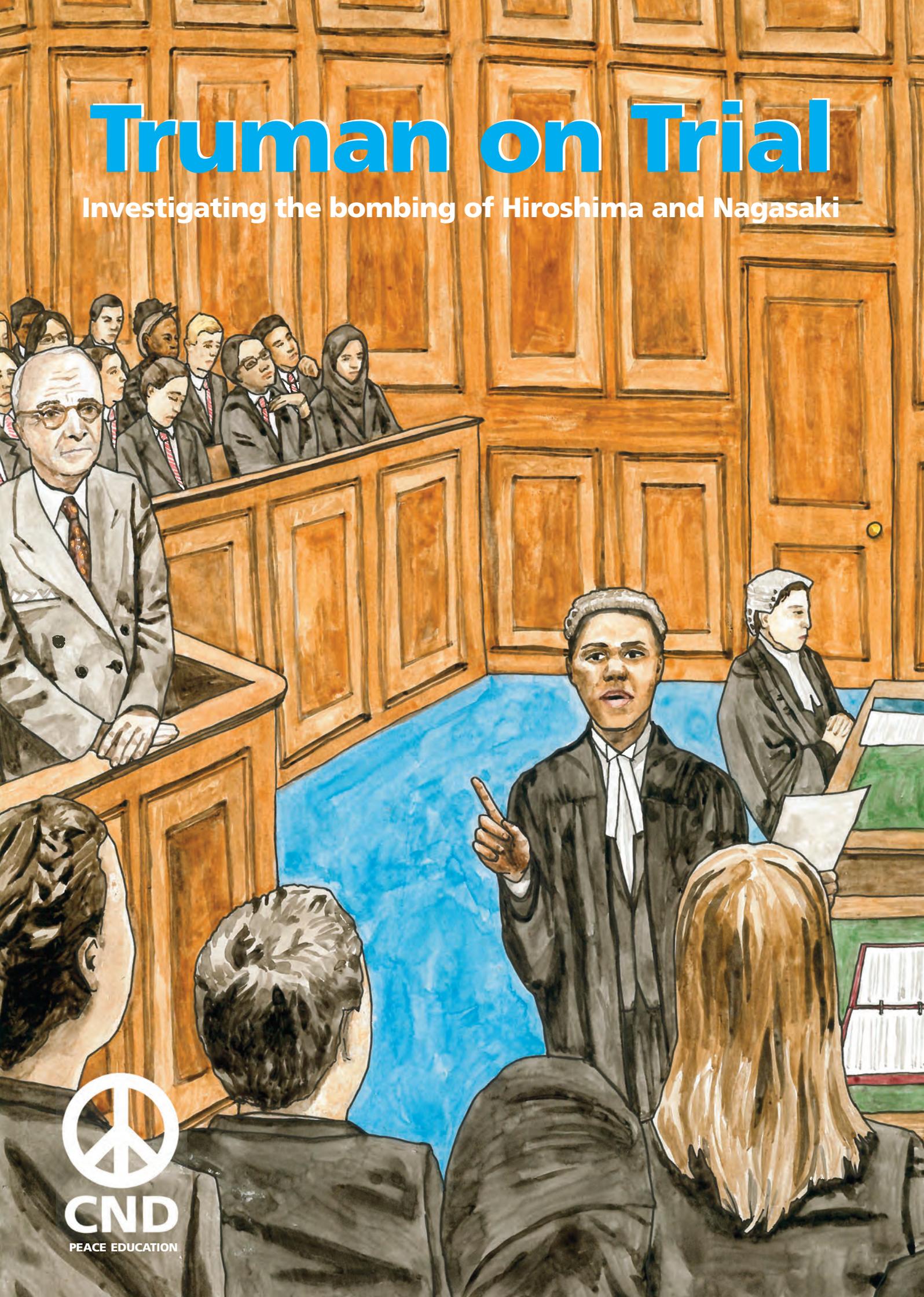


# Truman on Trial

Investigating the bombing of Hiroshima and Nagasaki



# Curriculum links

The following curriculum and syllabus links are for subject teaching from 2015, 2016 or 2017, with first exams in 2017, 2018 or 2019. The links will be updated as appropriate in due course. The resource's relevance to SMSC and Prevent is also outlined.

## Citizenship

**KS3:** 'Pupils should use and apply their knowledge and understanding while developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action... Pupils should be taught about... the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals.'

## GCSE

AQA: Paper 1, Section B: Rights and Responsibilities (Laws, Legal systems, Human rights); Citizenship Skills, Processes and Methods

Edexcel: Paper 1, Theme C: Law and Justice; Paper 2, Theme D: Power and Influence (Media, The UK's role in the rest of the world, Rights and responsibilities in challenging global situations)

OCR: Rights and Responsibilities (1.1); Politics Beyond the UK (2.7); The UK and its Relations With the Wider World (3.2)

## AS

AQA: Unit 2: Democracy, Active Citizenship and Participation (Media)

## A2

AQA: Unit 3: Power and Justice (Crime, Justice and Punishment; The UK relationship to international organisations); Unit 4: Global Issues and Making a Difference (Human rights; Conflict and its resolution).

*Relevant Lessons from Truman On Trial: 1, 2, 3 (Citizenship and History lessons)*

## Drama

### GCSE

AQA: Component 3: Texts in Practice  
EDEXCEL: Component 2: Performance from Text

OCR: Component 3: Presenting and Performing Texts

WJEC: Unit 2: Performing Theatre

### AS

AQA: Component 2: Process and Performance

Edexcel: Component 1: Exploration and Performance

OCR: Component 5: Exploring Performance  
WJEC: Unit 1: Theatre Workshop

### A2

AQA: Component 3: Making Theatre  
Edexcel: Component 2: Text in Performance  
OCR: Component 31: Analysing Performance

WJEC: Unit 3: Text in Action.

Relevant Lessons from Truman On Trial: 2, 3 (Citizenship activity)

## English Language

**KS3:** 'Pupils should be taught to:

- speak confidently and effectively, including through: classroom discussion
- giving short speeches and presentations... participating in formal debates and structured discussions...
- improvising, rehearsing and performing play scripts and poetry...
- write... for a wide range of purposes and audiences, including:
- stories, scripts, poetry and other imaginative writing
- notes and polished scripts for talks and presentations.'

## GCSE

AQA: Spoken Language (A07-9); Paper 1: Exploration in Creative Reading and Writing  
Edexcel: Spoken Language Endorsement (1EN0/03); Component 1: Fiction and Imaginative Writing

OCR: Spoken Language Endorsement (03/04); Communicating Information and Ideas (01); Exploring Effects and Impact (02)

WJEC: Unit 4: Spoken Language (Using Language); Unit 1: Studying Written Language; Unit 3: Literary Reading and Creative Writing (Using Language)

*Relevant Lessons from Truman On Trial: 2, 3 (especially English and Citizenship lessons)*

## Government & Politics

### A2

AQA: Government and Politics of the USA and Comparative Politics; Political Ideas  
Edexcel: Component 3: Comparative Politics  
OCR: Unit F855: US Government and Politics; Unit F855: Political Ideas and Concepts in Practice  
WJEC: Unit 4: Government and Politics of the USA.

*Relevant Lessons: 1, 2, 3 (History lesson).*

## History

**KS3:** 'to ensure that all pupils:

- know and understand significant aspects of the history of the wider world...
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims'; Challenges for Britain, Europe and the wider world 1901 to the present day'

## GCSE

AQA: Period Study: America, 1920-1973: Opportunity and Inequality; Wider World  
Depth Study: Conflict and Tension Between East and West, 1945-1972

Edexcel: Period Study: Superpower relations and the Cold War, 1941-91

OCR: Depth Study: The USA 1919-1948: The People and the State / The USA 1945-1974: The People and the State.

## AS and A2

AQA: Breadth Study: The Making of a Superpower: USA, 1865-1975; Depth Studies: The American Dream: reality and illusion, 1945-1980 / The Cold War, c1945-1991

Edexcel: Breadth Study: In search of the American Dream: the USA, c1917-96; Depth Study: The USA, c1920-55: boom, bust and recovery  
OCR: Non-British Period Studies: The Cold War in Europe 1941-1995 / The Cold War in Asia 1945-1993

WJEC: Breadth Study: The American Century c.1890-1990.

*Relevant Lessons from Truman On Trial: 1, 2, 3 (History lesson)*

## Religious Education

**KS3:** '[Pupils] can... express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues... [they] make compelling and reasonable connections between what religions and worldviews teach and what they say about issues such as starvation around the world, the sanctity of life, environmental ethics, war or prejudice'.

## GCSE

AQA Specification A: Thematic Studies D: Religion, Peace and Conflict  
AQA Specification B: Thematic Studies B: Religion, Peace and Conflict  
AQA Short Course: Religious, Philosophical and Ethical Thematic Study B: Religion, Peace and Conflict

Edexcel Specification A: Philosophy and Ethics; Study of Religion: Practices / Beliefs and Teachings

Edexcel Short Course: Study of Religion: Practices

OCR Specification A: Theme: Religion, Peace and Conflict

WJEC (incl. Short Course): Unit 1 Part B: Theme 2: Issues of Good and Evil

**AS**

Edexcel: Religion and Ethics, Topic 3.1:  
War and Peace

**A2**

Edexcel: Religion and Ethics, Topic 3.1:  
War and Peace

OCR: Developments in Religious Thought:  
Buddhism (06)

*Relevant lessons from Truman On Trial:  
1, 2, 3 (RE lesson)*

**SMSC***Spiritual:*

Pupils' spiritual development is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values

- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning'

*Moral:*

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries....
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.'

*Social:*

- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating

well with others and being able to resolve conflicts effectively

- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs...'

*Relevant lessons from Truman On Trial: All*

**Prevent**

'The Prevent duty is not intended to stop discussion of controversial issues. By providing a safe environment where pupils are encouraged to discuss social and political issues, you can help build their resilience to extremist ideas and prepare them for an active role in society...' – Department for Education and Home Office

*Relevant lessons from Truman on Trial: all.*

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## Introduction

Thank you for your interest in using this copy of Truman On Trial. It is a collection of lesson plans from CND Peace Education that focuses on the debate surrounding the atomic bombing of Hiroshima and Nagasaki by the USA in 1945. It also involves comparison and contrast with the contemporary debate on nuclear weapons.

### Overview of the pack

The lessons can be used in secondary schools, colleges, sixth forms and other youth settings, and are suitable for a wide range of subjects, though particularly Citizenship, English, History, and RE. There are also plenty of opportunities for cross-curricula learning, and enrichment days. An overview of how the resource links closely to the National Curriculum in England, and GCSE and A Level exam board syllabuses – as well as SMSC (including British Values) and Prevent requirements – is provided on the inside front cover.

The lesson activities focus on active, collaborative and fun learning methods, catering to a range of learning styles and abilities. Differentiation and enrichment suggestions are included. Each lesson plan can be used independently, or as a sequence forming part of a bigger scheme of work. The lesson plans usually cover a one-hour slot, but they can be adapted to last for less or more time.

Each lesson section starts with a page which summarises the Learning Objectives, outlines the content of the lesson – and any equipment needed, and details the different activities (including differentiation and enrichment suggestions). This page is followed by the sources and/or other materials required for the lesson.

The resource adheres to the 1996 Education Act stipulation – and similar regulations and guidance for academies and independent schools – against political indoctrination. CND Peace Education's core aim is to empower young people with knowledge on peace and nuclear issues. We do not campaign in schools; rather, we ensure that students encounter a range of viewpoints on nuclear weapons issues, facilitating their critical thinking, and allowing them to reach their own conclusions. All of our work is charitably funded, and we thank The Nuclear Education Trust for its support. We wish to also thank all of those who have contributed to this resource.

### Information about this new edition

This new edition of Truman on Trial includes engaging and fascinating new activities, sources and artwork, as well as updated curriculum links. In particular, there is more opportunity for Citizenship reflection on similarities and differences with the world today (such as the US/North Korea situation and the awarding of the Nobel Peace Prize to the International Campaign to Abolish Nuclear Weapons). The first edition was highly praised by teachers and other educators (see page 93).

It should be noted that the lesson content could be more sensitive or controversial for some students, if for example they have Japanese, US or Chinese heritage, and/or have experienced war first-hand.

All our teaching resources (including individual activities, plus additional materials) are available for free download from our website [www.cnduk.org/education](http://www.cnduk.org/education). Free hard copies can be requested by emailing [peaceeducation@cnduk.org](mailto:peaceeducation@cnduk.org).

We also offer free workshops on any of the lesson plans in this resource and in our other resources: please email [peaceeducation@cnduk.org](mailto:peaceeducation@cnduk.org) for more information or call 020 7700 2393.

Lastly, if – having used the resource – you have any feedback on what works well, and anything that could be improved, we would be delighted to hear from you. Thank you.

CND Peace Education



# A Message from the Nuclear Education Trust

Dear Teacher,

The Nuclear Education Trust (NET) is pleased to provide funding for this new edition of the CND Peace Education resource pack, Truman on Trial. The pack promotes the key object of the Trust, which is:

“To advance education by promoting the study and understanding of, and research into, arms control and disarmament, defence and security, with an emphasis on nuclear weapons and other weapons of mass destruction.”

This object is in keeping with the 2008 call by the UN Committee on the Rights of the Child to the UK Government to make peace education, ‘a fundamental subject in the education system’, and with the UN Secretary General’s statement in 2016 regarding disarmament and non-proliferation education: ‘It is important to bring the discussion of these critical issues to schools in all countries to inform and empower young people to become agents of peace’.

The Nuclear Education Trust is governed by charity law and as such, the NET Trustees would like to make it clear that NET’s educational aims and activities are quite separate from, and independent of, the campaigning work of the Campaign for Nuclear Disarmament (CND).

The educational materials in this pack work to provide young people with an understanding – through interactive learning methods – of the debate surrounding the nuclear bombing of Hiroshima and Nagasaki, as well as of the historical context, and of the functions of international law and criminal courts. The lessons also enable them to apply this learning to the global situation today, and make comparisons and contrasts. The pack enables teachers to empower young people with knowledge through critical thinking and active engagement.

The pack has been subject to the quality assurance of NET’s education sub-committee to ensure that the education resources conform to NET’s objective, that they are free from bias and are presented in such a way as to allow young people to form their own opinions. The pack was also reviewed by a panel consisting of teachers, students and other educationalists for feedback on: usability, impartiality, curriculum relevance and enjoyability. The materials have then been revised in accordance with any recommendations.

If you have any comments about the work, further recommendations or would like to hear more about the Nuclear Education Trust, please email [info@nucleareducationtrust.org](mailto:info@nucleareducationtrust.org).

Peter Burt and Marjorie Mayo  
Co-chairs of NET Trustees



# Lesson One: Hiroshima and Nagasaki Carousel

## Lesson plan

### Learning objectives

By the end of the lesson students will:

- Know what happened at Hiroshima and Nagasaki in 1945
- Understand events that occurred prior to and subsequent to the bombings
- Be able to put the events in chronological order

### Overview

In this carousel activity, the class will work in six teams to find out what happened before, during and after the bombings of Hiroshima and Nagasaki. After the initial PowerPoint, the teams will rotate around six tables and discover resources relating to the bombings. Each table will have a piece of flipchart paper with a question, and each team will answer it in their coloured pen. When they have done a full circuit, the groups will feed back from their original table. Then in pairs, the students will be given a comic strip and will have an opportunity to put the captions in chronological order to show their understanding of the sequence of events.

