

## TEACHING AMERICAN HISTORY PROJECT

### ***Lesson Title – WWII and the Atomic Bomb from Don Curtis and Heather Fitzgerald***

Grade - 5th-8th

Length of class period –50 minutes

Inquiry – (What essential question are students answering, what problem are they solving, or what decision are they making?) How do you think the author’s experience affects their attitudes towards the atomic bomb?

Objectives (What content and skills do you expect students to learn from this lesson?)  
Students will analyze primary source documents (letters and journal entries) and evaluate the perspective of each author.

Materials (What primary sources or local resources are the basis for this lesson?) –  
(please attach) Please view attached documents.

“Surviving the Attack on Hiroshima, 1945”

“The First Atomic Bomb Blast. 1945”

“Hiroshima. August 6<sup>th</sup> 1945”

“Letter from Albert Einstein to Franklin Delano Roosevelt”

“Document Analysis Worksheet (Antiquarian Society)”

Activities (What will you and your students do during the lesson to promote learning?)

1. Students will be breaking into four separate groups.
2. Each group will receive one of four documents (see attached documents) and a Written Document Analysis Sheet (American Antiquarian Society).
3. Members of each group will read and discuss their letter and fill out the Written Document Analysis Sheet (American Antiquarian Society).
4. Groups will take turns reporting to the class about their letters.
5. After each group has reported, copies of the other documents will be passed out to each group.
6. Each group will react to the other documents.

How will you assess what student learned during this lesson? The primary assessment will be the Document Analysis worksheet that will be collected at the end of the lesson and participation in the class discussion.

A possible future assessment/ extension activity: The students will be asked to write their own journal entry or letter to Albert Einstein stating and supporting their position on the use of the Atomic bomb.

Connecticut Framework Performance Standards –

- formulate historical questions based on primary and secondary sources, including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams and written texts;
- gather information from multiple sources, including archives or electronic databases, to have experience with historical sources and to appreciate the need for multiple perspectives;
- demonstrate an in-depth understanding of selected events representing major trends of world history (e.g., emergence of new centers of agrarian society in the 3rd and 2nd millennia BCE, the Black Death, the Columbian voyages, the French Revolution, World War II);
- explain the significance of the achievements of selected individual scientists and inventors from around the world and from various periods;
- describe relationships between historical subject matter and other subjects they study, current issues and personal concerns.