1925–1949
The War: Nebraska Stories

L1
LESSON PLAN
Nebraskans Support the War Effort

L2
LESSON PLAN
The Military, War, and Racism in Nebraska

L3
LESSON PLAN
Respect and Forgiveness

L4
LESSON PLAN
The Atomic Bomb, A Child’s View

L5
LESSON PLAN
The Atomic Bomb

Resources

Nebraska Department of Education
Content Area Standards

nebraska studies.org
LESSON PLAN

Nebraskans Support the War Effort

By Bev Grueber, North Bend Central Public School

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.

**Time** 5 days

**Objectives**

Students at the end of this unit will understand the impact of World War II on various aspects of life in Nebraska. They will continue thinking about ways Nebraskans can contribute to our great state and nation today.

- Students will list specific actions on the home front provided by Nebraskans of all ages.
- Students will discuss ways in which children became involved with the war effort.
- Students will explain the connection between battle field and home front in Nebraska.
- Students will locate air bases used in Nebraska during World War II.

**Introduction**

On October 12, 1942, President F. D. Roosevelt declared in one of his fireside chats to the American people, “This whole nation of 130 million men, women, and children is becoming one great fighting force.” The President made a point of including children and non-combat women as part of the “fighting force”. This week long lesson will examine how adults and children in Nebraska contributed to the WWII effort without leaving the state.

**Resources**

- Nebraska Studies 1925-1949, THE WAR: NEBRASKA STORIES
  http://www.nebrastastudies.org/1925-1949/the-war-nebraska-stories/
- Nebraska State Historical Society: Trailblazer https://history.nebraska.gov/education/trailblazers
- various other classroom resource books

**Nebraska Department of Education Content Area Standards**

**Social Studies**

SS 4.3.1; SS 4.3.2; SS 4.3.3; SS 4.4.1

**Language Arts**

LA 4.1.6 Comprehension; LA 4.2.1 Writing Process; LA 4.2.2 Writing Modes; LA 4.3.1 Speaking; LA 4.3.2 Listening; LA 4.4.1 Information Fluency

nebraskastudies.org
LESSON PLAN

Nebraskans Support the War Effort

By Bev Grueber, North Bend Central Public School

Materials

• Poster board and markers
• At the end of this lesson plan:
  - Research Project Guide
  - “Fish” Graphic Organizer
  - Project Board and Pyramid Fold
  - Oral Presentation Rubric
  - Rationing Card
• Paper and writing utensils
• Access to the Internet

Vocabulary

**Axis Powers:** The countries of Germany, Italy, Japan, and their allies during WWII.

**Allies:** The “big four” allies were Great Britain, United States, Soviet Union, and France.

**Rationing:** A fixed allowance of food and supplies.
LESSON PLAN

Nebraskans Support the War Effort

By Bev Grueber, North Bend Central Public School

Activity Grade Level

4

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.

The Process

1. Students will access Nebraska Trailblazer, issue #21 at the above web site, as well as read the web page and watch the video on The War: Nebraska Stories, Reactions at Home: War Changes Everything: http://www.nebraskastudies.org/1925-1949/the-war-nebraska-stories/reactions-at-home-war-changes-everything/

They will review the reasons for United States involvement in WWII. Recognizing that this may be a sensitive issue, the students will be asked how we in Nebraska have been and continue to be affected by war, currently the War on Terror. This list can be posted on the board or chart paper. Some answers will probably include friends and relatives who are currently in Iraq and Afghanistan, writing letters to soldiers, and news reports. Acknowledge that all these answers are important to those who are affected.


Ask the students to imagine how World War II might have affected Nebraskans. Again, write these on the board or chart. Students will most likely begin with some of the same answers. Through continuing probing questions, the teacher will lead the students to include more effects. Examples of questions:

• Which war had more soldiers serving, WWII or War on Terror?
• What are some of the wars affects on the economy?

During the discussion, students should have built a curiosity as well as a working list of the effects on life on the home front during World War II.

The Process continues >
LESSON PLAN
Nebraskans Support the War Effort

By Bev Grueber, North Bend Central Public School

3. Students will divide into one of the following research/interest groups:
   a. The North Platte Canteen The Home Front: North Platte Canteen
   b. Rationing The Home Front: Nebraskans Tighten Their Belts
   c. Nebraska War Industries:
      • Martin Bomber Plant
      • Ammunition manufacturing and storage depots Arsenal for Democracy (10 pages)
      http://www.nebraskastudies.org/1925-1949/arsenal-for-democracy/
   d. Fort Robinson and K-9 Corp Nebraskans on the Front Lines: Dogs of War
   e. Nebraska military airbases or satellite airfields
      Nebraskans on the Front Lines: Nebraska's Army Airfields

   Students may also access information through Internet sites, books, and other available media to prepare their written reports. They will create a research project guide or graphic organizer (at the end of this lesson plan).

5. After completing the organizer, the information researched will be put in written report form.

6. Each student will create a pyramid fold or project board to further illustrate and explain their research project (at the end of this lesson plan).

7. As students share reports, learners will actively participate by taking notes from classmates’ oral reports.

Evaluation
   • Teacher will use oral presentation rubric (at the end of this lesson plan) or other rubric.
   • Research paper may be graded using six trait writing: Ideas, Organization, Voice, Sentence Fluency, Word Choice, and Conventions
Extensions

1. On November 8, 2001, President George W. Bush called on ordinary Americans by saying, “To serve by bettering our communities and, thereby, defy and defeat the terrorists”. In the same speech the President suggested ways the children of the United States could contribute to the war effort, just as the children of WWII had done. Students may be asked to consider that request, and remembering what they learned from the "home front" of WWII’s ordinary citizens contributions, what would work to help our troops yet today?

2. Students may design a poster to illustrate their home front war effort topic.

3. Letter writing activity. Share with students the online the poster “Be with Him at Every Mail Call” and share with students. This letter writing was considered important to the war effort of WWII. Students may write a letter to a soldier today. https://amhistory.si.edu/militaryhistory/collection/object.asp?ID=553&back=1

4. Do an oral history interview. Many people can vividly recall life on the home front in Nebraska during WWII. One way historians gather information is by interviewing people about their experiences. Students could interview someone from their community (a family member, a neighbor, a teacher) who was about their age during WWII. Here are some sample questions that may be used.

   • Where did you live during WWII?
   • How old were you during WWII?
   • Where were you when you heard about the attack on Pearl Harbor?
   • How did rationing work at your house? What was hardest to do without?
   • Did you make a victory garden?
   • Did you collect scrap materials?
   • How did the war affect your family? Did anyone in your family go overseas?
   • How did WWII change your life?