### Equipment needed

- PowerPoint downloadable from [www.cnduk.org/education](http://www.cnduk.org/education)
- Room set out with six tables with:
  - Flipchart paper on each table with appropriate question written on the top (pp 48-49).
  - Corresponding sources for your subject (pp 12-47 and Overview pp 48-49).
  - Different coloured pen for each group
  - Reflections sheets (pp 9-11)
  - Cartoon and captions for plenary for each student (pp 50-53)

### Starter (5-10 minutes)

- Ask the class if they have heard of the cities of Hiroshima and Nagasaki. If so, why?
- Go through the PowerPoint to give a brief overview of the events. (Optional: if you want your class to do the activity with no prior knowledge at all then skip this step).

### Carousel (35-40 minutes)

- Split the class into six equal groups.
- On each table there will be at least one source, a brief explanation and a piece of flipchart paper with a question written on the top (the sources will be different depending on subject and ability level of the students).
- You can assign the students roles such as researcher, scribe etc.
- Students spend five minutes on each table examining the sources and answering the questions. After five minutes, they rotate to the next table until they arrive back at their 'home' table. (NB: five of the groups will be gathering the information out of chronological order. This will add interesting perspective to the lesson and chronology will be addressed later).
- At each table, as well as writing on the flipchart paper, ask the group to write on the 'my group thinks' part of the reflections sheet.
- When back at their original table, each group will feedback all the comments on the flipchart paper left by each of the other groups. The class will discuss and the teacher can provide any additional background information.
- Every student will fill in a sheet summarising each table's information after each discussion. They will fill in things that other groups have mentioned, as well as their own thoughts.

### Plenary (15-20 minutes)

- In pairs give each student a copy of the cartoon strip of events and the captions.
- Ask the students to match the caption to the picture to put the events surrounding the bombings in a chronological order.
- Go through the answers on the PowerPoint.

### Differentiation

Main activity:

- Lower ability: In small groups the students all view the same sources, one source at a time. Then after each source the class feeds back on the questions. For textual sources, key sentences could be highlighted and paraphrased.

### Plenary:

- Higher ability: Students are given just the drawings and write the captions themselves, or students produce their own drawings to match the captions.
- Lower ability: Students put a pre-drawn and captioned comic strip in order.

All resources available for download from:

<http://www.cnduk.org/information/item/2008>

# Lesson One: Hiroshima and Nagasaki Carousel

## List of sources

Use these tables to help decide which subject-specific sources to use.

Theme (Table)	Source	Page
<b>Historical context (table 1)</b>	Potsdam Declaration	12
	Photos of the attack on Pearl Harbour	13
	Japanese propaganda poster	14
	US propaganda poster	15
	Manhattan Project information and photos	16
<b>Pilots of the plane (table 2)</b>	'Enola Gay' song lyrics	17
	Extract 1 from 'Trinity: A Graphic History'	18
	Photo of the Enola Gay crew	20
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<b>Hiroshima (table 3)</b>	'August 6, 1945 poem and glossary'	21
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	Reactions to the bombings	41
	Winston Churchill's involvement	44
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	Photo of Children's Peace Monument	46
	Photo of origami peace cranes	46
	Photo of lunchbox	47
	Photo of hairloss	47

**Table 1: Historical context**

**What did your group think?**

**What did other groups think?**

**What do you think?**

**Table 2: Pilots of the planes**

**What did your group think?**

**What did other groups think?**

**What do you think?**

**Table 3: Hiroshima 06/08/1945**

**What did your group think?**

**What did other groups think?**

**What do you think?**

**Table 4: Nagasaki 09/08/1945**

**What did your group think?**

**What did other groups think?**

**What do you think?**

**Table 5: Reactions to the bombings**

**What did your group think?**

**What did other groups think?**

**What do you think?**

---

**Table 6: Ongoing effects**

**What did your group think?**

**What did other groups think?**

**What do you think?**

Between 17th July and 2nd August 1945, Truman, Churchill and Stalin (the leaders of the USA, UK and the USSR – the Western Allies) met in Potsdam to discuss the remaining problems in Europe now that Nazi Germany was defeated, and to discuss how to end the war in the Far East. This is known as the Potsdam Conference.

Below are extracts from the Potsdam Declaration, signed by the USA, the UK and China (but not the USSR), and issued to Japan on 26th July 1945 as 'an opportunity to end this war.' Japan did not accept the demands.

## The Potsdam Declaration

3. The result of the futile and senseless German resistance to the might of the aroused free peoples of the world stands forth in awful clarity as an example to the people of Japan. The might that now converges on Japan is immeasurably greater... The full application of our military power, backed by our resolve, will mean the inevitable and complete destruction of the Japanese armed forces and just as inevitably the utter devastation of the Japanese homeland.  
...
5. Following are our terms. We will not deviate from them. There are no alternatives. We shall brook no delay.
6. There must be eliminated for all time the authority and influence of those who have deceived and misled the people of Japan into embarking on world conquest.  
...
9. The Japanese military forces, after being completely disarmed, shall be permitted to return to their homes with the opportunity to lead peaceful and productive lives.
10. We do not intend that the Japanese shall be enslaved as a race or destroyed as a nation, but stern justice shall be meted out to all war criminals, including those who have visited cruelties upon our prisoners...  
...
13. We call upon the government of Japan to proclaim now the unconditional surrender of all Japanese armed forces, and to provide proper and adequate assurances of their good faith in such action. The alternative for Japan is prompt and utter destruction.

(Source: The Potsdam Declaration, issued 26th July 1945, cited on Japan National Diet Library website)



The US Navy destroyer USS Shaw after the attack on Pearl Harbour  
Credit: US National Archives



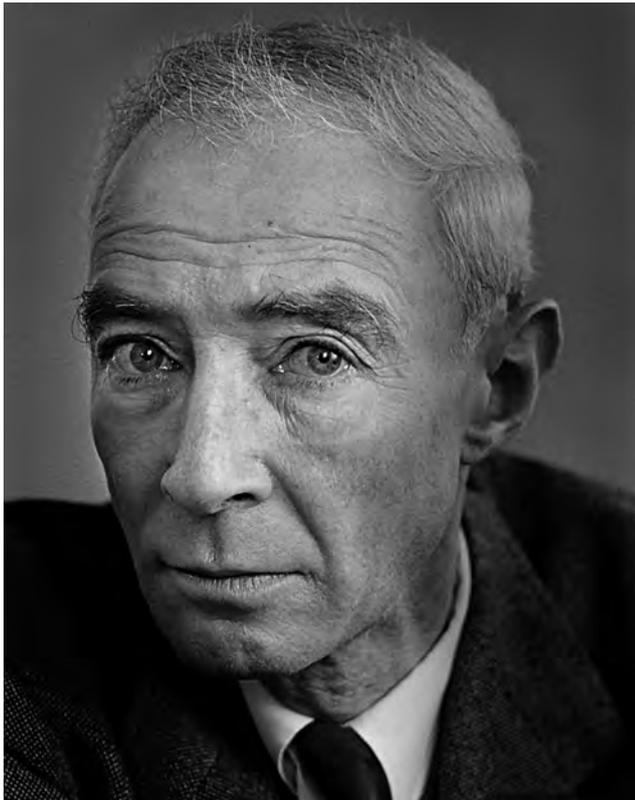
Japanese attack on Pearl Harbor, 7 December 1941. USS Arizona, to the left of her  
are USS Tennessee and the sunken USS West Virginia.  
Credit: National Museum of the US Navy



Text translation:  
'With the help of Japan, China and Manchukuo, the world can be in peace'  
Credit: Wikipedia (public domain)



This poster was released by the United States army towards the end of World War Two  
Credit: James Montgomery Flagg/Jay Pitsby <https://creativecommons.org/licenses/by-nc-sa/2.0/>



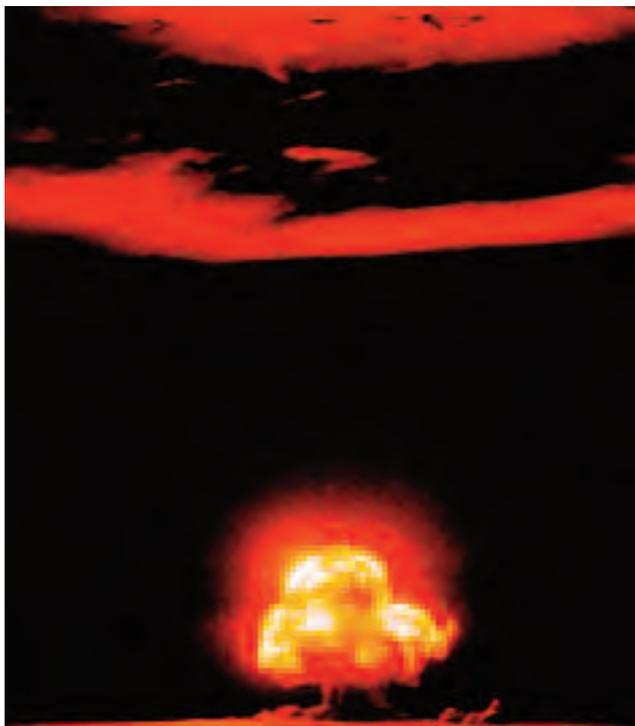
Credit: Alfred Eisenstaedt/James Vaughan

**"I am become death.**

**The destroyer of worlds."**

This photo is of Robert Oppenheimer, who was the head of the secret Manhattan Project that made the bomb.

When they first tested it, he thought of the quote above. It is from the Hindu holy text, the Bhagavad Gita.



Credit: trinityremembered.com

This is a photo of the first ever test of a nuclear bomb. It was called the Trinity test, and took place on 6th July 1945, in the desert in New Mexico, USA.

It was so powerful it turned the sand around the test area to glass.

It cost \$26bn (£17bn) in today's money to build.

**'Enola Gay' by OMD,  
lyrics by Andy McCluskey**

**Enola Gay**

**You should have stayed at home yesterday  
Ah-ha words can't describe  
The feeling and the way you lied**

**These games you play**

**They're going to end in more than tears some day  
Ah-ha Enola Gay  
It shouldn't ever have to end this way**

**It's eight fifteen**

**And that's the time that it's always been  
We got your message on the radio  
Conditions normal and you're coming home**

**Enola Gay**

**Is mother proud of little boy today  
Ah-ha this kiss you give  
It's never ever going to fade away**

**Enola Gay**

**It shouldn't ever have to end this way  
Ah-ha Enola Gay  
It shouldn't fade in our dreams away**

**It's eight fifteen**

**And that's the time that it's always been  
We got your message on the radio  
Conditions normal and you're coming home**

**Enola Gay**

**Is mother proud of little boy today  
Ah-ha this kiss you give  
It's never ever going to fade away**

© Lyrics from the song Enola Gay by OMD. Written by Andy McCluskey. Published by EMI publishing.  
Permission granted by Andy McCluskey.





Excerpts from TRINITY: A GRAPHIC HISTORY OF THE FIRST ATOMIC BOMB by Jonathan Fetter-Vorm. Copyright © 2012 by Jonathan Fetter-Vorm. Reprinted by permission of Hill and Wang, a division of Farrar, Straus and Giroux, LLC.

## Enola Gay crew and Stopped watch



The crew of the Enola Gay, the plane that carried the nuclear bomb to Hiroshima. Taken 1945. It was named Enola Gay after the pilot's mother.

Credit: US Air Force



This pocket watch was found in the destruction after the Hiroshima bomb. It is stopped at exactly the time was dropped. Many others like it have been found.

Credit: Chris Gladis, <https://creativecommons.org/licenses/by-nc-sa/2.0/>

## **'August 6, 1945'** **lyrics by Alison Fell**

In the Enola Gay  
five minutes before impact  
he whistles a dry tune

Later he will say  
that the whole blooming sky  
went up like an apricot ice.  
Later he will laugh and tremble  
at such a surrender, for the eye  
of his belly saw Marilyn's skirts  
fly over her head for ever

On the river bank,  
bees drizzle over  
hot white rhododendrons  
Later she will walk  
the dust, a scarlet girl  
with her whole stripped skin  
at her heel, stuck like an old  
shoe sole or mermaid's tail

Later she will lie down  
in the flecked black ash  
where the people are become  
as lizards or salamanders  
and, blinded, she will complain:  
Mother you are late, so late

Later in dreams he will look  
down shrieking and see  
ladybirds  
ladybirds.

### **Glossary of Terms**

#### **Enola Gay**

Name of the plane that dropped the bomb on Hiroshima

#### **Apricot Ice**

A type of pudding, like ice-cream

#### **Marilyn's skirts**

A famous photograph of the actress Marilyn Monroe showing her standing on an air vent with her skirts blowing out.

#### **Rhododendrons**

Big shrubs or small trees with showy flowers

Survivor artwork 1

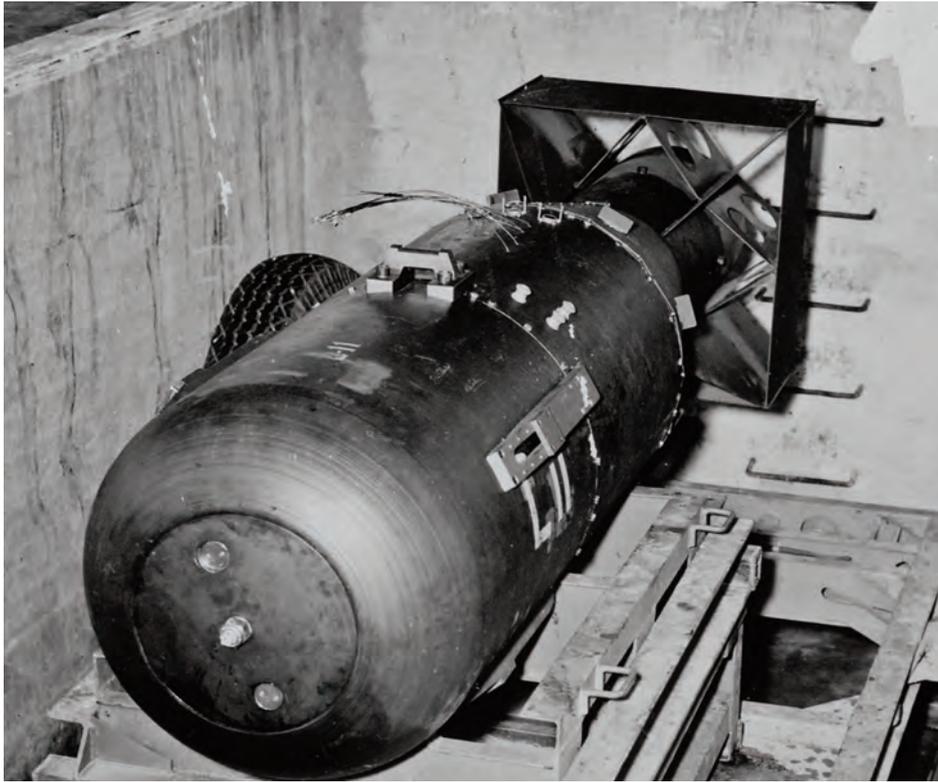


Painted by a Hiroshima survivor of the Hiroshima bomb.  
A woman is trapped in the rubble. Shoichi Furukawa.  
Reproduced with permission of the Hiroshima Peace Memorial Museum

