



# 1925–1949

## Nebraska Helps Win The War

### activities

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		grade level	page
1	<b>PHOTOGRAPH ANALYSIS</b> The Enola Gay	4 8	2
2	<b>PRIMARY SOURCE ANALYSIS</b> Truman's Announcement	HS	3
3	<b>PRIMARY SOURCE ANALYSIS</b> Truman's Announcement & Letter to Hiroshima	HS	4
●	Resources		5
●	Nebraska Department of Education Content Area Standards		A1

## 1

## The Enola Gay

Activity Grade Level

4

8

### ■ activity

### Photograph Analysis

Analyze the photograph of The Enola Gay (<http://nebraskastudies.org/1925-1949/nebraska-helps-win-the-war/the-enola-gay-col-hiroshima/>) and quotes located in the text of and answer the following questions:

- What is The Enola Gay and where was it built?
  - Who was Paul Tibbets?
  - In the VJ-Day and the Nation Retools for the Atomic Age story, what did Rose Marie Murphy Christensen and Tom Sherman have to say about dropping the atomic bombs on Japan? Do you agree or disagree with them?
- <http://nebraskastudies.org/1925-1949/nebraska-helps-win-the-war/the-enola-gay-col-hiroshima/>

### ■ Nebraska Department of Education Content Area Standards

#### Social Studies

SS 4.4.2; SS 4.4.3; SS 4.4.4 | SS 8.4.1; SS 8.4.2; SS 8.4.3; SS 8.4.4

#### Language Arts

LA 4.1.6 Comprehension; LA 8.1.6 Comprehension

## 2

## Truman's Announcement

Activity Grade Level

HS

## ■ activity

## Primary Source Analysis

**First**, access President Harry S. Truman's announcement of the dropping of the first atomic bomb on Japan. <http://www.nebraskastudies.org/1925-1949/nebraska-helps-win-the-war/>

**Then** answer the following questions from the Library of Congress *Questions for Analyzing Primary Sources* <https://www.loc.gov/item/webcast-6633/>

1. Who created the source and why? Was it created through a spur-of-the-moment act, a routine transaction, or a thoughtful, deliberate process?
2. Did the recorder have firsthand knowledge of the event? Or, did the recorder report what others saw and heard?
3. Was the recorder a neutral party, or did the creator have opinions or interests that might have influenced what was recorded?
4. Did the recorder produce the source for personal use, for one or more individuals, or for a large audience?
5. Was the source meant to be public or private?
6. Did the recorder wish to inform or persuade others? (Check the words in the source. The words may tell you whether the recorder was trying to be objective or persuasive.) Did the recorder have reasons to be honest or dishonest?
7. Was the information recorded during the event, immediately after the event, or after some lapse of time? How large a lapse of time?

## ■ Nebraska Department of Education Content Area Standards

## Social Studies

SS HS.3.5; SS HS.4.1; SS HS.4.4

## Language Arts

LA 12.1 Reading; LA 12.1.1 Concepts of Print; LA 12.1.2 Phonological Awareness; LA 12.2.2 Writing Modes

## 3

### Truman's Announcement & Letter to Hiroshima

Activity Grade Level

HS

#### ■ activity

### Primary Source Analysis

Compare and contrast President Harry S. Truman's announcement of the dropping of the first atomic bomb on Japan (<http://www.nebraskastudies.org/1925-1949/nebraska-helps-win-the-war/>) with Truman's letter to Hiroshima in 1958 (<http://www.nebraskastudies.org/1925-1949/nebraskahelps-win-the-war/>). Use the following questions as a basis for your analysis:

1. When was each document written? What is the significance of each date?
2. Compare and contrast the reasons stated by President Truman in each letter for dropping the atomic bomb.
3. Which arguments given by President Truman for dropping the atomic bomb do you support?
4. Which arguments given by President Truman for dropping the atomic bomb do you not support?
5. Do you personally think the atomic bomb should have been dropped on a Japanese City? Why or why not?

(For reference, here is the resolution made by the Hiroshima City Council in 1958: Search the President Truman Library website for other artifacts regarding World War II: <http://www.trumanlibrary.org/>.)

#### ■ Nebraska Department of Education Content Area Standards

##### Social Studies

SS HS.3.5; SS HS.4.1; SS HS.4.4

##### Language Arts

LA 12.1 Reading; LA 12.1.1 Concepts of Print; LA 12.1.2 Phonological Awareness; LA 12.2.2 Writing Modes

RESOLUTION NO. 11  
RESOLUTION TO DECLARE PROTEST AGAINST BROADCAST REMARKS OF MR.  
TRUMAN, FORMER UNITED STATES PRESIDENT

Dear Mr. Chairman:

Your courteous letter, enclosing the resolution of the Hiroshima City Council, was highly appreciated. The feeling of the people of your city is easily understood, and I am not in any way offended by the resolution which their city council passed.

However, it becomes necessary for me to remind the City Council, and perhaps you also, of some historical events.