5. Students may play the Rations Stamp Game.

<table>
<thead>
<tr>
<th>T = 10 minutes of telephone time</th>
<th>S = 1 sweet: soda, cookie, anything with sugar in it (Children with health issues may be exempt from this.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>V = 30 minutes video game, television or DVD movie time.</td>
<td>M = 10 minutes of music</td>
</tr>
</tbody>
</table>

   a. Tell the class that for the next 24 hours, they will experience rationing first hand.

   b. Hand out the rationing card (at the end of this lesson plan).

   c. Tell the students when you use a stamp, simply mark an X through it. When you have used all of your stamps, you may have no more of that thing for the day.
<table>
<thead>
<tr>
<th>WHAT I KNOW</th>
<th>WHAT I WANT TO FIND OUT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FINDING OUT</th>
<th>WHAT I LEARNED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1925 – 1949 The War: Nebraska Stories

Nebraskans Support the War Effort

“Fish” Graphic Organizer

Name____________________________________________________   Topic _____________________

nebraskastudies.org
Nebraskans Support the War Effort

**Project Board and Pyramid Fold**

**PROJECT BOARD**

1. Put one large or several small drawings on one piece of paper.
2. Slightly fold the paper in the center of the drawing where you want a tab.
3. Cut into the paper on the fold at the lower edge of where you want the tab.
4. Cut straight in. Then, cut up to form an “L” shaped cut.
5. When you unfold the paper, the cut will be the tab with the drawing.
6. After all the tabs have been cut, glue this front sheet, drawing side out, onto a second piece of paper. Be sure to avoid putting glue under the tabs.
7. Write or draw under the tabs.

**PYRAMID FOLD**

1. Fold an 8 ½” x 11” sheet of paper into a triangle. Then cut off the excess rectangle left over from the fold.
2. Open the folded triangle, then refold it on the opposite diagonal to make an X-fold pattern.
3. Cut one of the folds just to the midpoint of the X and the paper. This creates 2 triangular-shaped flaps.
4. Glue one of the flaps under the other, forming a pyramid.
5. Label front sections. Inside each third, write information, notes, thoughts, and questions that correspond with the appropriate front label.
### 1925 – 1949 The War: Nebraska Stories

**Nebraskans Support the War Effort**

**Oral Presentation Rubric**

<table>
<thead>
<tr>
<th>Points</th>
<th>Expression</th>
<th>Posture (Mannerisms)</th>
<th>Pacing</th>
<th>Volume</th>
<th>Eye Contact</th>
<th>Enunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Tone fits purpose and audience well</td>
<td>Posture enhances presentation at all times</td>
<td>Speed varies appropriately</td>
<td>Volume enhances presentation</td>
<td>Looks around at the whole audience</td>
<td>Clear and understandable</td>
</tr>
<tr>
<td>3</td>
<td>Tone could be altered slightly to better fit</td>
<td>Posture generally enhances presentation</td>
<td>Talks at a constant speed no matter what is said</td>
<td>Volume is appropriate most of the time</td>
<td>Looks at a couple of areas most of the presentation</td>
<td>Clear and understandable most of the time</td>
</tr>
<tr>
<td>2</td>
<td>Tone is appropriate</td>
<td>Attempts to have appropriate posture, but is still distracting</td>
<td>Zips or drags through parts</td>
<td>Inappropriate volume at times</td>
<td>Stares at one spot most of the presentation</td>
<td>Sometimes not understandable</td>
</tr>
<tr>
<td>1</td>
<td>Lacks tone</td>
<td>Inappropriate posture</td>
<td>Consistently too fast or too slow</td>
<td>Consistently inappropriate volume</td>
<td>Lacks eye contact</td>
<td>Not understandable</td>
</tr>
<tr>
<td><strong>w</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Nebraskans Support the War Effort

Rationing Card

Name ________________________________________________________________

<table>
<thead>
<tr>
<th>M</th>
<th>M</th>
<th>M</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>S</td>
<td>M</td>
<td>T</td>
</tr>
<tr>
<td>T</td>
<td>T</td>
<td>S</td>
<td>V</td>
</tr>
<tr>
<td>V</td>
<td>V</td>
<td>V</td>
<td>S</td>
</tr>
<tr>
<td>V</td>
<td>S</td>
<td>M</td>
<td>T</td>
</tr>
</tbody>
</table>

T = 10 minutes of telephone time

S = 1 sweet: soda, cookie, anything with sugar in it

V = 30 minutes video game, television or DVD movie time

M = 10 minutes of music

When you use a “rationing stamp”, simply mark an X through it.

When you have used all of your stamps, you may have no more of that thing for the day.
LESSON PLAN
The Military, War, and Racism in Nebraska

By Ken Meyers, Wilcox-Hildreth High

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.

Time 4 days; 5 days if writing component is used

Objectives

1. Students will understand the role that racism played in Nebraska history during World War II and Vietnam Wars.

2. Students will develop an understanding of how racism impacts lives of individuals.

3. Students will understand how individuals were able to overcome such discrimination.

Social Studies

SS HS.3.5; SS HS.4.1; SS HS.4.2; SS HS.4.3; SS HS.4.4
LESSON PLAN

The Military, War, and Racism in Nebraska

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.

Resources

African Americans

The War: Nebraska Stories, Minority Experiences: African Americans

The War: Nebraska Stories, Combat: Over There (Charles Lane, Jr.)
http://www.nebraskastudies.org/1925-1949/the-war-nebraska-stories/combat-over-there/

Arsenal for Democracy, Building Bombs on the Plains
http://www.nebraskastudies.org/1925-1949/arsenal-for-democracy/

The History Place: African Americans in World War II
http://www.historyplace.com/unitedstates/aframerwar/

National Park Service: Tuskegee Airmen
https://www.nps.gov/museum/exhibits/tuskegee_airmen/index.html

Nebraska Trailblazer 18, “Aviation in Nebraska”

U.S. Dept. of Defense, The Tenacious Tuskegee Airmen
https://www.defense.gov/Explore/Features/story/Article/1767207/the-tenacious-tuskegee/

Dorie Miller
http://livinghistoryfarm.org/farminginthe40s/life_18.html
http://www.pearlharbor.org/dorie-miller.asp

Thurman Hoskins
http://livinghistoryfarm.org/farminginthe30s/life_31.html
http://livinghistoryfarm.org/farminginthe30s/life_31_03.html

Wikipedia: Captain Alfonza W. Davis, Tuskegee Airman
http://en.wikipedia.org/wiki/Alfonza_W._Davis

Benjamin O. Davis
https://www.military.com/history/gen-benjamin-o-davis-jr.html

Tuskegee Airmen 332nd Fighter Squadron
https://cafriseabove.org/the-tuskegee-airmen/

Building Bombs and Planes
http://livinghistoryfarm.org/farminginthe40s/life_10.html

The Ku Klux Klan
http://livinghistoryfarm.org/farminginthe30s/life_32.html

Resources continues >
LESSON PLAN

The Military, War, and Racism in Nebraska

By Ken Meyers, Wilcox-Hildreth High

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.