Survivor artwork 2

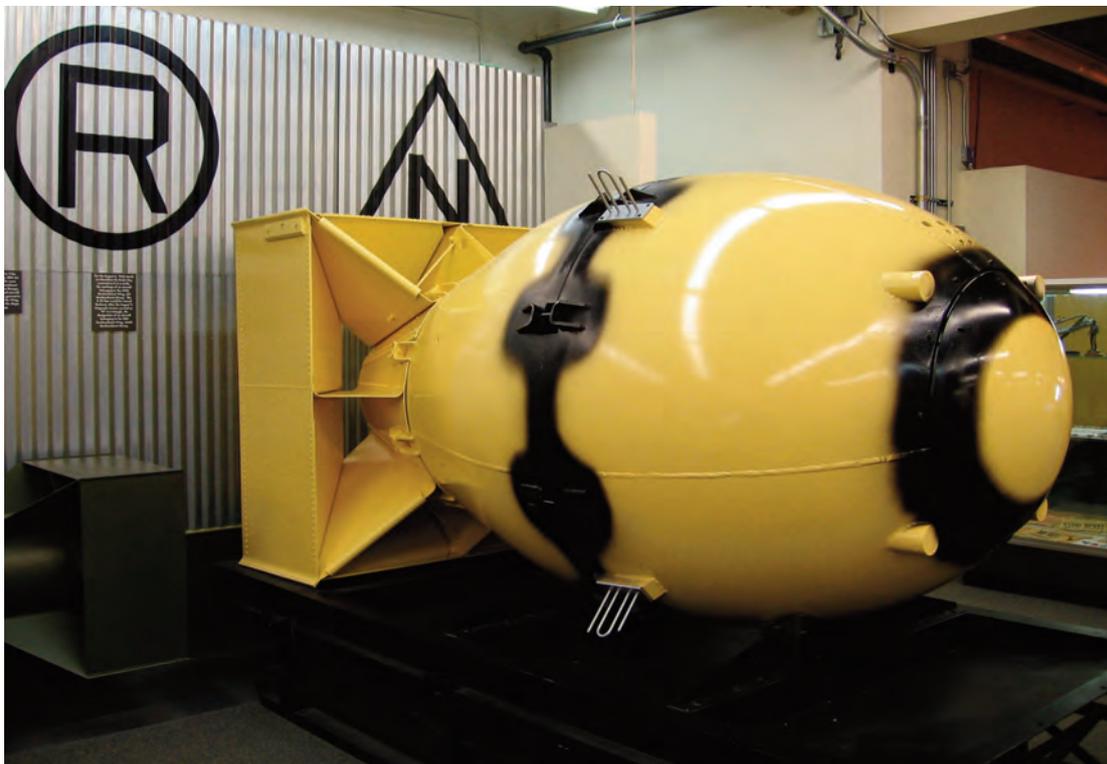


Painted by a Hiroshima survivor of the Hiroshima bomb,  
she was a 17-year-old student nurse. Harue Takashiba.  
Reproduced with permission of the Hiroshima Peace Memorial Museum



A model of the bomb that was dropped on Hiroshima.  
The bomb was nicknamed the 'Little Boy'

Credit: James Vaughan, <https://creativecommons.org/licenses/by-nc-sa/2.0/legalcode>



A replica of the bomb which was dropped on Nagasaki on 9 August 1945,  
known as 'Fat Man'.

Credit: Marcin Wichary, <https://creativecommons.org/licenses/by-nc-sa/2.0/>

## Truman's decision to drop the bombs



Credit: <https://creativecommons.org/licenses/by-sa/2.0/legalcode>

*'I have to decide Japanese strategy – shall we invade Japan proper or shall we bomb and blockade? That is my hardest decision to date. But I'll make it when I have all the facts.'*

(source: Truman's diary, 17th June 1945, Truman Papers, Truman Library)

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*'Just spent a couple of hours with Stalin... He'll be in the Jap war on August 15. Fini Japs when that comes about.'*

(source: Truman's diary, 17th July 1945, Truman Papers, Truman Library)

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*'Discussed Manhattan [Project] (it is a success)... Believe Japs will fold up before Russia comes in. I am sure they will when Manhattan appears over their homeland. I shall inform Stalin about it at an opportune time.'*

(source: Truman's diary, 18th July 1945, Truman Papers, Truman Library. NB: Stalin refused the Japanese request that the USSR helped negotiate a surrender for them).

---

*'I casually mentioned to Stalin that we had a new weapon of unusual destructive force. The Russian Premier showed no special interest. All he said was that he was glad to hear it and hoped we would make 'good use of it against the Japanese'.'*

(source: Truman's memoirs, 1955, nuclearfiles.org. NB: Admiral Leahy, the most senior US military officer during the War, recalled Stalin's reaction slightly differently: that, according to Truman, Stalin had said 'he hoped we would use it effectively' – Source: Leahy's memoirs, 1950, nuclearfiles.org)

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*'We have discovered the most terrible bomb in the history of the world... This weapon is to be used against Japan between now and August 10. I have told the Sec. of War, Mr. [Henry] Stimson, to use it so that military objectives and soldiers and sailors are the target and not women and children. Even if Japs are savages, ruthless, merciless and fanatic, we as the leader of the world for the common welfare cannot drop this terrible bomb on the old capital [Kyoto] or the new [Tokyo]. He & I are in accord. The target will be a purely military one and we will issue a warning statement asking the Japs to surrender and save lives. I'm sure they will not do that, but we will have given them the chance. It is certainly a good thing for the world that Hitler's crowd or Stalin's did not discover this atomic bomb. It seems to be the most terrible thing ever discovered, but it can be made the most useful.'*

(source: Truman's diary, 25th July 1945, Truman Papers, Truman Library)



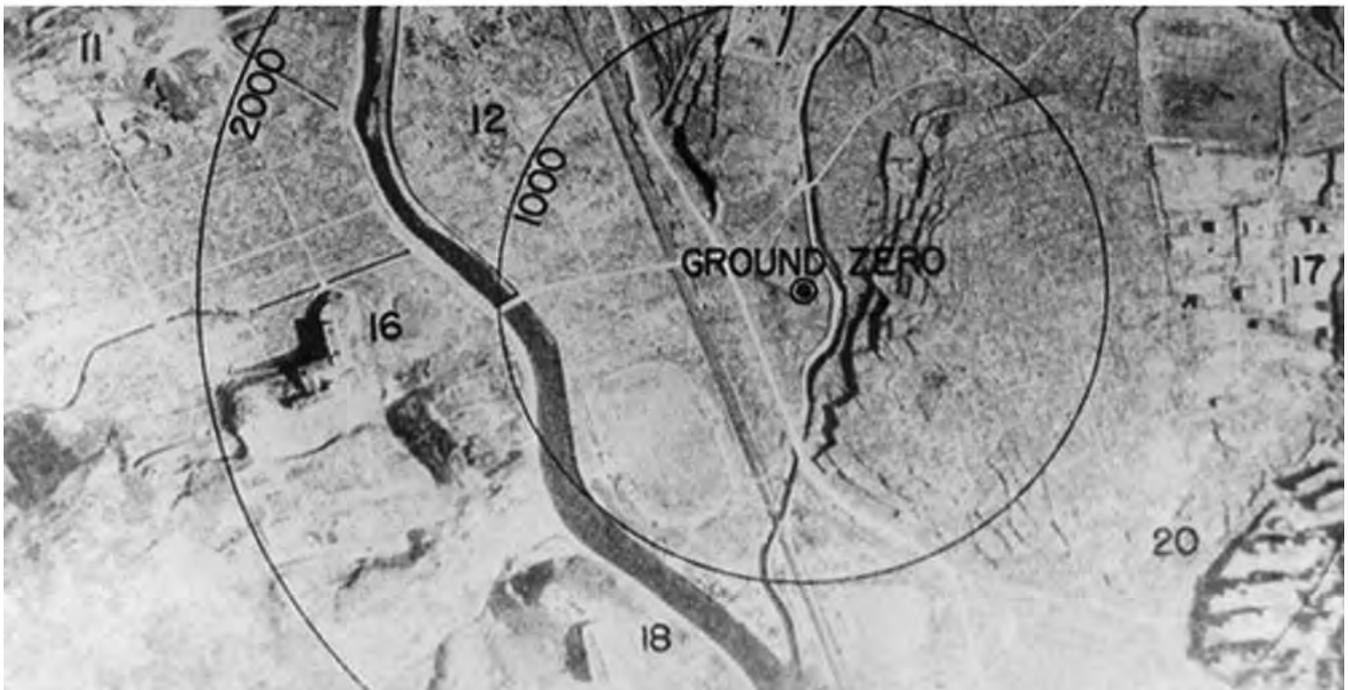
The heat from the blast melted the skin of all who weren't sheltered from the rays. Those wearing dark clothing, which absorbed the heat, suffered the worst burns. Most people were left naked, their clothes ripped away by the force of the blast...

Yikes!  
That horse  
is on fire!!



Barefoot Gen: Vol 1 © Keiji Nakazawa, 2004.  
Published by Last Gasp. Permission granted by Last Gasp.

Nagasaki before and after



Nagasaki before and after the nuclear bomb was dropped  
Credit: Wikimedia Commons