# 1925-1949

## Nebraska Helps Win The War

### resources

	page
Photograph Analysis Worksheet	6
Written Document Analysis Worksheet	7

Nebraska Department of Education Academic Standards

<https://www.education.ne.gov/contentareastandards/>

Nebraska Department of Education Social Studies and History Standards

<https://cdn.education.ne.gov/wp-content/uploads/2019/11/Nebraska-Social-Studies-Standards-Final-11-2019.pdf>

National Archives <http://www.archives.gov/index.html>

Library of Congress Learning Page Lesson Plans

<https://www.loc.gov/search/?in=&q=lesson+plans&new=true&st=>

## Analyze a Photograph

## Meet the photo.

Quickly scan the photo. What do you notice first?

Type of photo (check all that apply):

- ☐ Portrait
  - ☐ Landscape
  - ☐ Aerial/Satellite
  - ☐ Action
  - ☐ Architectural
  - ☐ Event
  - ☐ Family
  - ☐ Panoramic
  - ☐ Posed
  - ☐ Candid
  - ☐ Documentary
  - ☐ Selfie
  - ☐ Other

Is there a caption? ☐ yes ☐ no

## Observe its parts.

*List the people, objects and activities you see.*

PEOPLE	OBJECTS	ACTIVITIES

Write one sentence summarizing this photo.

## Try to make sense of it.

Answer as best you can. The caption, if available, may help.

## Who took this photo?

## Where is it from?

## When is it from?

### What was happening at the time in history this photo was taken?

Why was it taken? List evidence from the photo or your knowledge about the photographer that led you to your conclusion.

**Use it as historical evidence.**

What did you find out from this photo that you might not learn anywhere else?

What other documents, photos, or historical evidence are you going to use to help you understand this event or topic?



# Analyze a Written Document

## Meet the document.

Type (check all that apply):

- |   |                                    |  |  |  |
|---|------------------------------------|--|--|--|
| <input type="checkbox"/> Letter                 | <input type="checkbox"/> Speech    | <input type="checkbox"/> Patent                  | <input type="checkbox"/> Telegram      | <input type="checkbox"/> Court document        |
| <input type="checkbox"/> Chart                  | <input type="checkbox"/> Newspaper | <input type="checkbox"/> Advertisement           | <input type="checkbox"/> Press Release | <input type="checkbox"/> Memorandum            |
| <input type="checkbox"/> Report                 | <input type="checkbox"/> Email     | <input type="checkbox"/> Identification document |  | <input type="checkbox"/> Presidential document |
| <input type="checkbox"/> Congressional document |                                    | <input type="checkbox"/> Other                   |  |  |

Describe it as if you were explaining to someone who can't see it.

*Think about: Is it handwritten or typed? Is it all by the same person? Are there stamps or other marks? What else do you see on it?*

## Observe its parts.

Who wrote it?

Who read/received it?

When is it from?

Where is it from?

## Try to make sense of it.

What is it talking about?

Write one sentence summarizing this document.

Why did the author write it?

Quote evidence from the document that tells you this.

What was happening at the time in history this document was created?

## Use it as historical evidence.

What did you find out from this document that you might not learn anywhere else?

What other documents or historical evidence are you going to use to help you understand this event or topic?



## Nebraska Department of Education Content Area Standards

### ■ Social Studies Standards

4

**SS 4.4.2** Analyze and explain multiple perspectives of events in Nebraska, including historically marginalized and underrepresented groups.

**SS 4.4.3** Analyze past and current events throughout Nebraska history.

**SS 4.4.4** Develop historical inquiry and research skills.

8

**SS 8.4.1** Analyze patterns of continuity and change over time in the United States history.

**SS 8.4.2** Use multiple perspectives to evaluate the historical, social, and cultural context of past and current events.

**SS 8.4.3** Examine historical events from the perspectives of marginalized and underrepresented groups.

**SS 8.4.4** Evaluate and interpret sources for perspective and historical context.

HS

**SS HS.3.5** Evaluate issues and/or events using geographic knowledge and geospatial skills to make informed decisions.

**SS HS.4.1** Analyze and evaluate patterns of continuity and change over time in history.

**SS HS.4.4** Evaluate sources for perspective, limitations, accuracy, and historical context.



## Nebraska Department of Education Content Area Standards

### ■ Language Arts Standards

4

**LA 4.1.6** Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.

8

**LA 8.1.6** Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.

HS

**LA 12.1 Reading** The standards for Grade 12 presume that basic skills in reading have been taught before grade 4 and that students are independent readers. For those students who are still having difficulty in developing grade level reading skills, teachers should continue to work with students in those areas appropriate to the skills and needs of the individual student. Grades 8 through 12 should continue the emphasis on developing reading skills (skill building) while maintaining the emphasis on expanding the variety and depth of reading experiences.

**LA 12.1.1** Concepts of Print: By the end of the twelfth grade, students will identify the basic facts and essential ideas in what they have read or viewed.

**LA 12.1.2** Phonological Awareness: By the end of the twelfth grade, students will locate, access, and evaluate resources to identify appropriate information.

**LA 12.2.2** Writing Modes: Students will use a variety of forms to write for different audiences and purposes.