Mexican Americans

The War: Nebraska Stories, Minority Experiences: Mexican Americans

The War: Nebraska Stories, Combat: Over There (Nick Garcia)
http://www.nebraskastudies.org/1925-1949/the-war-nebraska-stories/combat-over-there/

Nebraska Trailblazer: 29. Mexican Americans in Nebraska
https://history.nebraska.gov/education/trailblazers

Wikipedia: Mexicans in Omaha, Nebraska
http://en.wikipedia.org/wiki/Mexicans_in_Omaha,_Nebraska

Mexican American Traditions in Nebraska

Mexicans in Nebraska by Dr. Ralph F. Grajeda
http://unlhistory.unl.edu/exhibits/show/chicano-studies-program/dr--ralph-grajeda

Mexican Americans in World War II

Untold stories of Dallas’ Mexican-American veterans of WWII

Japanese Americans

The War: Nebraska Stories, Minority Experiences: Japanese Americans

PBS Most Honorable Son
https://www.pbs.org/mosthonorableson/

Nebraska State Dept. of Education: Profile of Ben Kuroki
http://nsea.org.alpha.pickeringcreative.com/sites/default/files/content_images/Resources/NebraskaProfiles.pdf#page=90

Nisei Invad…Nebraska

Japanese Internment Camps

Native Americans

The War: Nebraska Stories, Combat: Over There (Hollis Stabler)
http://www.nebraskastudies.org/1925-1949/the-war-nebraska-stories/combat-over-there/

Arsenal for Democracy, Building Bombs on the Plains: Native Americans Help Build the Plant

Native Americans in World War II
https://www.nationalww2museum.org/war/articles/american-indian-code-talkers
http://www.lhschools.org/Downloads/Native%20Americans%20in%20WWII.pdf
LEcso PLAN

The Military, War, and Racism in Nebraska

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.

The Process

DAY ONE
1. Divide class into four groups.
2. Assign each group one of the following areas
   - Group #1 African Americans
   - Group #2 Mexican Americans
   - Group #3 Japanese Americans
   - Group #4 Native Americans
4. Discuss terms in glossary (at end of this lesson plan). Make sure every student has an understanding of definition in relationship to racism. Add any additional term which teacher feels necessary to allow students an understanding of racism.
5. Have groups #1-3 read pages and watch the videos on the Nebraska Studies website (pages listed above under Resources) on the minority group assigned. Use other provided websites for research.
6. Have each group prepare a report on the impact of racism for each experience. Also, if students have access to computers, have groups prepare PowerPoint presentations. Requirements: each group needs 10 facts and 10 photos that support presentation.

DAY TWO
Fish Bowl Discussion: Place Groups 1 and 2 and 3 and 4 in a fish bowl discussion setting. Place groups 1 and 3 in desks on the inside while groups 2 and 4 are in desks surrounding the inside group. Have the inside Group 1 discuss their initial findings for the outside groups. The outside groups should be ready to ask the inside group questions. Once this is completed, switch position. Make sure all four groups have a chance to be on the inside to present their findings.

DAY THREE
Have all groups present their reports.

DAY FOUR
Class discussion over the impact of racism. Discuss:
- possible causes
- how people attempted to justify their prejudices
- what impact did racism have on individuals and society during World War II
- what legacy has racism left for today

DAY FIVE
Writing Assignment: In a one-page paper, students are to discuss either the legacy of racism or the impact racism has had on society. Students should use the information obtained in the presentations as well as web research to help support their discussion of the topic.
LESSON PLAN
The Military, War, and Racism in Nebraska

Assessment: See rubric at the end of this lesson plan.

Extension
Have students prepare a timeline of racism in United States history. Focus on racism in the military (African Americans fighting in revolutionary war, Civil War, WWI, WWII, Presidential orders, etc.) Use U.S. military web sites as well as the ones under Resources to gather information.
### 1925 – 1949 The War: Nebraska Stories

The Military, War, and Racism in Nebraska

**Glossary**

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>One who is a descendent of immigrant or enslaved Africans and who was born in America.</td>
</tr>
<tr>
<td>Bloods of Nam</td>
<td>African American soldiers who fought in the Vietnam War.</td>
</tr>
<tr>
<td>Discrimination</td>
<td>The act of making a distinction based on category (such as race) rather than on individual merits.</td>
</tr>
<tr>
<td>Japanese American</td>
<td>One who is a descendent of immigrant Japanese and who was born in America.</td>
</tr>
<tr>
<td>Mexican American</td>
<td>One who is a descendent of immigrant Mexicans and who was born and educated in America.</td>
</tr>
<tr>
<td>Native American</td>
<td>One who is a descendent of one of the many tribes originating in the land now called the United States.</td>
</tr>
<tr>
<td></td>
<td>For example, Hollis Stabler is from the Omaha Tribe, originating in the Indiana-Ohio area, but existing in Nebraska for over 500 years.</td>
</tr>
<tr>
<td>Nisei</td>
<td>(pronounced NEE-say) A first generation American born in the United States who is an offspring of immigrant Japanese parents.</td>
</tr>
<tr>
<td>Prejudice</td>
<td>Preconceived adverse judgment or opinion formed without just grounds or before obtaining sufficient knowledge.</td>
</tr>
<tr>
<td>Racism</td>
<td>A belief that race is the primary determinant of human traits and capacities and that racial differences produce an inherent superiority of a particular race.</td>
</tr>
<tr>
<td>Tuskegee Airmen</td>
<td>99th Fighter Squadron, first all African American fighting squadron formed during WWII.</td>
</tr>
<tr>
<td>University of Nebraska Board of Regents</td>
<td>Governing body of the University of Nebraska, a public institution.</td>
</tr>
</tbody>
</table>
The Military, War, and Racism in Nebraska

**Rubric**

<table>
<thead>
<tr>
<th>Group Discussion</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation</td>
<td>Asked at least three questions, able to answer questions during discussion</td>
<td>Asked at least two questions, attempted to answer questions</td>
<td>Questions did not pertain to topic, unable to give correct answers to questions</td>
<td>No preparation, questions inappropriate, did not participate</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>Fully participated</td>
<td>Participated but unattentive</td>
<td>Took over or let others take over</td>
<td>No participation at all</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentation</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expression</td>
<td>Tone fits purpose and audience well</td>
<td>Tone could be altered slightly to better fit</td>
<td>Tone is appropriate</td>
<td>Lacks tone</td>
<td></td>
</tr>
<tr>
<td>Posture (Mannerisms)</td>
<td>Posture enhances presentation at all times</td>
<td>Posture generally enhances presentation</td>
<td>Attempts to have appropriate posture, but is still distracting</td>
<td>Inappropriate posture</td>
<td></td>
</tr>
<tr>
<td>Pacing</td>
<td>Speed varies appropriately</td>
<td>Talks at a constant speed no matter what is said</td>
<td>Zips or drags through parts</td>
<td>Consistently too fast or too slow</td>
<td></td>
</tr>
<tr>
<td>Volume</td>
<td>Volume enhances presentation</td>
<td>Volume is appropriate most of the time</td>
<td>Inappropriate volume at times</td>
<td>Consistently inappropriate volume</td>
<td></td>
</tr>
<tr>
<td>Eye Contact</td>
<td>Looks around at the whole audience</td>
<td>Looks at a couple of areas most of the presentation</td>
<td>Stares at one spot most of the presentation</td>
<td>Lacks eye contact</td>
<td></td>
</tr>
<tr>
<td>Enunciation</td>
<td>Clear and understandable</td>
<td>Clear and understandable most of the time</td>
<td>Sometimes not understandable</td>
<td>Not understandable</td>
<td></td>
</tr>
<tr>
<td>Content 10 facts</td>
<td>Totally fit report topic</td>
<td>At least 7 relevant facts</td>
<td>At least 4 relevant facts</td>
<td>At least 1 relevant fact</td>
<td></td>
</tr>
<tr>
<td>Content 10 photos</td>
<td>Totally appropriate with topic</td>
<td>At least seven photos appropriate with topic</td>
<td>Four photos appropriate with topic</td>
<td>One photo appropriate with topic</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paper</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Well-stated thesis sentence</td>
<td>Thesis statement well-stated, lack of support in paragraph</td>
<td>Thesis sentence unclear, no support in paragraph</td>
<td>No thesis sentence</td>
<td></td>
</tr>
<tr>
<td>Body</td>
<td>Thesis well supported</td>
<td>Thesis weakly supported, facts not organized</td>
<td>Thesis support lacked clarity, facts failed to support</td>
<td>No support for thesis statement</td>
<td></td>
</tr>
<tr>
<td>Conclusion</td>
<td>Well wrapped up</td>
<td>Concluded paper, but made weak support</td>
<td>Conclusion weak, failed to support body</td>
<td>No conclusion</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL POINTS**

nebraska studies.org
LESSON PLAN
Respect and Forgiveness

By Bev Grueber, North Bend Central Public School

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.