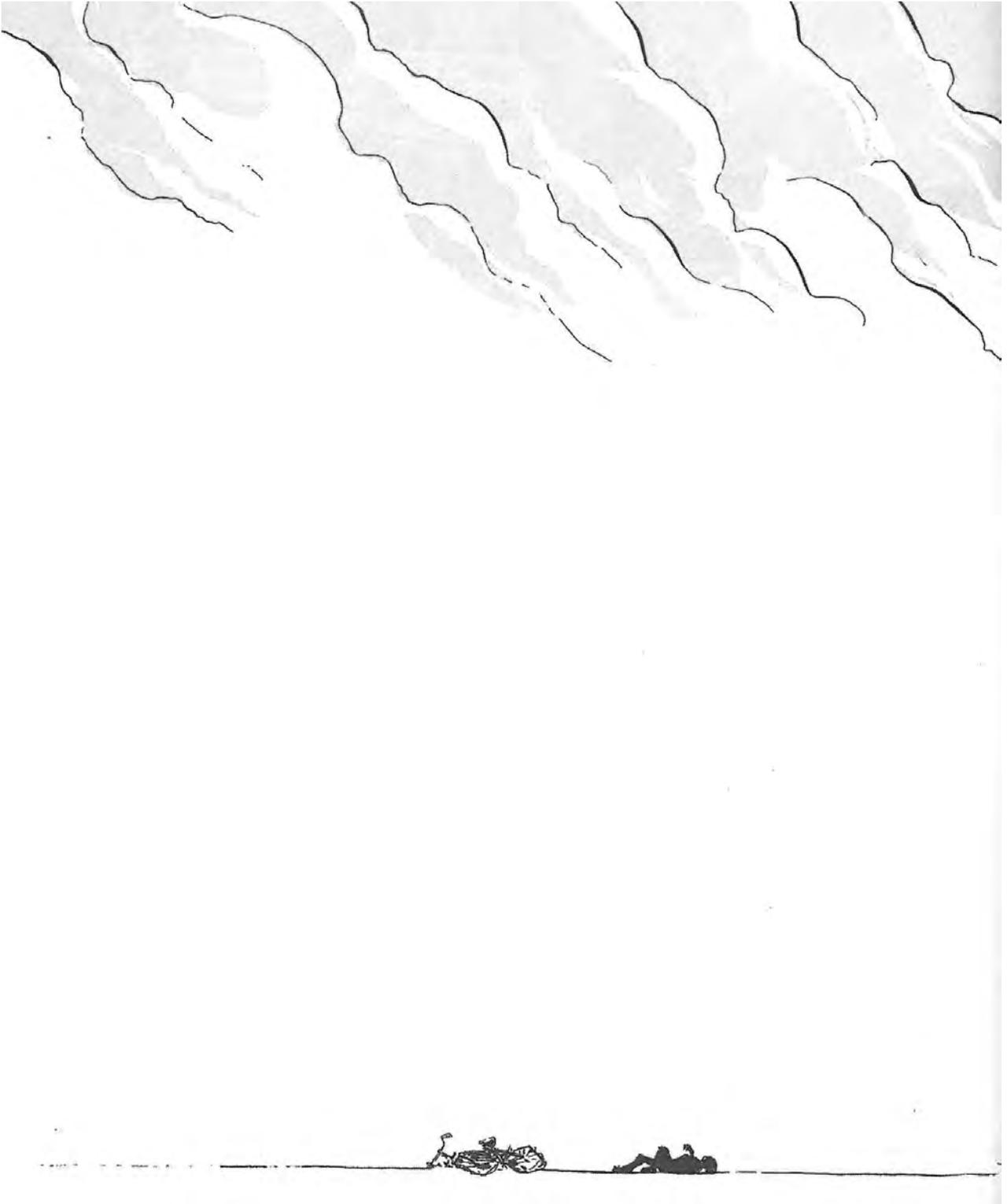
Nagasaki temple ruins

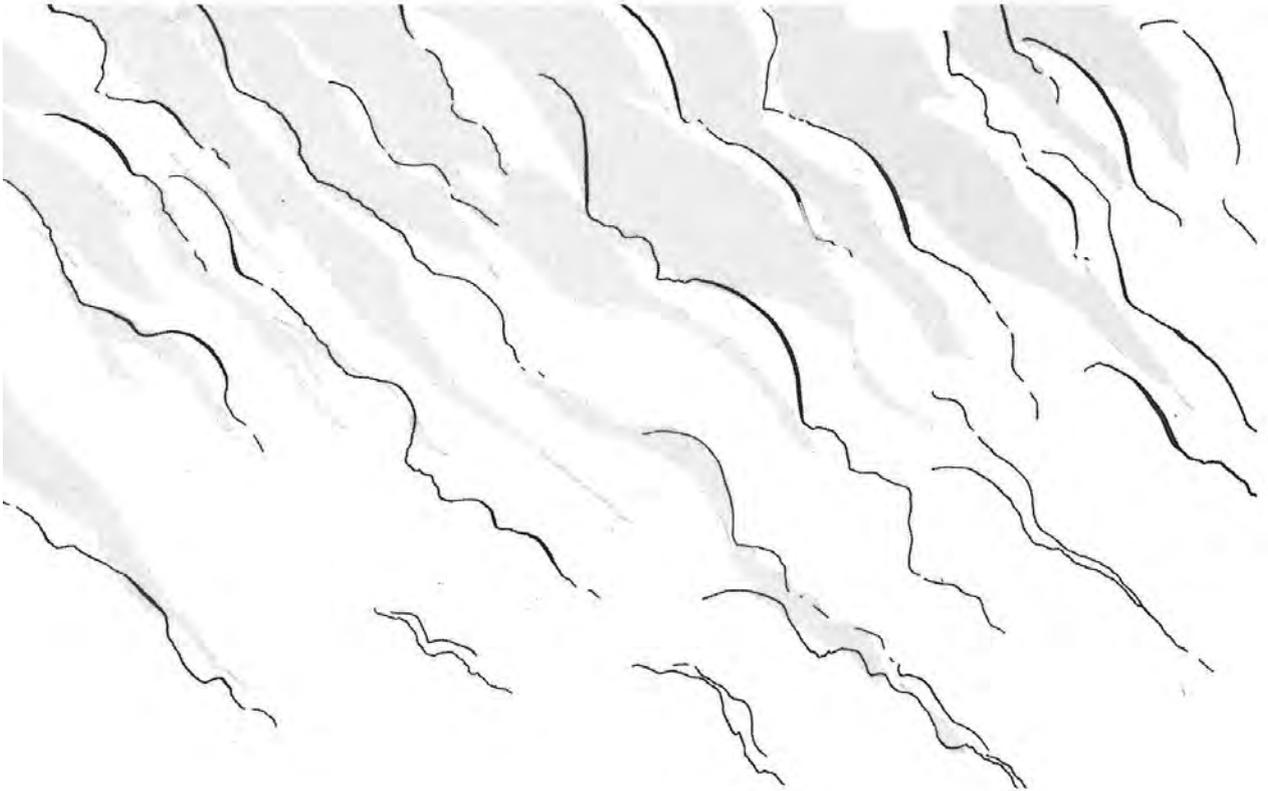


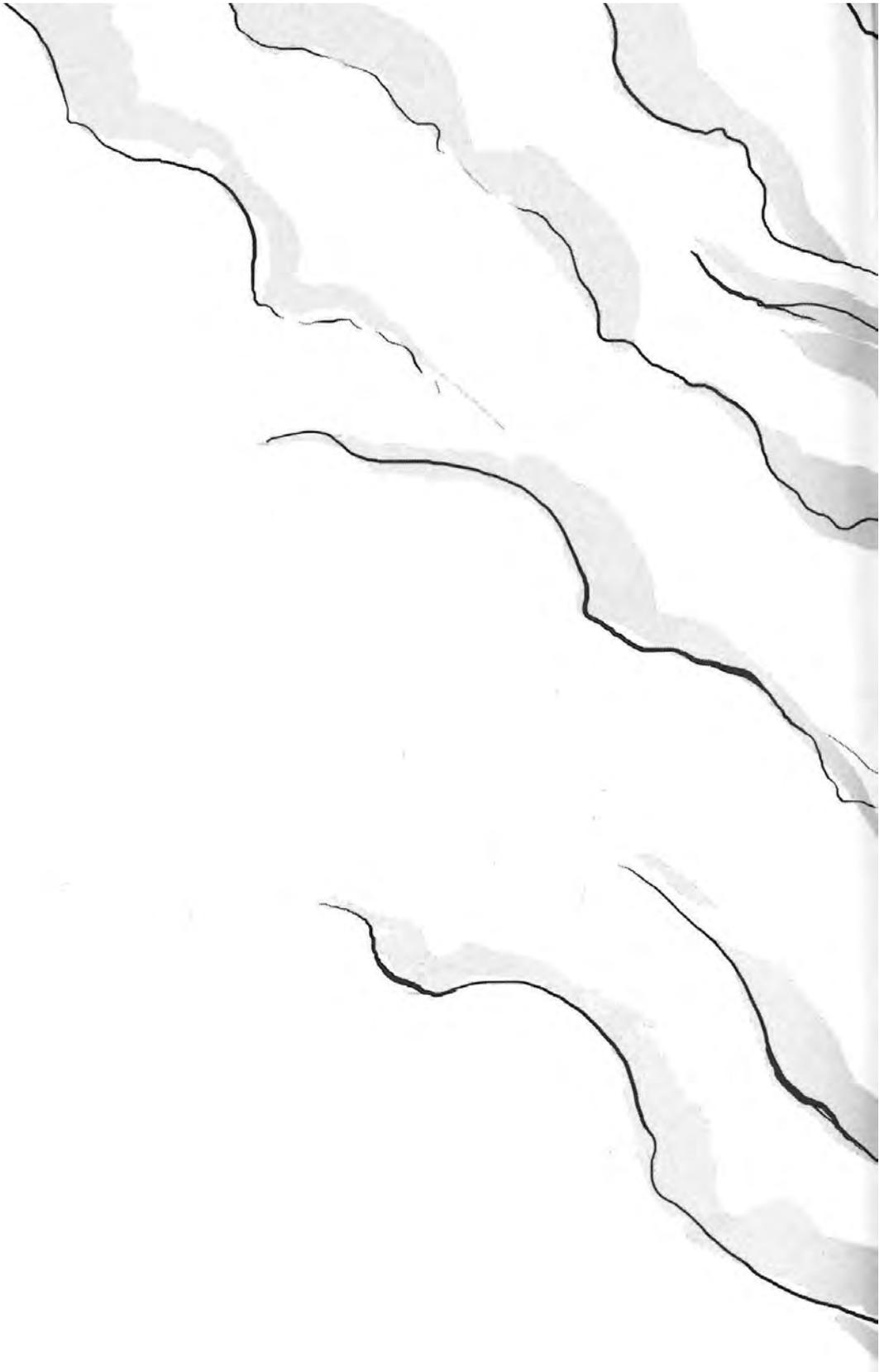
Nagasaki temple ruins  
Credit: Wikimedia Commons



