the structure in 1959. It was shipped to Lubbock, Texas, and sat for over a year, while LCC negotiated to purchase land for erecting the field house. In 1960, students reconstructed the field house on the campus of LCC (now known as Lubbock Christian University).

Over the years, the Lubbock Christian University Field House has served as a locker room and practice facility for various university teams. It has been used as a practice and competitive facility for volleyball, basketball, and track meets. Currently, the facility is home to the kinesiology (health and physical education) department at LCU and is used for physical education classes, the health and recreation program, and various high school games.

Photo courtesy of Sam Ayers



- What other worthwhile uses for this large structure can you think of besides a field house?
- If you were responsible for creating a historical plaque to be placed outside of the LCU Field House, what wording would you select for the plaque?

Appendix I

Mayor of Hiroshima

On July 11, 2001, the mayor of Hiroshima, Tadanori Akiba, met with with Keizai Koho Fellows. These were visiting educators from Australia, Canada, the United Kingdom, and the United States. During the formal meeting, he briefly reviewed the devastation of the atomic bomb on Hiroshima and the rebuilding that has taken place over the past fifty-plus years. He hoped that the educators would share their firsthand knowledge with students and colleagues. In his closing remarks, Mayor Akiba stated, “We will not repeat the evil. The only way we can make the world better is to learn from history. We should not forget.”

Photos courtesy of Sam Ayers



- If you were traveling to Hiroshima, Japan, what would you say to Mayor Akiba?
- What can you do to promote peace and reduce or remove the threat of nuclear war?

Appendix J

World War II in the Pacific Folder Checklist

_____	10 points	Vocabulary list
_____	10 points	Notes on lesson readings/discussions
_____	10 points	Map of Japan
_____	10 points	Newspaper
_____	10 points	Pearl Harbor group discussion notes
_____	10 points	Internment newspaper rough draft
_____	10 points	Internment newspaper final copy
_____	10 points	Summary of key battles
_____	10 points	Optional assignment(s)
_____	10 points	Presentation (spelling, neatness, organization)
_____	100 points	Total possible

Appendix K

What Ended the War

What Ended the War: The atomic bomb, according to the Jap premier, threatened the extinction of the Japanese people

A few days after the surrender, Americans could at last learn close up the effects of their atomic bomb on Hiroshima and the course of the war. Japan's premier, Prince Higashi-Kuni, in his message to the diet (equivalent of congress or parliament) on Sept. 5 paid despairing tribute to the atomic bomb: "This terrific weapon was likely to result in the obliteration of the Japanese people..." The atomic bomb, he indicated, was the immediate inducement to surrender.

One of the first American photographers into Hiroshima was LIFE Photographer Bernard Hoffman, on Sept. 3... "In the whole city, only about 50 concrete buildings still have walls. As far as a man can walk for an hour in any direction there is only a flat, silent plain, a still stinking junkpile. The trees, killed by the blast, stand like skeletons. Americans visiting the city have to keep reminding themselves that this enormous destruction was caused by a bomb.

The bomb exploded about 150 feet directly above Military Park.... Japanese doctors said that those who had been killed by the blast itself died instantly. But presently, according to those doctors, those who had suffered only small burns found their appetite failing, their hair falling out, their gums bleeding. They developed temperatures of 104, vomited blood, and died. It was discovered that they had lost 86% of their white corpuscles. Last week the Japanese announced that the count of Hiroshima's dead had risen to 125, 000."

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Appendix L

Surrender of Japan

Japan Signs the Surrender

World War II formally ended at 9:08 on Sunday morning, September 2, 1945, in a knot of varicolored uniforms on the slate-gray veranda deck of the USS Missouri in Tokyo Bay. When the last signature had been affixed to Japan's unconditional surrender, Douglas MacArthur declared with the accent of history, "These proceedings are closed."

To sign the surrender, a small delegation of Japanese diplomats and military appeared promptly 8:55. As they slowly mounted the boarding ladder of the world's biggest battleship, the Japs saw stern ranks of U.S., British, Chinese, Dutch, French, and Russian officers and, behind, the gleaming whites of the Missouri's watchful crew. The allied men saw 11 dumpy figures in black mourning coats or the Japanese army's styleless drab. Each Jap seemed to be trying to hold his features expressionless. At the sight of them, hate flared undisguised in the Chinese faces, General "Vinegar Joe" Stilwell's cheek muscles flexed angrily. Lieut. General George Kenney's lips curled. From time to time the Japs glanced across at the tough-talking, tough-fighting "Bull" Halsey with what appeared to be genuine apprehension. Four minutes after their arrival, Douglas MacArthur strode out from a cabin.

In contrast the Japanese shoddy correctness, MacArthur had not bothered with a necktie. He read his preliminary remarks sonorously from a sheet of paper. He called on those present to rise above hatred "to that higher dignity which alone benefits the sacred purposes we are about to serve..." He stood stiffly erect, but the hands that held the paper trembled. Then, amid a silence that was almost palpable, the signing began, losers first.

The morning had dawned with a gray overcast through which the hundreds of other naval units surrounding the Missouri loomed darkly. But as the last name was written, the sun burned through brilliantly. MacArthur announced that he would effectuate, as soon as possible, the Potsdam stipulation that the Japanese people be freed from oppression and intellectual enslavement. Still wooden, but aureoled with weary resignation, the Japanese left. Climatically, echelon after echelon of U.S. planes roared overhead in perfect counterpoint to Pearl Harbor.

By week's end Allied forces were moving out through Japan, occupying Wake Island, Singapore, Korea, the Chinese coast. In Tokyo, MacArthur ordered the U. S. flag that flew over the U. S. Capitol on Dec. 7, 1941, and subsequently over Casablanca, Rome and Berlin, raised on the U.S. embassy with a typically MacArthur command: "General Eichelberger, have our country's flag unfurled and in Tokyo's sun let it wave in its full glory as a symbol of hope for the oppressed and as a harbinger of victory for the right."

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