

Lesson Two: Alternative version (for lower ability groups) Lesson plan

Learning objectives

By the end of the lesson students will:

- Know that the bombings of Hiroshima and Nagasaki, were controversial with many arguments for and against
- Understand arguments on both sides of the debate
- Be able to form an opinion on the bombings of Hiroshima and Nagasaki

Overview

The class will explore some views of the bombings through card-sorting and bingo-style activities. They will comment on the decision to drop the bomb, then take on the roles of different people who were affected, such as a survivor and a pilot. Finally, they will work out if they think Truman was right or wrong to drop the bombs.

Equipment needed

You will need:

- PowerPoint downloadable from: www.cnduk.org/information/item/2008
- The six character profiles (one for each group), each of which comprises five cards that contain the character's different key arguments (use fewer cards if in smaller groups)
- A bingo sheet for each student.
- 6 sets of reason cards (or more if you choose to have them work in smaller groups).
- Large paper and pens

Starter (10 minutes)

- If you didn't do Lesson One, go through the Lesson One PowerPoint.
- Should Truman drop the bomb? The students are Truman's committee. They must consider if he should have dropped the bomb after seeing the situation on the PowerPoint. They have one minute in their groups to decide!
- Then remind the group that Truman *did* drop the bomb. Ask what they can remember from the last lesson about it and show the images on the PowerPoint.

Bingo-style activity (20 minutes)

Your class are investigators – they must find out about different views around the bombings.

- The PowerPoint will introduce the class to the six characters they will be exploring.
- Split the class into 6 groups. Each group will represent a distinct character with a different view on the bombing.
- Each student will get a card with a different short statement about the group's character. They share it with their group.
- Each group must then work out if their character is for or against the bombing.
- Each student is then given a bingo sheet. Their task is to 'collect' a statement from one person in each other group in a given time and fill in the appropriate boxes. They should aim to collect them all!
- Back at the tables, the groups share what they have discovered.
- Each character is discussed by the class when the picture appears on the PowerPoint. Students from groups that are not representing the character in question must share what *they* know first. The group representing the character can then confirm if they are right.

Truman on Trial card-sorting activity (20 minutes)

- In their groups the students will decide if Truman was right or wrong to drop the bomb. Each group is given a set of 8 'reasons' cards and a sheet of flipchart/coloured paper.
- Ask them to put the cards into one of two columns: 'Truman was right' and 'Truman was wrong' (or similar) for each card and attach it to the sheet
- Ask one group to stick their paper to the board. Ask other groups if they have put the cards elsewhere. If they have, ask them to explain why. The class votes on whether the card should be moved.
- Ask: 'Which side do you agree with more?'

Plenary (10 minutes)

- In their groups, the students discuss whether they think Truman should have dropped the bomb.
- Then they vote as a class by either: A 'blind vote' (ask for hands up – for, against and abstentions, whilst they have their eyes closed so they don't influence each other): Or 'vote with their feet' (standing along a continuum line with 'strongly in favour' of the bombing on one side of the room, 'strongly against' at the other side, and 'unsure' in the middle. They can then discuss why they are standing where they are, and students can move along the line if they are convinced by what their peers say: Or each student writes their name on a sticky note and places it along a continuum line drawn on the board.

Homework/extension

Students fill in the sheet that explores their personal verdict and their reasoning,

Differentiation

This is a more structured version of Lesson Two (The trial of Truman) for lower ability groups. For the standard version, see the main Truman on Trial pack, and for higher ability groups go to www.cnduk.org/information/item/2008

NB: The witnesses are all fictitious. Any close resemblance to real individuals is coincidental.

Group A: Japanese Army General



Your name:
General Sato

I advised the Emperor of Japan in WW11 about army matters.

Japan would have **surrendered soon anyway**.

I don't think the bomb was needed.



Your name:
General Sato

I advised the Emperor of Japan in WWII about army matters.

America wanted us to only **surrender on their terms**. They didn't want to listen to us.



Your name:
General Sato

I advised the Emperor of Japan in WWII about army matters.

We wanted to use the USSR (Russia) as a go-between to **work out surrender**.



Your name:
General Sato

I advised the Emperor of Japan in WWII about army matters.

We would have surrendered sooner if America had let us **keep our Emperor**. In the end, they let us keep him anyway! It wasn't fair to drop the bomb.



Your name:
General Sato

I advised the Emperor of Japan in WWII about army matters.

The war was nearly over anyway. I think America just **wanted to test the bomb** as it was new.

Group B: Survivor of the bombing



Your name:
Sakura Tanaka

I survived the bombing of Nagasaki but my son and granddaughter were killed.

I do not think the bombing was necessary.

My son was 55. My granddaughter was fourteen. I miss them greatly.



Your name:
Sakura Tanaka

I survived the bombing of Nagasaki but my son and granddaughter were killed.

It was the worst thing I have ever seen. Thousands of people died straight away. Some of them were vaporised by the incredible heat of the bomb.

It cannot be right to kill so many innocent people.



Your name:
Sakura Tanaka

I survived the bombing of Nagasaki but my son and granddaughter were killed.

People got ill for ages after the bombing. First of all a strange sickness, then cancers.

I myself now have cancer. I'm sure it was caused by the bomb.



Your name:
Sakura Tanaka

I survived the bombing of Nagasaki but my son and granddaughter were killed.

My son was at work and he never came home. He was killed instantly. My granddaughter developed leukaemia a year after the bomb. She died six months later.

I miss them both so much. The bomb that killed them should never have been dropped.