Time 5 days

Objectives

• Students will recognize ethical and unethical uses of power and how they can promote tolerance, understanding, acceptance, and forgiveness.

• Learners will discover, through the poetry of the children, the faces of the children of the Holocaust.

• Learners will appreciate and understand the creative writing and artistic work of children, some their age.

Introduction

As a teacher we need to teach beyond tolerance; we need to inculcate a spirit of respect and forgiveness. No child is born prejudiced. Our prejudices are acquired. The selections and suggestions in the lesson can be a powerful tool toward building a more responsible, forgiving human citizenry.

Materials

• KWL chart (at end of this lesson plan)

• FORGIVENESS chart (at end of this lesson plan)

• Paper and drawing utensils

• Map of Germany

• The book, I Never Saw Another Butterfly

• Access to the Internet

Nebraska Department of Education Content Area Standards

Social Studies
SS 4.3.1; SS 4.3.2; SS 4.3.3; SS 4.4.1; SS 4.4.2; SS 4.4.3; SS 4.4.4

Language Arts
LA 4.2.1 Writing Process; LA 4.2.2 Writing Modes; LA 4.3.1 Speaking
Respect and Forgiveness

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.

Resources

- Nebraska Studies 1925-1949, THE WAR: NEBRASKA STORIES The Horrors of War: Concentration Camps

- Nebraska Studies 1925-1949, THE WAR: NEBRASKA STORIES The Horrors of War: Revenge, Justice, Forgiveness


- Through the Eyes of Children, 5th/6th Grade Holocaust Teaching Trunks
  https://holocaustcenterseattle.org/images/Education/10_5th-6th_Teaching_Trunk_Biblio.pdf
The Process

1. The students will watch the videos and read the two pages on The Horrors of War in the Nebraska Studies website. Discussion will follow to understand the facts regarding the Holocaust, relating them to such general concepts as respect of self and others, honoring diversity, prejudice, heroism, and forgiveness.

2. Students will do a KWL chart (sample at the end of this lesson plan). What do they know about the horrors that happened to the Jews, both children and adults during WWII?

3. Locate: Germany on a map of Europe.

4. Learners will each choose a poem from the book *I Never Saw Another Butterfly*. (See link to sample poem above.) After reading the poem they will write a response to the piece, based on the following:
   - Why they liked it
   - What pictures it painted in their minds
   - Reactions to the feeling
   - Word choice
   - Connections to other pieces of literature.

5. Learners will review their chosen poem and write a poem of their own in response. Some may choose an entirely different style and emotion than the one chosen from the book. These original poems will be read orally in class. Some may choose to illustrate their poetry.

6. The learners will be given art supplies and asked to create a butterfly of their own design to honor and respect those of the children in the poems. These butterflies will include a written note of forgiveness against those who were unkind to them.

7. These butterflies and notes of forgiveness will adorn the classroom walls. Later, after students have become accustomed to the artwork, all will be taken down except for two or three. When someone questions “why”, predictions will be made as to why only those few poems remain up. They will be directed to the realization that only a few of the poets survived.
LESSON PLAN
Respect and Forgiveness

Assessment
1. Learners will create an acrostic poem by writing the word FORGIVENESS on a 9” x 18” piece of white paper (see attached sample). The learner will write something about forgiveness that begins with each letter of their poem.
2. Learners will share these orally.
3. See Oral Rubric at the end of this lesson plan.

Extensions
1. Analyze what you personally would have done during the Holocaust.
2. Explain how we can prevent another horror like this from happening ever again.
3. Analyze reasons why individuals and groups act in certain ways.
4. Write a note forgiving someone for something that has happened in the past/ask someone to forgive you for something that you have done and are now sorry for.
5. Evaluate the impact the Holocaust has on our lives today.
Respect and Forgiveness

<table>
<thead>
<tr>
<th>WHAT I KNOW</th>
<th>WHAT I WANT TO KNOW</th>
<th>WHAT I LEARNED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Respect and Forgiveness

| F | O | R | G | I | V | E | N | S |
Respect and Forgiveness

Oral Presentation Rubric

<table>
<thead>
<tr>
<th>Presentation</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expression</strong></td>
<td>Tone fits purpose and audience well</td>
<td>Tone could be altered slightly to better fit</td>
<td>Tone is appropriate</td>
<td>Lacks tone</td>
<td></td>
</tr>
<tr>
<td><strong>Posture (Mannerisms)</strong></td>
<td>Posture enhances presentation at all times</td>
<td>Posture generally enhances presentation</td>
<td>Attempts to have appropriate posture, but is still distracting</td>
<td>Inappropriate posture</td>
<td></td>
</tr>
<tr>
<td><strong>Pacing</strong></td>
<td>Speed varies appropriately</td>
<td>Talks at a constant speed no matter what is said</td>
<td>Zips or drags through parts</td>
<td>Consistently too fast or too slow</td>
<td></td>
</tr>
<tr>
<td><strong>Volume</strong></td>
<td>Volume enhances presentation</td>
<td>Volume is appropriate most of the time</td>
<td>Inappropriate volume at times</td>
<td>Consistently inappropriate volume</td>
<td></td>
</tr>
<tr>
<td><strong>Eye Contact</strong></td>
<td>Looks around at the whole audience</td>
<td>Looks at a couple of areas most of the time</td>
<td>Stares at one spot most of the presentation</td>
<td>Lacks eye contact</td>
<td></td>
</tr>
<tr>
<td><strong>Enunciation</strong></td>
<td>Clear and understandable</td>
<td>Clear and understandable most of the time</td>
<td>Sometimes not understandable</td>
<td>Not understandable</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL POINTS__________________________
LESSON PLAN
The Atomic Bomb, A Child’s View

By Bev Grueber, North Bend Central Public School

1925 – 1949 The War: Nebraska Stories

Time One week

Lesson Objectives
After investigation how and why the U.S. used the first atomic bomb and watching interviews of those people involved, students will investigate the lasting effects of the atomic bomb on Japan and the ripple effect for Nebraska children.

Introduction
The class will be introduced to the chapter book, Sadako and the Thousand Paper Cranes. The teacher will give the background for the setting and discuss important pieces of the novel. The students will view the video clips on Nebraska Studies about the dropping of the first atomic bomb. The teacher will use these resources to learn the students’ knowledge about World War II, what brought about the war’s end, and the reason the atomic bomb was dropped.