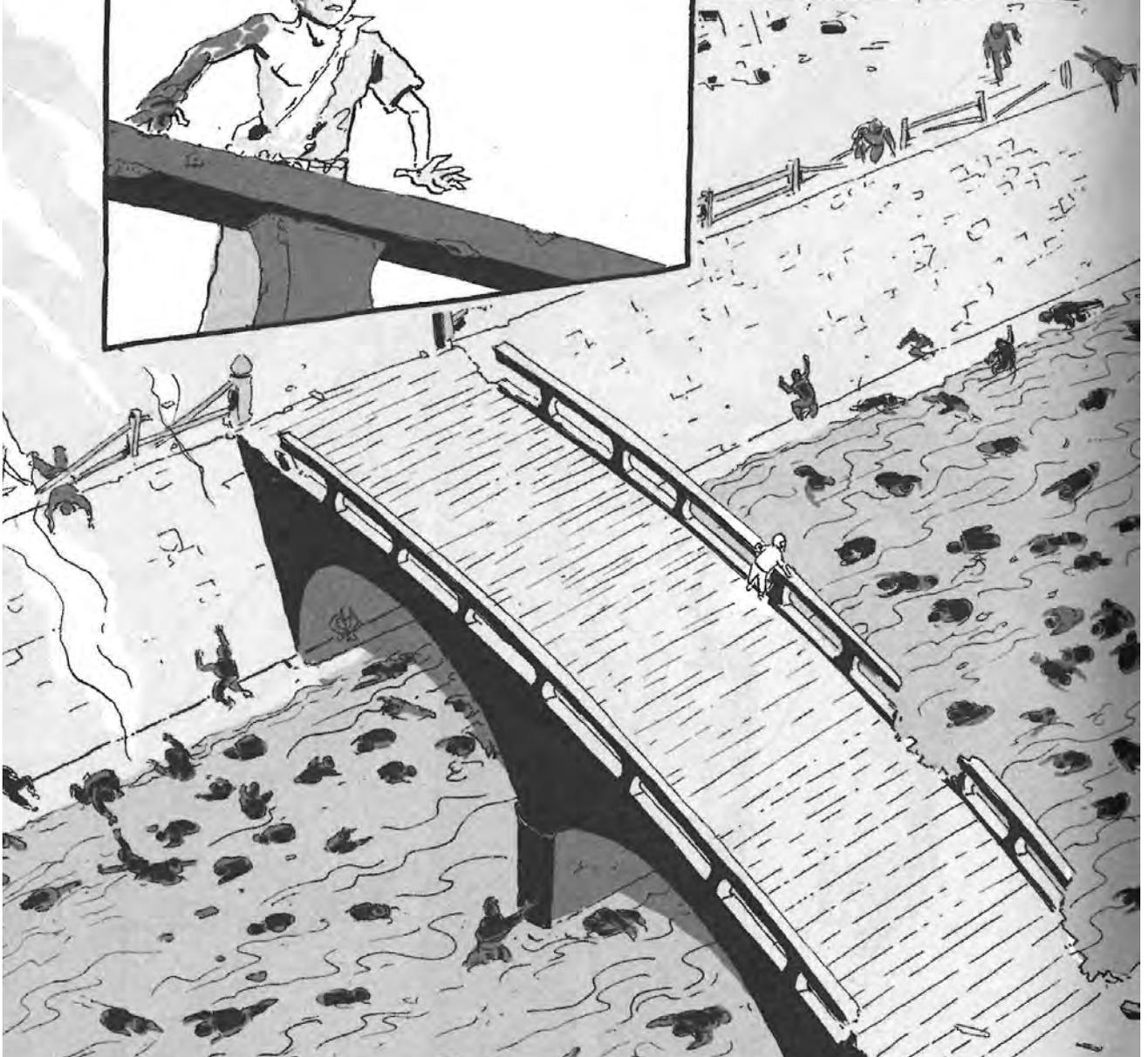


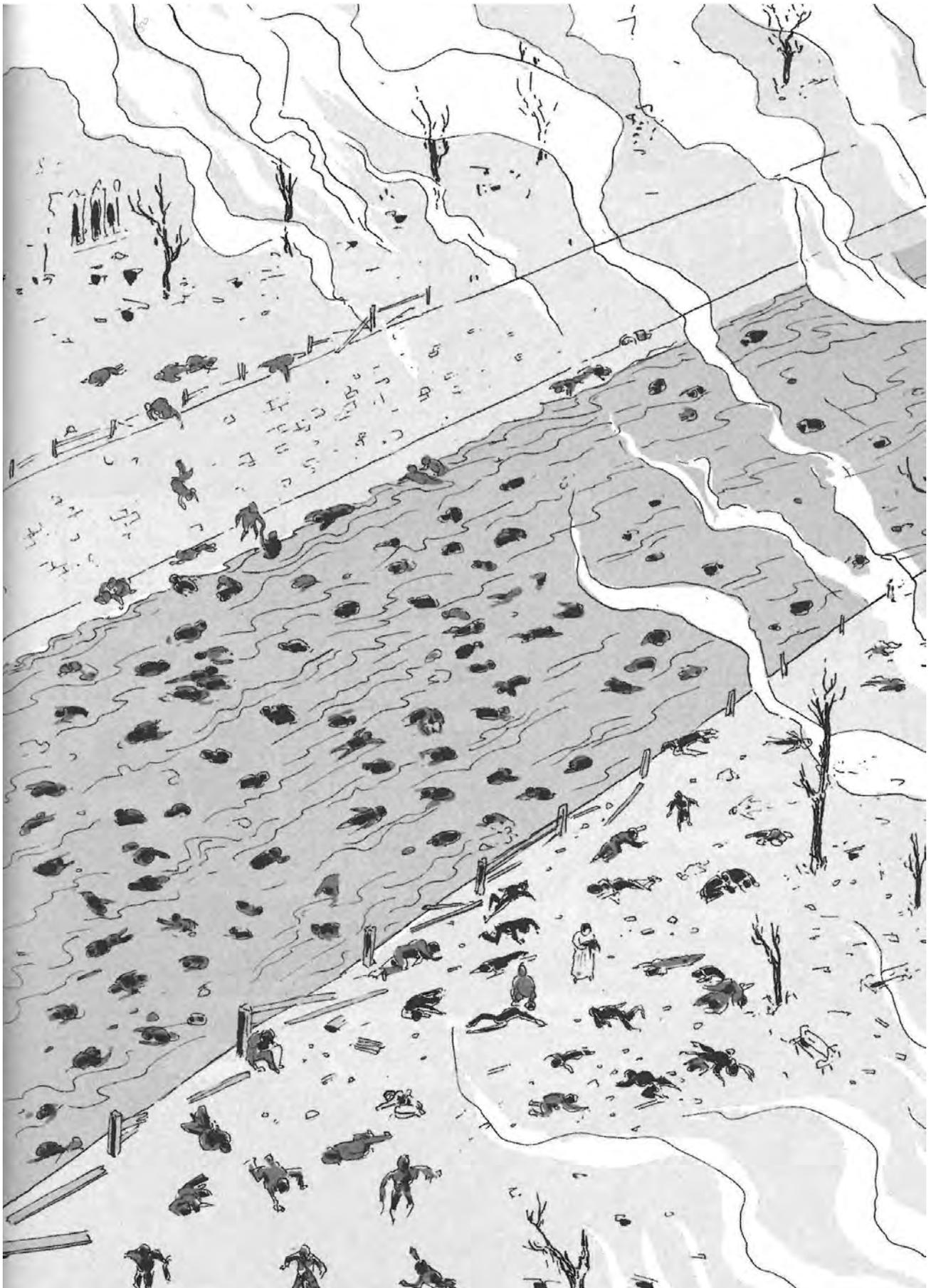




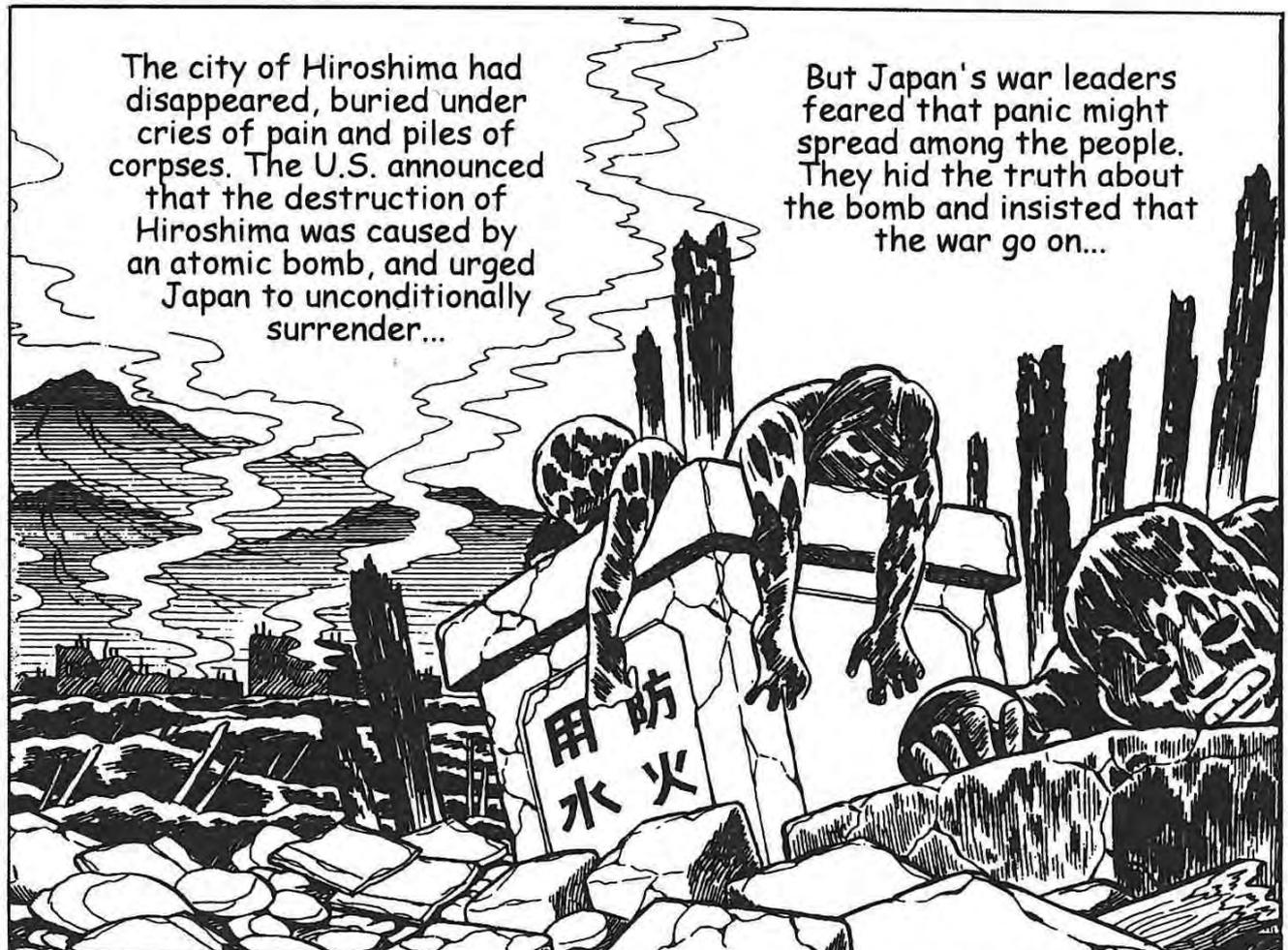
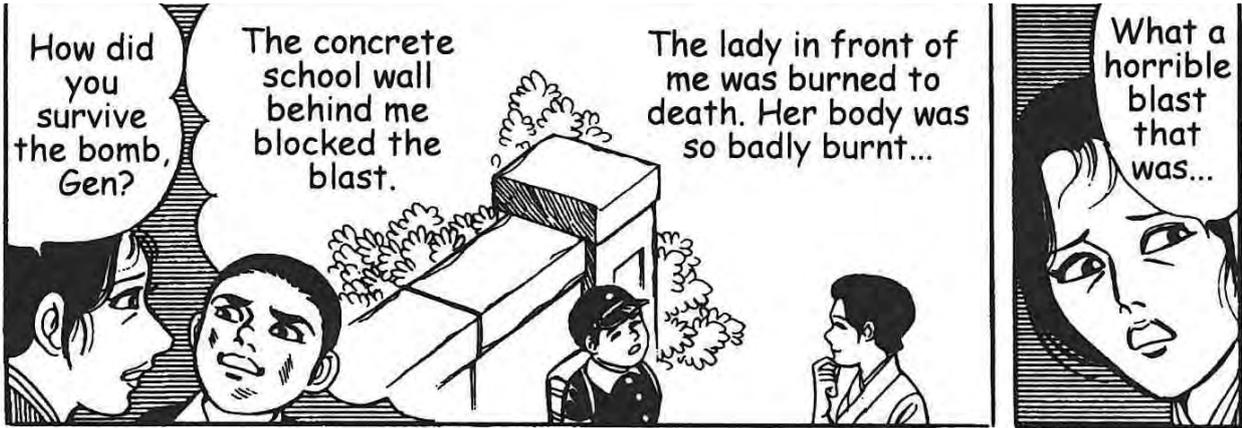


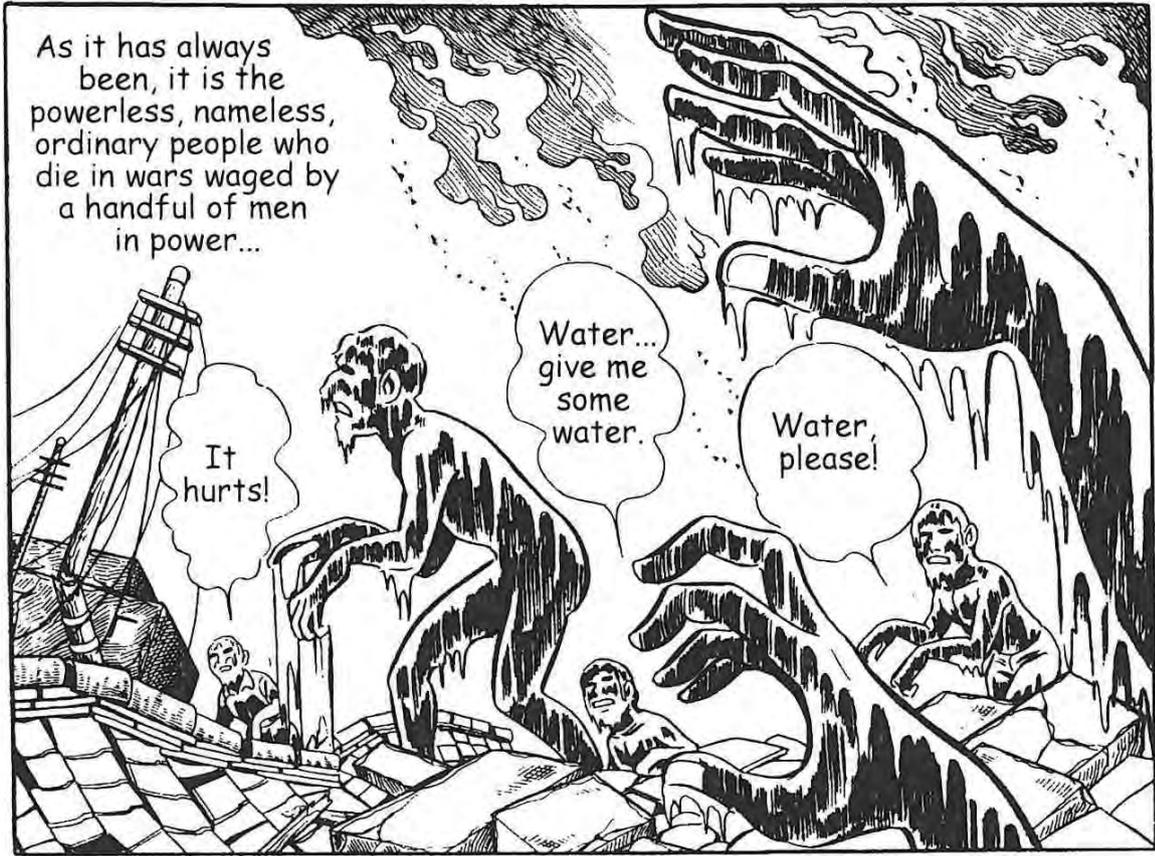
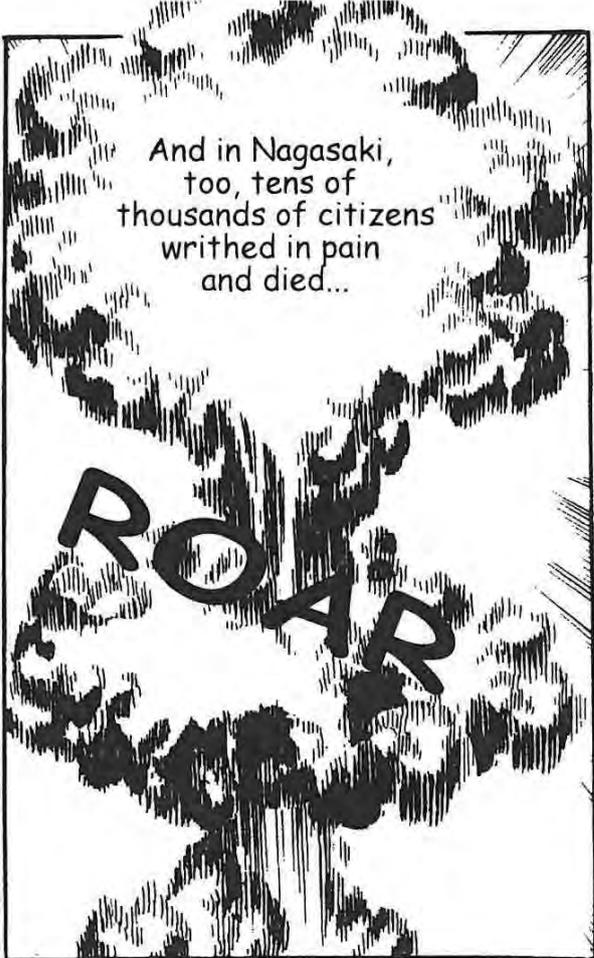






Excerpts from TRINITY: A GRAPHIC HISTORY OF THE FIRST ATOMIC BOMB by Jonathan Fetter-Vorm. Copyright © 2012 by Jonathan Fetter-Vorm. Reprinted by permission of Hill and Wang, a division of Farrar, Straus and Giroux, LLC.







*Yoshiro Yamawaki survived the bombing of Nagasaki.*

*He was at home 2.2km away from the hypocentre when the bomb hit.*

*In 2010, he visited Manchester and spoke to young people about his experiences. This is an edited version of his story. (Permission granted by M.E.N)*

“The morning that the bomb was dropped it was only me, my two brothers and our father at home. My mother and our four younger brothers and sisters were in the countryside.

My father and eldest brother went to work as usual. Me and my twin brother stayed at home, because it was the school holidays.

At 11:01 we were sat at the table, when a bright light shot across the room. Then there was a roar that seemed to shake the whole house. We got down on the floor, just like we had been taught to do.

Plaster and other debris fell on top of us, and I thought we were going to be buried alive. I could hear our neighbours screaming and crying.

When I looked up the walls had fallen down, and the floor was covered in rubble. The roof had been blown off and we could see the sky. There was broken glass everywhere.

Me and my brother went to the bomb shelter. It was filled with mothers and their children. Some of the children had suffered bad burns, and others were crying because broken glass was stuck in their skin.

My father never came, so we set off to find him. We walked towards the city centre. There were dead bodies everywhere along the road. Their faces, arms and legs had swollen up. They looked like black plastic dolls. When our shoes touched them, their skin came off.

There were dead bodies floating in the river as well. We saw one woman in the water; her intestines had fallen out of her body and were floating next to her.

Our father’s factory was destroyed. We saw three men walking with shovels, and asked them “Our name is Yamawaki. Where is our father?” They said “Your father is over there”. We saw our father’s dead body, swollen and scorched like all the others. The men asked us “What are you going to do?”

We found wood so we could cremate our father there. When we lit the fire we put our hands together and said prayers for him. Then the men sent us home.

I never told my mother what happened the day we went to find my father’s remains. I hope that no one else will have to experience the tragedy I witnessed when I was 11 years old”.

# U.S. Announces Atom Bomb: Hope for Earlier End to War

The Albuquerque Journal (US), 7 August 1945

Credit: The Albuquerque Journal. Read the full article at [www.newspapers.com/newspage/156894795/](http://www.newspapers.com/newspage/156894795/)

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# 'Scientific Gamble Won'

The Manchester Guardian (UK), 7 August 1945

Courtesy of Guardian News & Media Ltd. Read the full article at [www.theguardian.com/world/from-the-archive-blog/2015/aug/06/hiroshima-atomic-bomb-guardian-1945-archive](http://www.theguardian.com/world/from-the-archive-blog/2015/aug/06/hiroshima-atomic-bomb-guardian-1945-archive)

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# New-Type Bombs Used in Raid on Hiroshima... Considerable Damage Caused

Nippon Times, 8th August 1945

More information: [www.japantimes.co.jp/news/2015/08/05/national/history/japan-times-reported-atomic-bombings-hiroshima-nagasaki/#.WQCurfnyvcs](http://www.japantimes.co.jp/news/2015/08/05/national/history/japan-times-reported-atomic-bombings-hiroshima-nagasaki/#.WQCurfnyvcs)

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"We have used it against those who attacked us without warning at Pearl Harbour, against those who have starved and beaten and executed American prisoners of war."

Harry Truman,  
U.S. President 1945-1953  
9 August 1945

*Please turn over for a longer extract of this quote plus a further announcement from Truman*

"The use of the bomb, with its indiscriminate killing of women and children, revolts my soul."

Herbert Hoover,  
U.S. President 1929-1933  
8 August 1945

"If the Germans had dropped atomic bombs on cities instead of us, we would have defined the dropping of the atomic bombs on cities as a war crime."

Leo Szilard,  
Nuclear Scientist  
1960

"I knew we did the right thing because when I knew we'd be doing that I thought, yes, we're going to kill a lot of people, but by God we're going to save a lot of lives."

Paul Tibbets,  
Pilot of the Enola Gay  
Guardian interview, 2002  
Courtesy of Guardian News & Media Ltd

## Reactions to the bombings

*'The Japanese began the war from the air at Pearl Harbor. They have been repaid many fold. And the end is not yet... We are now prepared to obliterate more rapidly and completely every productive enterprise the Japanese have above ground in any city. We shall destroy their docks, their factories, and their communications. Let there be no mistake; we shall completely destroy Japan's power to make war. It was to spare the Japanese people from utter destruction that the ultimatum of July 26 was issued at Potsdam. Their leaders promptly rejected that ultimatum. If they do not now accept our terms they may expect a rain of ruin from the air, the like of which has never been seen on this earth...'*

(source: Truman statement, 6th August 1945, Truman Papers, Truman Library. NB: Watch a three-and-a-half minute video of Truman reading the statement at [www.youtube.com/watch?v=e3lb4wTq0jY](http://www.youtube.com/watch?v=e3lb4wTq0jY) )

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*'The world will note that the first atomic bomb was dropped on Hiroshima, a military base. That was because we wished in this first attack to avoid, insofar as possible, the killing of civilians. But that attack is only a warning of things to come. If Japan does not surrender, bombs will have to be dropped on her war industries and, unfortunately, thousands of civilian lives will be lost. I urge Japanese civilians to leave industrial cities immediately, and save themselves from destruction.*

*'I realise the tragic significance of the atomic bomb. Its production and its use were not lightly undertaken by this government. But we knew that our enemies [Germany] were on the search for it. We know now how close they were to finding it. And we knew the disaster which would come to this nation and to all peace-loving nations, to all civilisation, if they had found it first...*

*Having found the bomb we have used it. We have used it against those who attacked us without warning at Pearl Harbor, against those who have starved and beaten and executed American prisoners of war, against those who have abandoned all pretense of obeying international laws of warfare. We have used it in order to shorten the agony of war, in order to save the lives of thousands and thousands of young Americans. We shall continue to use it until we completely destroy Japan's power to make war. Only a Japanese surrender will stop us.'*

(source: Truman radio address to the US, 9th August 1945, transcript in Truman Papers, Truman library. NB: Listen to the announcement at <https://research.archives.gov/id/1783706> - 22.00-24.21 mins. Given that Nagasaki is thirteen hours ahead of Washington, the announcement actually took place after the bomb was dropped on Nagasaki.)