Your name:
Sakura Tanaka

I survived the bombing of Nagasaki but my son and granddaughter were killed.

It was so unfair to drop another bomb on us in Nagasaki when **they saw how it devastated Hiroshima a few days earlier.**

Group C: Nuclear scientist



Your name:
Edith Waltman

I was a scientist who helped build the bomb.

I knew I was working on a 'secret weapon' but I didn't know it would do **that!** We weren't told. I still feel very bad.



Your name:
Edith Waltman

I was a scientist who helped build the bomb.

I don't think America needed to drop the bomb. I think that **Japan would have surrendered soon anyway.**



Your name:
Edith Waltman

I was a scientist who helped build the bomb.

I think America had a **secret reason** to drop the bomb. I think they wanted to see if it would work or not. It wasn't fair to test it like this.



Your name:
Edith Waltman

I was a scientist who helped build the bomb.

I think America used the bomb to send a message to the world about **how strong they were.** Those innocent people shouldn't have died for this reason: it was wrong.



Your name:
Edith Waltman

I was a scientist who helped build the bomb.

Some people say America should **have dropped the bomb on a bit of Japan where no-one lived, as a warning.** I agree: I don't think it should have been dropped on those cities.

Group D: U.S. civilian



Your name:
Mary Beale

I am a U.S. civilian (ordinary person, not in the army).

I used to be a mother but my son Ron was killed when Japan bombed **Pearl Harbour**. My other son also died.

I am glad the bombs were dropped. We needed to retaliate.



Your name:
Mary Beale

I am a U.S. civilian (ordinary person, not in the army).

My son Bob was captured by the Japanese army after his plane crashed. He was kept in a camp and treated very badly. My other son also died.

I think the bombs **showed Japan how angry we were.**



Your name:
Mary Beale

I am a U.S. civilian (ordinary person, not in the army).

When we heard the bombs had been dropped on Hiroshima and Nagasaki **we felt justice had been done.**

We were all so glad the war was finally over.



Your name:
Mary Beale

I am a U.S. civilian (ordinary person, not in the army).

By dropping the bombs, we showed Japan what we could do.

They won't mess with us again!



Your name:
Mary Beale

I am a U.S. civilian (ordinary person, not in the army).

I have a little granddaughter called Sally. I want her to live in peace.

I think those bombs will help keep peace in the world.

They ended the war and no-one will dare attack us now.

Group E: Truman's Assistant



Your name:
Fred Pilkington

I worked for Truman during the war.

I told him that dropping the bombs was the **quickest way to end the war.**

I think it would have taken ages to end otherwise and many more American soldiers would have died.



Your name:
Fred Pilkington

I worked for Truman during the war.

I think the bombs ended the war as the Japanese people loved their **Emperor** so much they would have **fought to the death for him.**



Your name:
Fred Pilkington

I worked for Truman during the war.

We gave Japan a warning that we would **destroy them** if they didn't surrender. They ignored it.

We had to drop the bombs on Hiroshima and Nagasaki to **prove we meant it!**



Your name:
Fred Pilkington

I worked for Truman during the war.

As Japan didn't surrender until **after** the bombs were dropped, I think this shows **we did the right thing.**



Your name:
Fred Pilkington

I worked for Truman during the war.

By dropping the bombs we gave the war a **clear ending.**

There was no doubt the USA had won!

Group F: Pilot of the plane which dropped the bomb on Hiroshima



Your name:
Rocky Vancetti

I was the pilot of the plane that dropped the bomb on Hiroshima.

I've never regretted it. It ended the war more quickly.



Your name:
Rocky Vancetti

I was the pilot of the plane that dropped the bomb on Hiroshima.

It was the right thing to do. We saved so many lives.

If we had invaded Japan by land instead, more people would have died.



Your name:
Rocky Vancetti

I was the pilot of the plane that dropped the bomb on Hiroshima.

We had bombed so many other Japanese cities, like Tokyo, with normal bombs. But that didn't make them surrender.



Your name:
Rocky Vancetti

I was the pilot of the plane that dropped the bomb on Hiroshima.

We'd tried everything else. The atomic bomb was the last resort.



Your name:
Rocky Vancetti

I was the pilot of the plane that dropped the bomb on Hiroshima.

I have no regrets. I was doing my job, as a US Air Force pilot.

Bingo sheet **Find one student who represents each witness**



General Sato

Circle one: For or Against

Why?



Sakura Tanaka

Circle one: For or Against

Why?



Edith Waltman

Circle one: For or Against

Why?



Mary Beale

Circle one: For or Against

Why?



Fred Pilkington

Circle one: For or Against

Why?



Rocky Vancetti

Circle one: For or Against

Why?

Reasons cards

<p>Normal bombs hadn't made Japan surrender.</p>	<p>Japan bombed Pearl Harbour.</p>
<p>Japan could not have carried on with the war for much longer. They would have surrendered soon.</p>	<p>The bombs gave people cancer for years after they were dropped.</p>
<p>Japan had ignored the warning to surrender.</p>	<p>Japan did horrible things to Prisoners of War (PoWs).</p>
<p>These were new weapons. The USA wanted to see what they were capable of.</p>	<p>The two bombs killed between 150,000- 280,000 people.</p>

Homework: My own verdict

My group thought the bombings were **justified/unjustified** (circle)

The class decided the bombings were **justified/unjustified** (circle)

I think that the bombings were **justified/unjustified** (circle)

This is because:

1.

2.

3.

However, someone else might argue:

1.

2.

3.

But I think they are wrong because:

1.

2.

3.