Materials
• Items at the end of this lesson plan:
  - Vocabulary Flip Chart
  - KWL chart
  - Sadako Web Graphic Organizer
  - World War II Questions
  - Venn diagram
• Paper and drawing utensils
• Map of Japan
• The book, Sadako and the Thousand Cranes
• Access to the Internet

Nebraska Department of Education Content Area Standards

Social Studies
SS 4.3.1; SS 4.4.1; SS 4.4.2; SS 4.4.3; SS 4.4.4

Language Arts
LA 4.1.6 Comprehension
LESSON PLAN
The Atomic Bomb, A Child’s View

By Bev Grueber, North Bend Central Public School

Activity Grade Level 4

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>English</th>
<th>Japanese</th>
</tr>
</thead>
<tbody>
<tr>
<td>atomic bomb</td>
<td>A powerful bomb that is created by splitting an atom.</td>
<td>Grandmother (pronounced oh-BAH-sahn)</td>
</tr>
<tr>
<td>Allies</td>
<td>England, France, the U.S., the former Soviet Union, and a few other European countries.</td>
<td>O'Bon (pronounced OH-BONE) A big summer harvest holiday in Japan</td>
</tr>
<tr>
<td>Enola Gay</td>
<td>The U.S. plane that dropped the first atomic bomb on Japan.</td>
<td>kokeshi (pronounced KO-kay-shee) Traditional Japanese doll</td>
</tr>
<tr>
<td>Leukemia</td>
<td>A blood disease that can be caused by radiation.</td>
<td>kimono (pronounced KEY-moan-oh) Traditional Japanese clothing. A long, flowing robe with long, wide sleeves, usually worn by women.</td>
</tr>
<tr>
<td>Surrender</td>
<td>To give up. In time of war, to admit defeat.</td>
<td></td>
</tr>
</tbody>
</table>
LESSON PLAN

The Atomic Bomb, A Child’s View

By Bev Grueber, North Bend Central Public School

Activity Grade Level 4

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.

Resources


• The Sadako Story https://www.hiroshima-is.ac.jp/?page_id=230

• Sadako and the Thousand Paper Cranes video https://www.youtube.com/watch?v=tcsKcgEtlNc

• Kid’s Peace Station (This is a Japanese-produced web site. When prompted to install characters, click cancel and the English version will appear.) http://www.pcf.city.hiroshima.jp/kids/KPSH_E/top_e.html
LESSON PLAN
The Atomic Bomb, A Child’s View

By Bev Grueber, North Bend Central Public School

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.

The Process

1. The students will read the web page and watch the video about *The Atomic Bomb* in the above link in Nebraska Studies. Then, they will do a map study by locating Japan and Hiroshima. Students will compare and contrast that location to Nebraska (latitude, etc.).

2. Next, students will do a vocabulary flip chart (at the end of this lesson plan).

3. Students will also do a KWL chart (at the end of this lesson plan) about World War II.

4. Students will read *Sadako and the Thousand Paper Cranes*. As the book is read, students will keep a journal or reading log with their reactions to the story and its characters. See the Sadako Web Graphic Organizer at the end of this lesson plan.

5. While reading, discuss reasons as to why the United States resorted to dropping the atomic bomb. Remind students that this is a true story of a young girl living in Hiroshima, Japan. This bomb led to Japan’s surrender, but what did it bring to this eleven-year-old Japanese girl? Use the World War II Question and Answer page at the end of this lesson plan.

6. There are some vocabulary words (see above) in the story that are related to Japanese culture. Students can try to read each word a couple of times. Knowing these words will help students understand the content of the book.

7. The student will complete a Venn diagram (at the end of this lesson plan).

8. War continues to plague the earth. Sadako died because world leaders of the 1940s couldn’t resolve their differences peacefully. Is it possible for students in Nebraska to make a difference in world conflicts? Is there anything that children can do to encourage world peace and prevent future catastrophes like those that Sadako faced?
   a. Write a Haiku poem about peace. (Seventeen-syllable verse form, arranged in three lines of five, seven and five syllables.) [http://www.kidzone.ws/poetry/haiku.htm](http://www.kidzone.ws/poetry/haiku.htm)
   b. Find a poem to share about the Peace Museum in Hiroshima, or other related topic.
   c. Write an essay describing how you could promote world peace in our world and prevent future wars.

9. There were many heroes in World War II. Write an essay explaining why you feel Sadako was a hero.

10. Sadako took the doll and golden crane from her bedroom at home to the hospital because they were special to her. Think of three of your most prized possessions. Write an essay describing why these things are special to you.
LESSON PLAN
The Atomic Bomb, A Child’s View

Assessment
Use the rubrics at the end of this lesson plan.

Extensions
1. In the book there was some information about Japanese culture. Use the following website to compare and contrast: cultures, clothing, foods, and art. http://web-japan.org/kidsweb/

2. Let’s learn origami. Use the following web site(s) to learn how to make paper cranes. Students may take them to someone who is ill or a resident at a local nursing home to wish them good health.

http://monkey.org/~aidan/origami/crane/
http://www.planetpals.com/IKC/images/papercranes.jpg
http://home.earthlink.net/~robertcubie/origami/intro.html
The Atomic Bomb, A Child’s View

Vocabulary Flip Chart

1. Write the Vocabulary words in the boxes on the right.
2. Cut only on the dotted lines.
3. Fold this page in half on the vertical line.
4. Under each flap on the page beneath, write the definition of the corresponding word.

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

nebraskastudies.org
### The Atomic Bomb, A Child’s View

<table>
<thead>
<tr>
<th>WHAT I KNOW</th>
<th>WHAT I WANT TO KNOW</th>
<th>WHAT I LEARNED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1925 – 1949 The War: Nebraska Stories

The Atomic Bomb, A Child’s View
Sadako Web Graphic Organizer

Her Sickness

Her Family
Sadako
Thousand Cranes
Her Friends / Class

nebraskaStudies.org
1. When did World War II start and end?

2. Which cities in Japan were attacked with the atomic bomb?

3. Which countries were involved in World War II in addition to America and Japan?
1925 – 1949 The War: Nebraska Stories

The Atomic Bomb, A Child’s View

Venn Diagram

Sadako’s Life
After the 1945 Bomb

Nebraska Child’s Life
After the 1945 Bomb

nebraskastudies.org
### 1925 – 1949 The War: Nebraska Stories

**The Atomic Bomb, A Child’s View**

**Rubric**

Student___________________________________

<table>
<thead>
<tr>
<th>OVERALL</th>
<th>Parameters</th>
<th>Yes 3 points</th>
<th>Somewhat 2 points</th>
<th>Not Really 1 point</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Completeness</strong></td>
<td>Completed all required activities and read the book.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Attitude</strong></td>
<td>Studied the lesson willingly and enthusiastically.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Function</strong></td>
<td>Did the required activities without any spelling or grammar mistakes.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRODUCTS</th>
<th>Parameters</th>
<th>Yes 3 points</th>
<th>Somewhat 2 points</th>
<th>Not Really 1 point</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Poetry</strong></td>
<td>Specific, concrete images, arranged in a way that communicates a message or emotion.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Art</strong></td>
<td>Provides a clear, clean theme.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Essay</strong></td>
<td>Provides a clear theme, supported with specific references/facts from the reading.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL POINTS__________________________________________**
LESSON PLAN
The Atom Bomb

Time
Three days. This topic could be expanded by the teacher if it is desired to be expanded.