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*"We are in possession of the most destructive explosive ever devised by man. A single one of our newly developed atomic bombs is actually the equivalent in explosive power to what 2000 of our giant B-29s can carry on a single mission... We have just begun to use this weapon against your homeland. If you still have any doubt, make inquiry as to what happened to Hiroshima when just one atomic bomb fell on that city... Before using this bomb to destroy every resource of the military by which they are prolonging this useless war, we ask that you now petition the Emperor to end the war. Our president has outlined for you the thirteen consequences of an honorable surrender [the Potsdam Declaration]. We urge that you accept these consequences and begin the work of building a new, better and peace-loving Japan... Otherwise, we shall resolutely employ this bomb and all our other superior weapons to promptly and forcefully end the war. EVACUATE YOUR CITIES."*

(source: translation of US leaflet text, Truman Papers, Truman Library. NB: Copies of the leaflet, with a photo of the Hiroshima explosion on them, were dropped by US planes on various Japanese cities soon after the Hiroshima bomb – the exact date is unclear. In the weeks before, other leaflets had been dropped, urging people to evacuate before their city was destroyed by bombing.)

## Reactions to the bombings

*'I know that Japan is a terribly cruel and uncivilized nation in warfare but I can't bring myself to believe that, because they are beasts, we should ourselves act in the same manner.'*

*For myself, I certainly regret the necessity of wiping out whole populations because of the 'pigheadedness' of the leaders of a nation and, for your information, I am not going to do it until it is absolutely necessary...*

*My object is to save as many American lives as possible but I also have a humane feeling for the women and children in Japan.'*

(source: Truman letter to Senator Richard Russell, 9th August 1945, Truman Papers, Truman Library. Russell had written to Truman on 7th August claiming, 'Our people... believe that we should continue to strike the Japanese until they are brought grovelling to their knees'.)

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*'Ate lunch at my desk and discussed the Jap offer to surrender which came in a couple of hours earlier. They wanted to make a condition precedent to the surrender. Our terms are 'unconditional'. They wanted to keep the Emperor. We told 'em we'd tell 'em how to keep him, but we'd make the terms.'*

(source: Truman's diary, 10th August 1945, Truman Papers, Truman Library)

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*'Nobody is more disturbed over the use of Atomic bombs than I am but I was greatly disturbed over the unwarranted attack by the Japanese on Pearl Harbor and their murder of our prisoners of war. The only language they seem to understand is the one we have been using to bombard them.'*

*When you have to deal with a beast you have to treat him as a beast. It is most regrettable but nevertheless true.'*

(source: Truman letter to Samuel Calvert, General Secretary of the Federal Council of Churches, 11th August, Truman Papers, Truman Library. Calvert had written to Truman on 9th August stating, 'Many Christians deeply disturbed over use of atomic bombs against Japanese cities because of their necessarily indiscriminate destructive efforts... Respectfully urge that ample opportunity to be given Japan to reconsider ultimatum before any further devastation by atomic bomb is visited upon her people'.)

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*'The dropping of those bombs ended the war quickly and that was the objective... it was a means to end the war and save 250,000 men from being killed on our side and that many on the Japanese side, plus twice that many being injured for life. You will find this information in my Memoirs and in any other documents.'*

*I have never worried about the dropping of the bomb. It was just a means to end the war and that is what was accomplished.'*

(source: Truman letter to Mrs Haydon Klein, 4th August 1964, Truman Papers, Truman Library. NB: The figure of 250,000 is widely disputed by historians)

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*"You have got to understand that this [the atomic bomb] isn't a military weapon... It is used to wipe out women and children and unarmed people, and not for military uses."*

(source: Truman, conversation with David Lilienthal, Chairman of the Atomic Energy Commission, 21st July 1948, The Journals of David E. Lilienthal, cited at doug-long.com)

## Winston Churchill's involvement in the decision to use the bombs



Stalin, Truman and Churchill at the Potsdam Conference, July 1945. Credit: Harry Kidd / <https://creativecommons.org/licenses/by-nc-sa/2.0/legalcode>

*"British consent in principle to the use of the weapon had been given on July 4, before the test had taken place. The final decision now lay in the main with President Truman, who had the weapon; but I never doubted what it would be, nor have I ever doubted since that he was right. The historic fact remains, and must be judged in the after-time, that the decision whether or not to use the atomic bomb to compel the surrender of Japan was never even an issue. There was unanimous, automatic, unquestioned agreement around our table; nor did I ever hear the slightest suggestion that we should do otherwise... To quell the Japanese resistance man by man and conquer the country yard by yard might well require the loss of a million American lives and half that of British – or more if we could get them there: for we were resolved to share the agony."*

(source: Churchill, *Triumph and Tragedy*, Vol. 6 Ch. 19, 1953, cited at [richardlangworth.com](http://richardlangworth.com))

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*"The decision to release the atom bomb was perhaps the only thing that history will have serious questions to ask about... I may even be asked by my Maker why I used it, but I shall defend myself vigorously and shall say, 'Why release this knowledge to us when mankind was raging in a furious battle?'"*

(source: 'Churchill conversation with Lord Mountbatten – Supreme Allied Commander during the War, July 1946, recorded by Mountbatten's aide Alan Campbell-Johnson, cited in 'Were they war criminals?', Philip Nobile, *The Independent*, 14th February 1999)

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*"During our last weeks in the White House [1953], Prime Minister Churchill arrived for a visit. My father gave him a small stag dinner to which he invited Defense Secretary Robert Lovett, [politician] Averell Harriman, [Army] General Omar Bradley, and Secretary of State Dean Acheson. Everyone was in an ebullient mood, especially Dad. Without warning, Mr Churchill turned to him and said, "Mr President, I hope you have your answer ready for that hour when you and I stand before St Peter and he says, "I understand you two are responsible for putting off those atomic bombs. What have you got to say for yourselves?"*

*This could have been a rather unpleasant subject. But Bob Lovett came to the rescue. "Are you sure, Prime Minister, that you are going to be in the same place as the President for that interrogation?"*

*Mr Churchill sipped his champagne and then intoned, "Lovett, my vast respect for the Creator of this universe and countless others gives me assurance that He would not condemn a man without a hearing."*

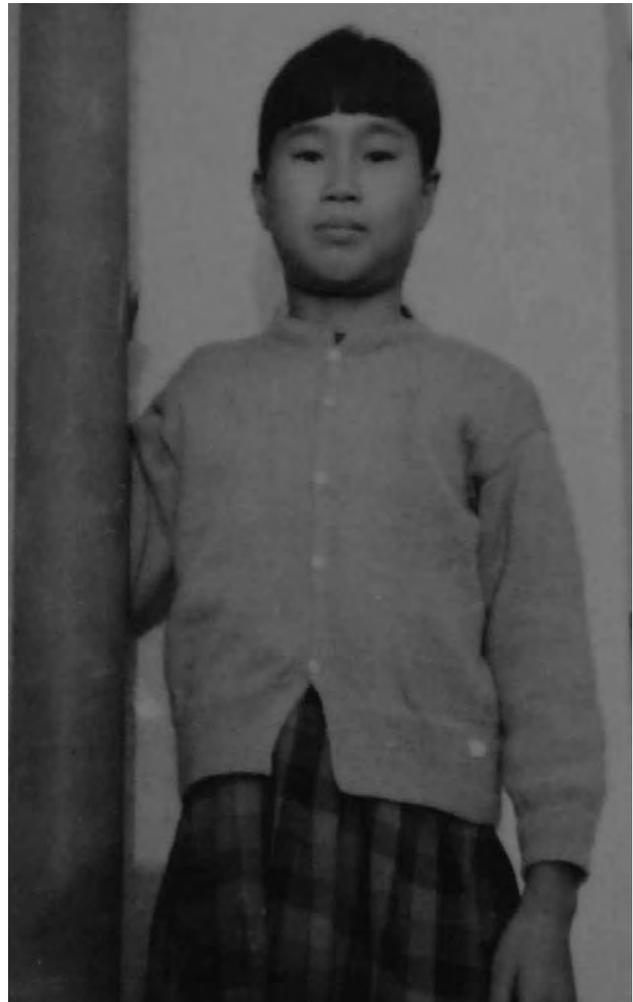
*... Now the conversation was really soaring. "Oyez! Oyez!" cried our Secretary of State. "In the matter of the immigration of Winston Spencer Churchill, Mr. Bailiff, will you empanel a jury?"*

*Everyone eagerly accepted historic roles. General Bradley decided he was Alexander the Great. Others played Julius Caesar, Socrates and Aristotle... Dad was appointed judge. The case was tried and the Prime Minister was acquitted."*

(source: Margaret Truman's biography, 'Harry S. Truman', 1972, cited in *Life* magazine, 1st December 1972, pp. 69-70)

## Sadako Sasaki and the Paper Cranes for Peace

- Sadako Sasaki was two-years-old when the bomb was dropped on Hiroshima. Ten years later she developed leukaemia (cancer of the blood and bone marrow), almost definitely caused by the radiation from the bomb.
- Whilst in hospital she tried to fold 1000 paper cranes. In Japan, cranes are said to be good luck, and folding 1000 can give you a wish.
- They were fiddly, but her friends helped her and soon she had over 600.
- Sadako died, aged 12, when she had made 644 cranes. Her friends folded a further 356 so she could be buried with 1000. NB: Sadako's brother's version of events is different. He states that Sadako folded 1000 cranes, and carried on folding more until she died.
- They then campaigned and fundraised to have a statue put up to remember all the children killed in the Hiroshima bombing. Sadako is the model, holding a crane above her head.
- Every day, more than 50 years after she died, thousands of cranes are sent to Hiroshima from across the world as a sign of peace.



Credit: jj-walsh <https://creativecommons.org/licenses/by-nc-nd/2.0/legalcode>

Children's Peace Monument and paper cranes



Photo of Children's Peace Monument, Hiroshima  
Credit: Leonemoff, <https://creativecommons.org/licenses/by-nc-sa/2.0/>



Photo of origami peace cranes  
Credit: Dominic Alves, <https://creativecommons.org/licenses/by-nc-sa/2.0/>

Lunchbox and radiation sickness



Shigeru Orimen was a first-year student at Second Hiroshima Prefectural Junior High School. He was killed by the bomb. His mother found his body on August 9th, still clutching this lunchbox.

The contents of the lunchbox were charred black by the bomb.

Provider: Hiroshima Peace Memorial Museum. Please do not copy this image without permission from the Museum



Fifteen days after the bombing, the mother of 18-year-old Hiroko Yamashita started to comb Hiroko's hair, but in three strokes it all came out, except for her fringe.

Credit: Donor: Horoko Yamashita; Provider: Hiroshima Peace Memorial Museum.

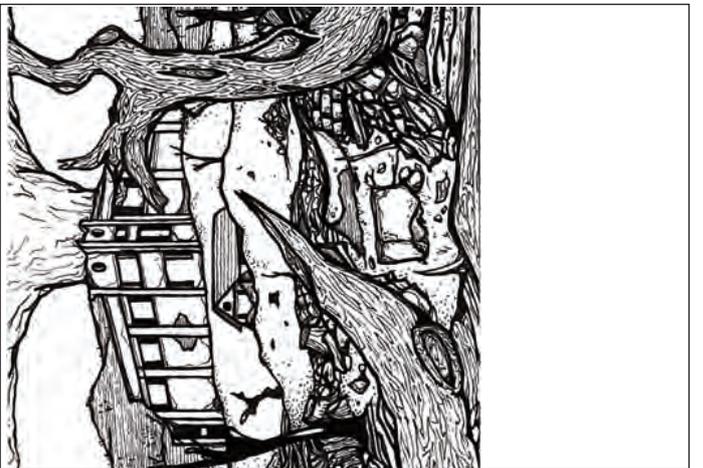
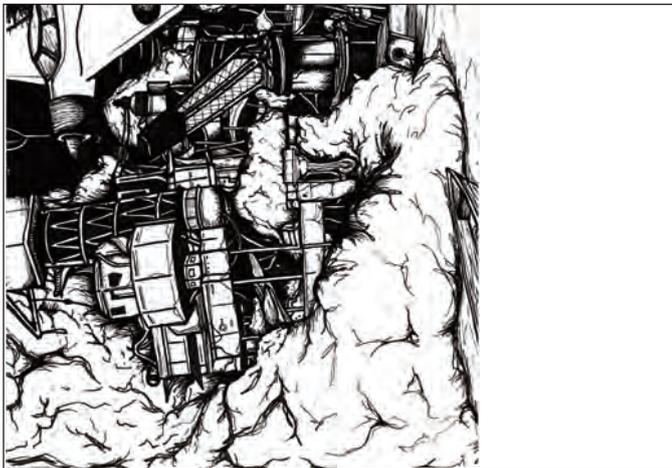
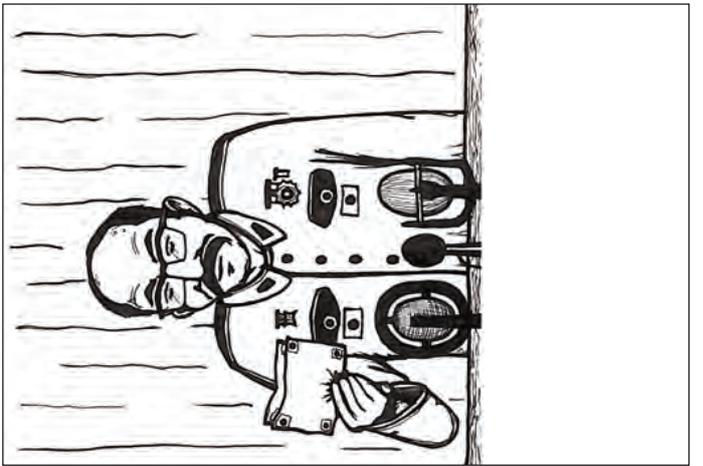
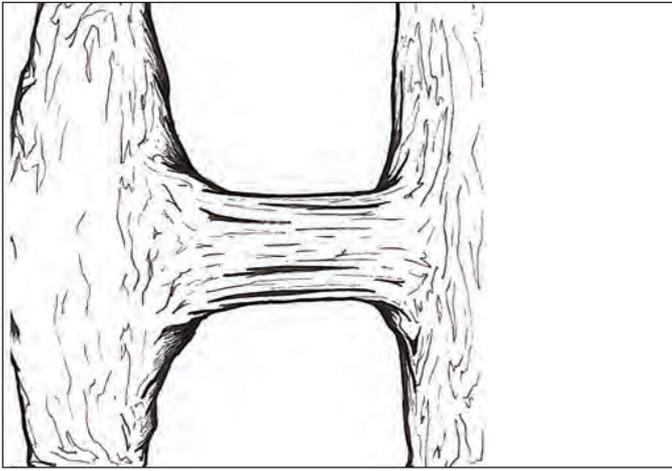
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Questions by subject to go with the sources

Historical context	English Resources	Religious Education Resources	History Resources	Citizenship Resources
	<ul style="list-style-type: none"> <li>• Potsdam Declaration</li> <li>• US propaganda image</li> <li>• Truman letter to Samuel Calvert</li> <li>• Truman letter to Senator Russell</li> </ul> <p><b>Standard question</b> What does this language tell you about the USA's feelings towards Japan?</p> <p><b>Simplified question</b> What do you think the USA thought about Japan?</p>	<ul style="list-style-type: none"> <li>• Oppenheimer quote and photograph</li> <li>• Trinity test photo</li> </ul> <p><b>Standard question</b> Why do you think the pilot said that the bomb 'has a life of its own'? Do you agree?</p> <p><b>Simplified question</b> What do you think Oppenheimer felt when he saw the bomb being tested?</p>	<ul style="list-style-type: none"> <li>• Potsdam Declaration</li> <li>• US propaganda image</li> <li>• Pearl Harbour images</li> <li>• Truman statement of 6th August</li> </ul> <p><b>Standard question</b> What do the sources tell you about the USA's reaction to the Pearl Harbour attack?</p> <p><b>Simplified question</b> What do you think the USA thought about Japan?</p>	<ul style="list-style-type: none"> <li>• Pearl Harbour images</li> <li>• US and Japanese propaganda images</li> <li>• Truman diary entries, 17th and 18th July</li> <li>• Extracts from Truman and Leahy memoirs</li> </ul> <p><b>Standard question</b> What do the sources tell you about the relationship between the USA and Japan? And between the US and the USSR?</p> <p><b>Simplified question</b> What do you think the USA thought about Japan?</p>
Pilots	<ul style="list-style-type: none"> <li>• 'Enola Gay' song lyrics</li> <li>• Photo of Enola Gay crew</li> <li>• Stopped watch photo</li> </ul> <p><b>Standard question</b> What do you think 'the kiss you gave' refers to in the song?</p> <p><b>Simplified question</b> Who do you think the 'little boy' is in the song?</p>	<ul style="list-style-type: none"> <li>• Extract One from the Trinity book</li> <li>• Photo of Enola Gay crew</li> <li>• Churchill conversation with Lord Mountbatten</li> <li>• Truman's claim that 'having found the bomb we have used it'</li> </ul> <p><b>Standard question</b> Why do you think the pilot said that the bomb 'has a life of its own'? Do you agree?</p> <p><b>Simplified question</b> Do you think the bomb had a life of its own?</p>	<ul style="list-style-type: none"> <li>• Extract One from the Trinity book</li> <li>• Photo of Enola Gay crew</li> </ul> <p><b>Standard question</b> How do you think the pilots are portrayed in the comic? How is it different from the photo?</p> <p><b>Simplified question</b> What do these sources tell you about the pilots?</p>	<ul style="list-style-type: none"> <li>• Extract One from the Trinity book</li> <li>• Photo of Enola Gay crew</li> </ul> <p><b>Standard question</b> Why do you think Captain Parsons said 'this has nothing to do with us' about the bomb? Do you agree?</p> <p><b>Simplified question</b> How do you think Captain Parsons felt preparing the bomb?</p>
Hiroshima	<ul style="list-style-type: none"> <li>• 6 August 1945 poem, (including glossary if needed)</li> <li>• Survivor Art image 1</li> <li>• Photo of 'Little Boy' bomb</li> </ul> <p><b>Standard question</b> What do you think the poem is saying? Write down two or three words that you think are key to the poem, and why.</p> <p><b>Simplified question</b> Do you think the poet was for or against the bombs?</p>	<ul style="list-style-type: none"> <li>• Survivor Art image 1</li> <li>• Survivor Art image 2</li> <li>• Stopped watch photo</li> <li>• Barefoot Gen Vol. 1 extract</li> </ul> <p><b>Standard question</b> What comes to mind when you see the picture of the horse on fire?</p> <p><b>Simplified question</b> Why do you think the watch is stopped at 8.15am? How does it make you feel?</p>	<ul style="list-style-type: none"> <li>• Survivor Art image 1</li> <li>• Survivor Art image 2</li> <li>• Photo of 'Little Boy' bomb</li> <li>• Stopped watch photo</li> <li>• Extract from Truman's radio announcement of 9th August</li> </ul> <p><b>Standard question</b> Which source tells us more about the bombing of Hiroshima? Why?</p> <p><b>Simplified question</b> Why do you think the watch is stopped at 8.15am? How does it make you feel?</p>	<ul style="list-style-type: none"> <li>• Survivor Art image 1</li> <li>• Survivor Art image 2</li> <li>• Photo of 'Little Boy' bomb</li> <li>• Stopped watch photo</li> <li>• Lunchbox photo</li> </ul> <p><b>Standard question</b> What do you think the people under the blanket in the picture are thinking?</p> <p><b>Simplified question</b> Why do you think the watch is stopped at 8.15am? How does it make you feel?</p>

Questions by subject to go with the sources

Nagasaki	English	Religious Education	History	Citizenship
	<ul style="list-style-type: none"> <li>• Nagasaki temple photo</li> <li>• Extract Two from the Trinity book</li> <li>• Before and after Nagasaki photo</li> </ul> <p><b>Standard Question</b> Do you think the comic helps tell the story, or would it be better as an interview? Why?</p> <p><b>Simplified Question</b> Which has more effect, the cartoon or the photos? Why?</p>	<ul style="list-style-type: none"> <li>• Nagasaki temple photo</li> <li>• Photograph of 'Fat Man'</li> <li>• Before and after Nagasaki photo</li> <li>• Barefoot Gen Vol. 2 extract</li> <li>• Truman letter to Samuel Calvert</li> </ul> <p><b>Standard Question</b> Do you agree with the statement 'it has always been the powerless, ordinary people who die in wars waged by a handful of men in power?'</p> <p><b>Simplified Question</b> In war, do you think it is worse to destroy places of worship (eg churches) or peoples' houses? Why?</p>	<ul style="list-style-type: none"> <li>• Nagasaki temple photo</li> <li>• Extract Two from the Trinity book</li> <li>• Before and after Nagasaki photo</li> <li>• Truman letter to Samuel Calvert</li> <li>• Truman letter to Senator Russell</li> </ul> <p><b>Standard Question</b> What do the sources tell us about the reaction in the US to the bombings?</p> <p><b>Simplified Question</b> What did people in the US think about the bombings?</p>	<ul style="list-style-type: none"> <li>• Nagasaki temple photo</li> <li>• Extract Two from the Trinity book</li> <li>• Before and after Nagasaki photo</li> <li>• Yoshiro Yamawaki eye-witness account</li> </ul> <p><b>Standard Question</b> Which helps us to understand the conflict better: the cartoon or the photos? Why?</p> <p><b>Simplified Question</b> Which tells us more about the war: the cartoon or the photos? Why?</p>
<p><b>Reactions</b></p>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Newspaper headlines</li> </ul> <p><b>Standard Question</b> Do you think these headlines make the bombing seem good or bad? Why?</p> <p><b>Simplified Question</b> Pretend you work for a Japanese, US or or British newspaper. Write your own news headline for the day after the bombings</p>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Truman diary, 25th July</li> <li>• Truman letter to Mrs Haydon Klein</li> <li>• Truman conversation with David Lilienthal</li> <li>• Extract from Margaret Truman's biography</li> </ul> <p><b>Standard Question</b> What is the difference between what Truman and Churchill said about the bombings?</p> <p><b>Simplified Question</b> What do you think about the pretend trial that Churchill and Truman took part in during the dinner of 1953?</p>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Newspaper headlines</li> <li>• Truman conversation with David Lilienthal</li> <li>• Truman letter to Mrs Klein</li> </ul> <p><b>Standard Question</b> What do you think the readers of these papers thought about the bombings? What do the other two sources tell us about Truman's feelings years later?</p> <p><b>Simplified Question</b> What do you think people thought when they read the newspaper headlines?</p>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Hoover, Szilard and Tibbets quotes</li> <li>• Extracts from Margaret Truman's biography</li> </ul> <p><b>Standard Question</b> Which source stands out the most? Why?</p> <p><b>Simplified Question</b> Who do you agree with more, Szilard or Tibbets? Why?</p>
<p><b>Ongoing effects</b></p>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Sadako Sasaki story and 2 photos</li> <li>• Photo of hairloss</li> </ul> <p><b>Standard Question</b> How do you think that Sadako's friends made a difference by getting the statue built?</p> <p><b>Simplified Question</b> What do you think Sadako wished for whilst folding the cranes?</p>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Photo of hairloss</li> </ul> <p><b>Standard Question</b> Are you surprised the bombs had ongoing effects? Why/ why not?</p> <p><b>Simplified Question</b> Why do you think the woman's skin was burnt in this way?</p>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Sadako Sasaki story and 2 photos</li> <li>• Photo of hairloss</li> </ul> <p><b>Standard Question</b> What does the story of Sadako tell us about Japanese attitudes to nuclear bombs?</p> <p><b>Simplified Question</b> Why was a statue of Sadako built?</p>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Sadako Sasaki story and 2 photos</li> <li>• Photo of hairloss</li> </ul> <p><b>Standard Question</b> How do you think that Sadako's friends made a difference by getting the statue built?</p> <p><b>Simplified Question</b> What do you think Sadako wished for whilst folding the cranes?</p>



## Captions A (higher ability)

### 7 December 1941

Japanese air forces attack the United States naval base at Pearl Harbour, USA

### 8 May 1945

The Allies accept the unconditional surrender of the armed forces of Nazi Germany. This is known as VE Day. In Europe at least, World War Two is over.

### 16 July 1945

The United States tests the first ever atomic bomb. It had been developed in secret, deep in the desert. The test was code-named 'Trinity' and declared a success.

### 6 August 1945

At 8.15am a nuclear bomb is dropped on Hiroshima, Japan. It is code-named 'Little Boy'.

### 9 August 1945

At 11.02am a nuclear bomb is dropped on Nagasaki. The second bomb is code-named 'Fat Man'.

### 2 September 1945

Japan formally surrenders. The official surrender is signed on the deck of the USS Missouri, in Tokyo Bay. This is the end of World War Two.

### Shortly after the bombings

Radiation sickness makes people very unwell. Symptoms include hair loss, vomiting and fever. There is no effective treatment and you can die within days.

### Years after the bombings

Survivors develop cancers for decades afterwards. Leukaemia is most common in children and others develop cancers of the breast, salivary gland and lung.

## Captions B (lower ability)

### 7 December 1941

Japanese air forces attack the United States naval base at Pearl Harbour, USA

### 8 May 1945

The Allies accept the surrender of Germany. This is known as VE Day. World War Two is over in Europe.

### 16 July 1945

The United States tests the first ever atomic bomb. It had been developed in secret.

### 6 August 1945

At 8.15am a nuclear bomb is dropped on Hiroshima, Japan. It is code-named 'Little Boy'.

### 9 August 1945

At 11.02am a nuclear bomb is dropped on Nagasaki. The second bomb is code-named 'Fat Man'.

### 2 September 1945

Japan formally surrenders. This is the end of World War Two.

### Shortly after the bombings

Radiation sickness makes people vomit. Their hair falls out, their mouths bleed and it can kill in days.

### Years after the bombings

Survivors get ill with many different types of cancers for decades afterwards.



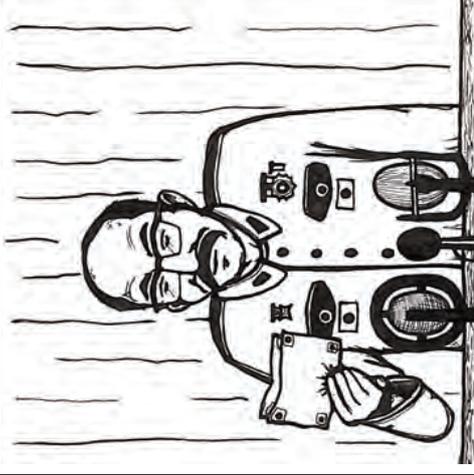
**Years after the bombings**

Survivors develop cancers for decades afterwards. Leukaemia is most common in children and others develop cancers of the breast, salivary gland and lung.



**Shortly after the bombings**

Radiation sickness makes people vomit. Their hair falls out, their mouths bleed and it can kill in days.



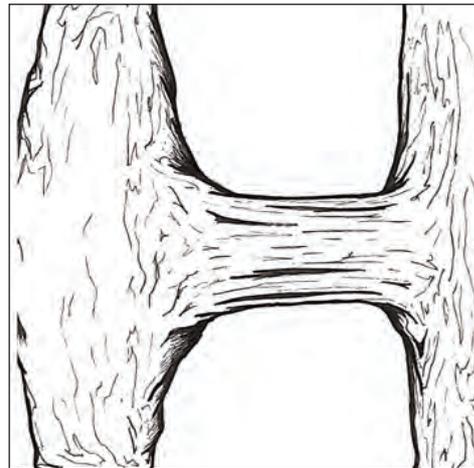
**2 September 1945**

Japan formally surrenders. This is the end of World War Two.



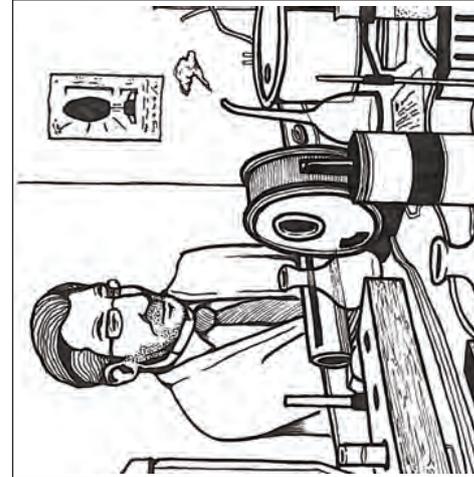
**9 August 1945**

At 11.02am a nuclear bomb is dropped on Nagasaki. The second bomb is code-named 'Fat Man'.



**6 August 1945**

At 08.16 a nuclear bomb is dropped on Hiroshima, Japan. It is code-named 'Little Boy'.



**16 July 1945**

The United States tests the first ever atomic bomb. It had been developed in secret.



**8 May 1945**

The Allies accept the surrender of Germany. This is known as VE Day. World War Two is over in Europe.



**7 December 1941**

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**Shortly after the bombings**

Radiation sickness makes people vomit. Their hair falls out, their mouths bleed and it can kill in days.

**Years after the bombings**

Survivors develop cancers for decades afterwards. Leukaemia is most common in children and others develop cancers of the breast, salivary gland and lung.

# Lesson Two: Truman on Trial

## 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 and the basics of criminal trials
- Be able to form an opinion on the bombings of Hiroshima and Nagasaki

### Overview

The class will put President Truman on trial to decide if the bombings of Hiroshima and Nagasaki were justified. The class will be split in half: a prosecution team and a defence team. Two barristers will lead each team and the rest of the class will be split into 'witness' groups, representing someone with a key view on the bombings. You are the judge, overseeing proceedings and keeping strictly to time. At the end, the class acts as the jury to try and decide whether the bombings were justified.

### Equipment needed

You will need:

- PowerPoint downloadable from [www.cnduk.org/education](http://www.cnduk.org/education)
- Video of Truman's announcement [www.youtube.com/watch?v=e3lb4wTq0jY](http://www.youtube.com/watch?v=e3lb4wTq0jY)
- Barrister role sheets and evidence collection forms (pp 56-61)
- Witness sheets (including sheets to fill in before and during the trial) (pp 62-75)
- 1 homework sheet for each student (p76)
- Paper and pens
- (Optional) Judge's gavel and judge/barrister wigs!

For higher and lower alternative versions of the lesson go to: <http://www.cnduk.org/information/item/2008>

### Starter (10-15 minutes)

- If you have done Lesson One, recap. If not, go through that PowerPoint.
- The Lesson Two PowerPoint will show some images of Hiroshima and Nagasaki and also introduce the class to the six witnesses who some of the students will take the roles of. Clarify what we mean by 'justified' and 'unjustified' regarding the bombings.
- Ask if anyone knows how a criminal trial works, including what the different roles are. Fill in any gaps in their knowledge (eg the difference between direct examination and cross examination).
- For context, ask the students if they have heard of the Nuremberg Trials and/or the Tokyo Trials. Ensure that they understand that the former tried 22 Nazi leaders for their involvement in the Holocaust (sentencing 12 to death), that the latter tried 25 prominent Japanese (sentencing 6 to death) for war crimes including ordering inhumane treatment of prisoners of war, and that there were no equivalent trials of anyone from the Western Allies.
- Students watch the video of Truman's announcement.