Objectives
1. Students will develop an understanding of the issues which affected the decision to use the atomic bomb at the end of World War Two.
2. Students will develop an understanding of the role of morality in war.
3. Through the use of documents and research, students will establish a position on when, or if, the use of weapons of mass destruction is ever justified.

Additional Resources
• Web sites
  Fat Man and Little Boy https://www.atomicheritage.org/history/little-boy-and-fat-man
  Atom Bomb – President Truman Release http://www.trumanlibrary.org/teacher/abomb.htm

Nebraska Department of Education Content Area Standards
Social Studies
SS HS.3.5; SS HS.4.1; SS HS.4.2; SS HS.4.3; SS HS.4.4
The Process

DAY ONE

1. Have students read the following pages and watch the accompanying videos in the Nebraska Studies module, THE WAR: NEBRASKA STORIES.

   The Atom Bomb: Japan Surrenders

   The Atom Bomb: The End of the War
   http://nebraskastudies.org/1925-1949/the-war-nebraska-stories/the-end-of-the-war/

2. Discuss the historical background leading up to the dropping of the “bombs.” Use the Glossary at the end of this lesson for reference.

3. Discuss the following questions.
   a. “All’s fair in war.” Should morality be an issue in war?
   b. Are there times during war when contemporary moral standards should not be followed?

4. Hand out Worksheet #1 (at the end of this lesson plan). Have students work on the sheets and be ready to discuss their “Pros and Cons” the next class time.
LESSON PLAN
The Atom Bomb

DAY TWO

1. Discuss “Pros and Cons” worksheets.

2. If students have access to computers, have students go to: Harry S. Truman Library and Museum: The Decision to Drop the Atomic Bomb [https://www.trumanlibrary.gov/education/presidential-inquiries/decision-drop-atomic-bomb]

   a. Have students select a document.
   b. After reading the document, students should be able to discuss the issues raised concerning the use of the atomic bombs.

If no computer access, before class, the teacher can go to the website and make copies of documents. Recommended documents would be the following:

   a. Diary Entry by Eben Ayers, August 6, 1951
   b. Truman and the Atom Bomb
   c. Correspondence between Harry S. Truman and Samuel Cavert
   d. Harry S. Truman to Karl Compton, Dec. 16, 1946
   e. Harry S. Truman to Roman Bohnen, Dec. 12, 1946
   f. Diary Entries, June 1, 1945

4. List on the board arguments pro and con the use of the atomic bombs.

5. Have students select the argument they support most by placing a mark next to it.

6. Complete the discussion with why students chose the positions they did.
LESSON PLAN
The Atom Bomb

DAY THREE

1. Before class, place the following continuum up on board. Have students stand by the position which best expresses their positions.

<table>
<thead>
<tr>
<th>No.</th>
<th>Undecided.</th>
<th>Yes.</th>
<th>Yes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>President Truman</td>
<td>But President Truman</td>
<td>President Truman</td>
<td></td>
</tr>
<tr>
<td>should not have</td>
<td>should have</td>
<td>should have</td>
<td></td>
</tr>
<tr>
<td>authorized dropping</td>
<td>authorized dropping</td>
<td>authorized dropping</td>
<td></td>
</tr>
<tr>
<td>the bomb.</td>
<td>only one bomb.</td>
<td>both bombs.</td>
<td></td>
</tr>
</tbody>
</table>

2. Hand out Worksheet #2 (at the end of this lesson plan) and have students complete it.

3. Have students sit back down and discuss their responses. After the discussion, have students once again make a line by the statement they supported before the discussion. Now, ask if any student wants to change his or her position. If so, why?

4. Allow students to change their positions on the continuum. These are the groups they’ll be in for the following debate.

5. Allow 15 minutes for the groups to prepare opening statements for their positions. Conduct a debate over the issue of “whether or not Truman should have dropped the bombs on Japan.” (If the students gather into lopsided groups, change the activity into a discussion of why the class thinks their positions are skewed in a certain direction.)

6. After the debate or discussion, again ask if any more students have changed their positions and why.

7. Turn students to current issues and the potential use of weapons of mass destruction. Address issues such as:

   • Should weapons of mass destruction be banned?
   
   • Can and should international organizations limit the possession of weapons of mass destruction only to the superpowers?
   
   • How can nations protect themselves from rogue nations or terrorist groups using WMDs?

Assessment See Rubric at the end of this lesson plan.

The Process: Day Three continues >
Are Weapons of Mass Destruction Ever Justified?

Prior to the development of atomic weapons in WWII, the issue of using them in war had not been faced. The issue of the morality of their use was not a question. Under “PRO”, place your arguments for (if any) the use of atomic weapons. Under “CON” place your arguments against (if any) the use of atomic weapons.

<table>
<thead>
<tr>
<th>PRO</th>
<th>CON</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Worksheet #2: As President, Would You Have Authorized The Use of the Atomic Bomb on Hiroshima and Nagasaki?

Use your research and original sources to help answer the above question.

1. Is the atom bomb likely to work? What are the differences in conditions between the test and the proposed attack on Japan?

2. Are Hiroshima and Nagasaki military targets, or will the main casualties be civilians? Could the bomb be used on an alternative target? Explain.

3. What effect will this attack have on the people living in Hiroshima and Nagasaki?

4. If conventional bombing that killed many thousands of Japanese civilians did not make them surrender, why will the atomic bomb be different?

5. Will the Japanese surrender anyway, without the need to use atomic weapons? Explain.
**Worksheet #2 (continued): As President, Would You Have Authorized The Use of the Atomic Bomb on Hiroshima and Nagasaki?**

*Use your research and original sources to help answer the above question.*

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>How will the Japanese be defeated without using the atomic bomb? At what cost in lives and resources?</td>
</tr>
<tr>
<td>7.</td>
<td>The Japanese started the war by bombing Pearl Harbor. Do you think the American people will mind if you use the atomic bomb on Japanese people? Explain.</td>
</tr>
<tr>
<td>8.</td>
<td>Japanese soldiers have committed war crimes against prisoners of war and people in occupied countries. How does that affect your decision about using the atomic bomb on them?</td>
</tr>
<tr>
<td>9.</td>
<td>What options can you as President take other than using the bomb on Hiroshima and Nagasaki?</td>
</tr>
<tr>
<td>10.</td>
<td>What is your final recommendation?</td>
</tr>
</tbody>
</table>
### The Atomic Bomb Glossary

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edward Teller</td>
<td>Physicist who worked in Germany in early stages of career. Developed the foundations for fusion bomb as Los Alamos team member.</td>
</tr>
<tr>
<td>Albert Einstein</td>
<td>Respected theoretical physicist. Developed Theory of Relativity. Wrote letter to President Roosevelt urging him to support atomic research. Was not asked to join in Manhattan Project because of his pacifist views.</td>
</tr>
<tr>
<td>Enola Gay</td>
<td>Name of the plane which dropped the bomb on Hiroshima.</td>
</tr>
<tr>
<td>“Fat Man”</td>
<td>Code name given to the atomic bomb which relied on the implosion technique. Dropped on Nagasaki, Japan, on August 9, 1945. Devastated more than 2 square miles of the city and caused approximately 45,000 immediate deaths.</td>
</tr>
<tr>
<td>Gen. Leslie Groves</td>
<td>Directed the Manhattan Project., oversaw the construction and operation at Oak Ridge, Tennessee and Los Alamos, New Mexico.</td>
</tr>
<tr>
<td>“Little Boy”</td>
<td>Code name given to one of two bombs using uranium as fuel. Dropped on August 6, 1945, with a force equal to 13,000 tons of TNT. Immediate deaths were between 70,000 and 130,000.</td>
</tr>
<tr>
<td>Los Alamos, New Mexico</td>
<td>The top secret, isolated site where scientists came together to develop the atomic bomb.</td>
</tr>
<tr>
<td>Manhattan Project</td>
<td>Project of U.S. Army to consolidate all sites involved in nuclear research in 1942.</td>
</tr>
<tr>
<td>Military Necessary</td>
<td>Soldiers justified in using any amount and any type of force to compel complete submission of an enemy within least amount of time.</td>
</tr>
<tr>
<td>Oak Ridge, Tennessee</td>
<td>A 60,000-acre site where a gaseous diffusion plant was built in 1942.</td>
</tr>
<tr>
<td>J. Robert Oppenheimer</td>
<td>His research laid theoretical foundations for the understanding of effects produced by cosmic radiation.</td>
</tr>
<tr>
<td>Pu239</td>
<td>Fuel necessary when using spontaneous fission.</td>
</tr>
<tr>
<td>Colonel Paul Tibets</td>
<td>Selected to lead a special unit, 509 Composite Group, that delivered the atomic bombs on Japan. Pilot of the Enola Gay. Dropped first bomb on Hiroshima</td>
</tr>
<tr>
<td>“Trinity”</td>
<td>Code name given to the test bomb which was exploded on July 16, 1945.</td>
</tr>
<tr>
<td>Harry S. Truman</td>
<td>President of the U.S. who decided to use atomic weapons on Japan.</td>
</tr>
<tr>
<td>U235</td>
<td>Fuel obtained in gaseous diffusion.</td>
</tr>
<tr>
<td>Weapons of Mass Destruction</td>
<td>Weapons capable of destroying large areas and/or killing and disabling large segments of the population. Generally refers to chemical, nuclear, or biological agents or explosive devices.</td>
</tr>
</tbody>
</table>
# The Atomic Bomb

## Rubric

**1925 – 1949 The War: Nebraska Stories**

### Discussion

<table>
<thead>
<tr>
<th>Preparation</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asked at least three questions, able to answer questions during discussion</td>
<td>4</td>
</tr>
<tr>
<td>Asked at least two questions, attempted to answer questions</td>
<td>3</td>
</tr>
<tr>
<td>Questions did not pertain to topic, unable to give correct answers to questions</td>
<td>2</td>
</tr>
<tr>
<td>No preparation, questions inappropriate, did not participate</td>
<td>1</td>
</tr>
</tbody>
</table>

### Participation

<table>
<thead>
<tr>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fully participated</td>
</tr>
<tr>
<td>Participated but unattentive</td>
</tr>
<tr>
<td>Took over or let others take over</td>
</tr>
<tr>
<td>No participation at all</td>
</tr>
</tbody>
</table>

### Worksheets

<table>
<thead>
<tr>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
</tr>
<tr>
<td>Answered questions in detail</td>
</tr>
<tr>
<td>Answers incomplete and vague</td>
</tr>
<tr>
<td>Participation</td>
</tr>
<tr>
<td>Filled out with appropriate ideas</td>
</tr>
<tr>
<td>Answers incomplete</td>
</tr>
</tbody>
</table>

### Debate

<table>
<thead>
<tr>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
</tr>
<tr>
<td>Asked at least three questions, was able to answer questions during debate</td>
</tr>
<tr>
<td>Asked at least two questions, attempted to answer questions</td>
</tr>
<tr>
<td>Questions did not pertain to topic, unable to give correct answers to questions</td>
</tr>
<tr>
<td>No preparation, questions inappropriate</td>
</tr>
</tbody>
</table>

### Participation

<table>
<thead>
<tr>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fully participated</td>
</tr>
<tr>
<td>Participated but inattentive</td>
</tr>
<tr>
<td>Took over or let others take over</td>
</tr>
<tr>
<td>No participation at all</td>
</tr>
</tbody>
</table>

**TOTAL POINTS**

---

nebraska studies.org
1925–1949
The War: Nebraska Stories

resources

Additional World War II Resources

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reactions at Home</td>
<td>47</td>
</tr>
<tr>
<td>Combat</td>
<td>48</td>
</tr>
<tr>
<td>African American Experiences</td>
<td>49</td>
</tr>
<tr>
<td>Mexican American Experiences</td>
<td>50</td>
</tr>
<tr>
<td>Japanese American Experiences</td>
<td>51</td>
</tr>
<tr>
<td>Native American Experiences</td>
<td>52</td>
</tr>
<tr>
<td>The Horrors of War</td>
<td>53</td>
</tr>
<tr>
<td>The Atom Bomb</td>
<td>54</td>
</tr>
</tbody>
</table>

Nebraska Department of Education Academic Standards https://www.education.ne.gov/contentareastandards/
National Archives http://www.archives.gov/index.html
resources

Additional World War II Resource
Reactions at Home

Nebraska Trailblazer, World War II:
https://history.nebraska.gov/education/trailblazers

Cornhusker Army Ammunition Plant (former Ordnance Plant)
http://www.globalsecurity.org/military/facility/aap-cornhusker.htm


Petersen, Todd L., Fall 1991. *Kearney, Nebraska, and the Kearney Army Air Field in World War II.* Nebraska History Magazine, Volume 72, Number 3.


Wit, Tracy Lynn, Fall 1990. *The Social and Economic Impact of World War II Munitions Manufacture on Grand Island, Nebraska.* Nebraska History Magazine, Volume 71, Number 3.

Poster: "Be with Him at Every Mail Call"
https://amhistory.si.edu/militaryhistory/collection/object.asp?ID=553&back=1
1925 – 1949 The War: Nebraska Stories

resources

Additional World War II Resource

Combat

Nebraska Trailblazer World War II Pearl Harbor page 1  https://history.nebraska.gov/education/trailblazers

World War II Chronology  http://www.worldwarii.org/

Interactive Map of the European Theater World War II

Timeline World War II -- Pacific War
http://www.historyplace.com/unitedstates/pacificwar/timeline.htm

Pearl Harbor
http://en.wikipedia.org/wiki/Attack_on_Pearl_Harbor
http://www.eyewitnesstohistory.com/pearl.htm

USS Arizona  http://www.nps.gov/usar/

Anzio, 1944  https://www.nps.gov/world-war-ii/battle-of-anzio

Exercise Tiger  https://www.history.com/topics/world-war-ii/battle-of-anzio

Saint Lo Hill 122
http://coulthart.com/134/hill122.htm
http://coulthart.com/134/flag.htm


World War II: Big Fight on Palau  http://www.pacificworlds.com/palau/memories/memory1.cfm

USS Bismarck
http://en.wikipedia.org/wiki/USS_Bismarck_Sea_(CVE-95
http://www.navybuddies.com/cve/cve95.htm


Research Guide to World War II Service Records at the Connecticut State Library
https://libguides.ctstatelibrary.org/hg/militaryrecords/wwii

(Includes photographs of units with names, as well as biographical sketches of commanding officers.)

Killed in World War II
https://www.nationalww2museum.org/students-teachers/student-resources/research-starters/research-starters-worldwide-deaths-world-war
Additional World War II Resource
African American Experiences

The History Place: African Americans in World War II
http://www.historyplace.com/unitedstates/aframerwar/

National Park Service: Tuskegee Airmen
http://www.nps.gov/history/museum/exhibits/tuskegee/airoverview.htm

Nebraska Trailblazer 18, “Aviation in Nebraska”

U.S. Dept. of Defense, The Tenacious Tuskegee Airmen
https://www.defense.gov/Explore/Features/story/Article/1767207/the-tenacious-tuskegee/

Dorie Miller
http://livinghistoryfarm.org/farminginthe40s/life_18.html
http://pearlharbor.org/pearl-harbor-hero-doris-miller-statue-unveiled/

Thurman Hoskins
http://livinghistoryfarm.org/farminginthe30s/life_31.html
http://livinghistoryfarm.org/farminginthe30s/life_31_03.html

Wikipedia: Captain Alfonza W. Davis, Tuskegee Airman
http://en.wikipedia.org/wiki/Alfonza_W._Davis

Building Bombs and Planes
http://livinghistoryfarm.org/farminginthe40s/life_10.html

The Ku Klux Klan
http://livinghistoryfarm.org/farminginthe30s/life_32.html

Wessels Living History Farms: Civil Rights for Minorities
http://www.livinghistoryfarm.org/farminginthe40s/life_18.html
Additional World War II Resource

Mexican American Experiences

The War: Nebraska Stories, Minority Experiences: Mexican Americans

The War: Nebraska Stories, Combat: Over There (Nick Garcia)
http://www.nebraskastudies.org/1925-1949/the-war-nebraska-stories/combat-over-there/

Nebraska Trailblazer: 29. Mexican Americans in Nebraska
https://history.nebraska.gov/education/trailblazers

Wikipedia: Mexicans in Omaha, Nebraska
http://en.wikipedia.org/wiki/Mexicans_in_Omaha,_Nebraska

Mexican American Traditions in Nebraska

Mexicans in Nebraska by Dr. Ralph F. Grajeda
http://unlhistory.unl.edu/exhibits/show/chicano-studies-program/dr--ralph-grajeda

Mexican Americans in World War II

San Gabriel Valley Tribune (California) Online Extra Videos: Untold stories of Mexican-American veterans of WWII
1925 – 1949 The War: Nebraska Stories

resources

Additional World War II Resource
Japanese American Experiences

The War: Nebraska Stories, Minority Experiences: Japanese Americans

PBS Most Honorable Son  https://www.pbs.org/mosthonorableson/

Nisei Invade… Nebraska  http://livinghistoryfarm.org/farminginthe40s/life_14.html


A Nisei on Corregidor  http://www.thedropzone.org/pacific/akune.html
Additional World War II Resource
Native American Experiences

The War: Nebraska Stories, Combat: Over There (Hollis Stabler)
http://www.nebraskastudies.org/1925-1949/the-war-nebraska-stories/combat-over-there/

Arsenal for Democracy, Building Bombs on the Plains: Native Americans Help Build the Plant

Native Americans in World War II
https://www.nationalww2museum.org/war/articles/american-indian-code-talkers
http://www.lhschools.org/Downloads/Native%20Americans%20in%20WWII.pdf

Additional World War II Resource
The Horrors of War

Louis Bulow: The Holocaust, Crimes, Heroes, and Villains http://www.auschwitz.dk/

U.S. Holocaust Memorial Museum: The Holocaust

ThinkQuest: The Holocaust, A Tragic Legacy
https://www.worldcat.org/title/holocaust-a-tragic-legacy/oclc/557216258

Anne Frank: Lessons in Human Rights and Dignity

Anne Frank, The Writer https://www.ushmm.org/search/results/?q=Anne+Frank

PBS Frontline: Memory of the Camps Transcript
http://www.pbs.org/wgbh/pages/frontline/camp/campscript.html

Global Human Rights: Why Do We Need Human Rights? A Case to Consider https://humanrights.unl.edu/


Harvard Nuremberg Trials Documents http://nuremberg.law.harvard.edu/

The U.S. Holocaust Memorial Museum: Nuremberg Trials https://www.ushmm.org/teach

Through the Eyes of Children, 5th/6th Grade Holocaust Teaching Trunks
https://holocaustcenterseattle.org/images/Education/10_5th-6th_Teaching_Trunk_Biblio.pdf

1925 – 1949 The War: Nebraska Stories

resources

Additional World War II Resource

The Atom Bomb


Atom Bomb – President Truman Release http://www.trumanlibrary.org/teacher/abomb.htm

Hiroshima Peace Station http://www.pcf.city.hiroshima.jp/kids/KPSH_E/top_e.html


BBC: On This Day, August 15, 1945 http://news.bbc.co.uk/onthisday/hi/dates/stories/august/15/newsid_3581000/3581971.stm

Fat Man and Little Boy https://www.atombichereitage.org/history/little-boy-and-fat-man


Atom Bomb – President Truman Release http://www.trumanlibrary.org/teacher/abomb.htm

Harry S. Truman Library and Museum: The Decision to Drop the Atomic Bomb https://www.trumanlibrary.gov/education/presidential-inquiries/decision-drop-atomic-bomb


The Sadako Story https://www.hiroshima-is.ac.jp/?page_id=230

Sadako and the Thousand Paper Cranes video https://www.youtube.com/watch?v=tcsKcgEtINc

Kid’s Peace Station (This is a Japanese-produced web site. When prompted to install characters, click cancel and the English version will appear.) http://www.pcf.city.hiroshima.jp/kids/KPSH_E/top_e.html

Haiku http://www.kidzone.ws/poetry/haiku.htm

Japanese culture http://web-japan.org/kidsweb/

How to Create Origami http://monkey.org/~aidan/origami/crane/
http://www.planetpals.com/IKC/images/papercranes.jpg
http://home.earthlink.net/~robertcubie/origami/intro.html
1925 – 1949 The War: Nebraska Stories

Nebraska Department of Education
Content Area Standards

Social Studies Standards

4

SS 4.3.1 Explore where (spatial) and why people, places, and environments are organized in the state and around the world.

SS 4.3.2 Compare the characteristics of places and regions and their impact on human decisions.

SS 4.3.3 Explain how human and natural forces have modified different environments in Nebraska and how humans have adapted.

SS 4.4.1 Investigate patterns of continuity and change over time in Nebraska.

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.

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.4.2 Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history.

SS HS.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.

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

LA 4.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

LA 4.2.2 Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.

LA 4.3.1 Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

LA 4.3.2 Listening: Students will develop and demonstrate active listening skills across a variety of situations.

LA 4.4.1 Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).