### Trial preparation (15 minutes)

- On the PowerPoint, put up the statement 'It was unjustified to bomb Hiroshima and Nagasaki', with the photograph of Harry Truman.
- Select four students who you think will have the ability to be good barristers. Two will be for the prosecution, two will be for the defence. You will be the judge, facilitating the proceedings.
- Split the rest of the class into six groups – three will be arguing for the bombings (in defence of Truman's decision) and the other half will be arguing against (that it wasn't justified). Each group will play the role of one of the six witnesses.
- After reading through their three sheets, the barristers will gather evidence from the three witness groups 'on their side', using the 'go and ask the groups' sheet. To save time, they could interview a different witness group each. The barristers will then come up with an opening speech and decide in which order to call up the witnesses. If time, they will also think of questions for both their own witnesses and the opposing team. If not, they will have to improvise these questions.
- Whilst this is going on, the six small groups will be given a witness statement. They must study this, and work out why their witness is for or against the bombings, and make notes on the template sheet. Their barristers will then interview them. Clarify with them that their barristers will ask them these questions during the trial and that the opposing barristers will cross examine them.
- In your role as judge you can help people out! (The barristers in particular may need support).

### The trial (30 minutes)

- The prosecution barristers will make a short (one minute max) opening speech to introduce the summary of their argument and mention the witnesses.
- They will then call up their three witnesses (groups), one by one. Each group will be asked questions by their own barrister (1 min for each witness).
- After each group has been directly-examined, the defence barristers have 30 seconds to ask one or two cross examination questions (if there is more time, the other students could make suggestions for these questions).
- The defence barristers then make their short opening speech and steps 2 and 3 are repeated with the defence directly-examining their witnesses first and the prosecution then cross-examining, based on suggestions from their witnesses.
- After all this, the barristers do a short summing up to remind everyone of the key arguments (1 min each).

# Lesson Two: Truman on Trial

## Lesson plan (continued)

### The jury decides (5-10 minutes)

- The class is split into groups of 12 or so. The groups must try and make a unanimous decision as to whether Truman was justified or not in bombing Hiroshima and Nagasaki, based on the evidence they've heard in the trial. If unanimity is not reached, take a majority decision.
- Make it clear to the students that they will now be exploring their own views (not those of the barristers/witnesses) and that the groups are not competing.
- The groups feed back on their decisions via a spokesperson, and a plenary discussion of the reasons for the decision is held, if time.
- Homework suggestion: Students write their own verdict using homework sheet.

### Differentiation

**Higher ability** – Challenge one student by asking them to take on the role of judge.

– See Lesson Two Alternative Version (higher ability) for a less structured version.

**Lower ability:** – See Lesson Two Alternative Version (lower ability) for a more structured version.

### Alternative versions of the trial – contemporary scenario:

- (*Especially for Citizenship*) Stage the trial with the same format but with an alternative defendant, based on a hypothetical contemporary nuclear attack. This could be a US attack on North Korea, a North Korean attack on South Korea or the US, a British attack on Russia (or vice-versa), etc. The students would need to decide who the defendant would be, and conduct research to come up with credible witnesses (CND Peace Education could give suggestions – just get in touch).

### Extension activities

- (*Especially for Citizenship*) If the class decides that Truman was unjustified, have them discuss what a fair response to him would be if he were still alive, and whether anyone else should also be held responsible. To inform the discussion, they could first learn about the International Criminal Court, and famous war crime cases such as that of Radovan Karadzic.
- (*Especially for History*) Tell the students that Winston Churchill, British Prime Minister for most of the War (he was replaced by Attlee on 26th July 1945), played a significant role in the decision to drop the bombs. The Manhattan Project research started in Britain, and agreements between the US and Britain stated that the atomic bomb was not to be used without the consent of both countries. Divide the class into three groups, and give each group copies of the Churchill sources from Lesson One to read through and discuss. Each group then presents their source (and what they think about it) to the others, and takes questions. Finish with a plenary debate on whether Churchill was justified or unjustified in consenting to the bomb being used.
- (*Especially for History*) Homework: Find – and evaluate – real witness testimonies online (eg from one of the plane crew, from a survivor, from a Manhattan Project worker etc).

### Enrichment

- (*Especially for Citizenship and English*) Assign one or two students to take photos of the mock trial, and do a short write-up of it, for the school newsletter. This could also be sent to local media.
- (*Especially for Citizenship*) Get students to contact the Japanese and US embassies in London for a statement on the bombings, or even for an interview. The students could then write an essay on whether or not they agree with the Embassy's point of view.
- (*Especially for History*) Visit Manchester's Imperial War Museum North to explore the Technology & War, Second World War, and Cold War displays; the Imperial War Museum London to explore the 'Turning Points: 1934–1945' and 'Peace & Security 1945–2014' exhibitions; or Bradford Peace Museum to explore the Sadako Sasaki exhibition.



North Korean missile  
Credit: Stefan Krasowski:  
<https://creativecommons.org/licenses/by/2.0/legalcode>



US nuclear submarine  
Credit: Public domain / National  
Museum of the US Navy



## The Barrister's Role (Prosecution)

You are ***against*** the bombings

### Your role is:

- You will be arguing at the trial that the bombings of Hiroshima and Nagasaki were **not justified**, and that as Truman was responsible for that decision, he should be convicted. It's your job to get the information out of the witnesses to prove that the bombings were not justified.
- You will collect evidence for the case by visiting groups A, B and C to find out about their witnesses. Fill in the 'go and ask the groups' sheet – this will be your script in the trial!
- At the beginning of the trial, you will give a **short speech** (1 minute) to introduce your argument and your three witnesses. Use the 'your opening speech' sheet to plan this.
- You will have 1 minute to ask each witness questions in front of the Court. Then it is the turn of the **defence** team to ask them some questions to try and make their evidence look weaker.
- After the defence barristers have questioned each of *their* three witnesses, *you* can ask them questions to try and pick holes in their argument! If there is time, your witness groups will suggest questions you could ask. The three witnesses for the defence are: US citizen whose sons were killed by the Japanese; an advisor to President Truman; the pilot of Enola Gay. You can ask leading questions eg 'Is it right to murder thousands of innocent civilians including children?'
- At the end you will quickly sum up your key points. Use the bottom of the 'your opening speech' sheet to help you.
- The judge (your teacher!) will help you in your role if you need!

## Go and ask the groups:



**Group A: Army General**

**What is your name?**

**What is your view?**

Japan was going to surrender soon anyway.

**Why?**

**(Optional) Something else to ask them about in the trial:**

---



**Group B: Bombing survivor**

**What is your name?**

**What is your view?**

It was immoral. Too many civilians suffered.

**Why?**

**(Optional) Something else to ask them about in the trial:**

---



**Group C: Nuclear scientist**

**What is your name?**

**What is your view?**

The USA had hidden reasons for dropping the bomb.

**Why?**

**(Optional) Something else to ask them about in the trial:**

## Your opening speech



### Your punchy first line

(Suggestion) Imagine you are just 10 years old and have lost all your family in an instant...

### Your view

We think the bombing was unjustified because ...

### Your witnesses

To give evidence we will be calling...

- 1.
- 2.
- 3.

### Finish your speech!

(You want people to sympathise with your arguments. Say something to make them sit up and listen!)

## Your closing speech

At the end:

- Remind them who your three witnesses were.
- Wrap up the argument: 'We think Truman's decision was unjustified because...'
- Appeal to the class to take your side!



## The Barrister's role (Defence)

You are **for** the bombings

### Your role is:

- You will be arguing at the trial that the bombings of Hiroshima and Nagasaki were **justified**, and Truman should not be convicted. It's your job to get the information out of the witnesses to prove that the bombings were justified.
- You will collect evidence for the case by visiting groups D, E and F to find out about their witnesses. Fill in the 'go and ask the groups' sheet – this will be your script in the trial!
- At the beginning of the trial, you will give a **short speech** (1 minute) to introduce your argument and your three witnesses. Use the 'your opening speech' sheet to plan this.
- You will have 1 minute to ask each witness questions in front of the Court. Then it is the turn of the **prosecution** team to ask them some questions to try and make their evidence look weaker.
- After the prosecution barristers have questioned each of *their* three witnesses, *you* can ask them questions to try and pick holes in their argument! If there is time your witness groups will suggest questions you could ask. The three witnesses for the prosecution are: a Japanese army general; a survivor of the Nagasaki bombing; a US nuclear scientist. You can ask leading questions eg 'What about the thousands of Americans and Japanese who would have died if the war had continued?'
- At the end you will quickly sum up your key points. Use the bottom of the 'your opening speech' sheet to help you.
- The judge (your teacher!) will help you in your role if you need!

## Go and ask the groups:



**Group D: U.S. Civilian**

**What is your name?**

**What is your view?**

It was revenge for Pearl Harbour

**Why?**

**(Optional) Something else to ask them about in the trial:**

---



**Group E: Truman's Advisor**

**What is your name?**

**What is your view?**

It was the best way to end the war.

**Why?**

**(Optional) Something else to ask them about in the trial:**

---



**Group F: Pilot who dropped the bomb**

**What is your name?**

**What is your view?**

We saved lives.

**Why?**

**(Optional) Something else to ask them about in the trial:**



## Your opening speech

You are **for** the bombings

---

### Your punchy first line

(Suggestion) Imagine your two sons were killed at Pearl Harbour...

---

### Your view

We think the bombing was justified because ...

---

### Your witnesses

To give evidence we will be calling...

- 1.
- 2.
- 3.

---

### Finish your speech!

(You want people to sympathise with your arguments. Say something to make them sit up and listen!)

---

## Your closing speech

At the end:

- Remind them who your three witnesses were.
- Wrap up the argument: 'We think Truman's decision was justified because...'
- Appeal to the class to take your side!

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

**I am:**

My name is General Sato. I was a **military advisor** to Japan’s Emperor during World War Two.

Most of our cities had been hit by American bombs. **Our army couldn’t go on.**

**I think:**

The United States did not need to drop those bombs. **We would have surrendered soon anyway.**

The Americans wanted us to only **surrender on their terms**. They didn’t want to listen to us.

We were willing to surrender, but **wanted to keep our Emperor**. America said no.

After the bombs, they let us keep the Emperor anyway! I think they actually just wanted to **try out their atomic bombs**.

**Group A  
Witness Statement**

**Japanese Army General**





## You are ***against*** the bombing

You argue that Japan was **going to surrender** soon anyway and the bombs were not needed.

**My job was...**

**I don't think the bomb was needed because...**

**We said we would surrender if...**

**I am:**

My name is Sakura Tanaka. I was **living in Nagasaki** with my husband, our son and his family when the bomb was dropped. Our home was destroyed and I **was badly burnt**.

My son had gone to work in the centre of Nagasaki. **I never saw him again**. He died right away.

I, my husband, our daughter-in-law, and her daughter – our grandchild – were in the house, and miraculously we survived, despite the house being badly damaged.

After the explosion, **Nagasaki was a wasteland**. There were **dead bodies** everywhere. I saw people with their skin hanging off and glass stuck in them.

**I think:**

It is not right to **kill so many ordinary people**. The bomb could not tell the difference between family homes, ordinary workplaces and military buildings.

The effects go on too long. My fourteen-year-old granddaughter developed leukaemia a year later because of the bomb. She only lived for six months after that. Recently, I have been diagnosed with **breast cancer**. I am convinced that this too was caused by the radiation from the bomb.

**Group B  
Witness Statement**

**Survivor of the bombing**





You are ***against*** the bombing

You argue that it was **immoral** and **killed too many civilians.**

**I was there and I saw...**

**My family suffered because...**

**I think the worst thing about the bomb was...**

### **I am:**

My name is Edith Waltman and I worked on the Manhattan Project, which was the **secret project** to build the bombs that were dropped on Hiroshima and Nagasaki.

We didn't know much about the weapon we were working on, and I was **very shocked** when the bombs were dropped. **I felt guilty.**

### **I think:**

I think the war would have ended soon anyway. I don't think the bombs were needed and the USA had **hidden reasons** for dropping the bomb.

I believe that they partly wanted to **test them out**. They hadn't tried them on real cities before. Hiroshima and Nagasaki had been left untouched by normal bombs.

I also think that they wanted to **send a message** to the world (and especially the USSR) about how **powerful the USA was**. They wanted to be the most powerful country after the war had ended.

## **Group C Witness Statement**

### **Manhattan Project Scientist**





You are ***against*** the bombing

You argue that America had **hidden reasons** for dropping the bomb.

**My job was...**

**The bomb was new, so I think...**

**Another hidden reason was...**

**I am:**

My name is Mary Beale and I live in the United States of America (USA).

I used to have two sons, but now I have none. **Both of my sons were killed in the war.**

My son, Ron, was on a battleship in **Pearl Harbour** when the Japanese attacked in December, 1941. His ship sunk and **he drowned**. He was only 22.

My other son, Bob, was in the US Air Force. He was captured by the Japanese when his plane crashed in the Pacific Ocean. He was kept in a prisoner of war camp and treated so badly that he died.

**I think:**

I am glad that the bombs were dropped. **We needed to pay them back.**

I think Truman did the right thing. **No-one will want to mess with America now.**

**The war finished when those bombs were dropped.** Ron had a daughter, Sally. I want the world to be peaceful for her sake. I hope she never loses her children to war.

**Group D  
Witness Statement**

**U.S. civilian**





You are **for** the bombing

You argue that it was **appropriate revenge** for the Pearl Harbour bombings.

**I felt angry with Japan because..**

**I think we needed to drop the bombs because...**

**My hope for my granddaughter is...**

**I am:**

My name is Fred Pilkington. My job was to **advise President Truman** on making **important decisions**.

**I think:**

I told Truman that dropping the atomic bombs was the **best way to end the war**, an opinion I still hold.

**Japan wasn't going to surrender.** They loved their Emperor and would fight to the death to protect him. Even children would fight!

**We gave Japan a warning** that we would destroy them if they didn't surrender. We had to drop the bombs on Hiroshima and Nagasaki to prove we meant it!

**They didn't surrender until we had dropped the bombs.**

**Group E  
Witness Statement**

**Truman's Advisor**





You are **for** the bombing

You argue that it **ended the war.**

**My job was..**

**I think the bombs were needed because...**

**Japan should have known what we would do because...**

**I am:**

My name is Rocky Vancetti. I was the pilot of Enola Gay, the plane that **dropped the bomb on Hiroshima.**

**I think:**

I have never regretted what I did. I think it was the right thing to do. **It ended the war much quicker this way.**

**I think we saved lives.** We would have had to enter Japan on the land if the war had gone on. We didn't have to because the bombs finished it quicker.

We had firebombed many Japanese cities with normal bombs throughout the war. That didn't convince them so **we had to try something new.**

**Group F  
Witness Statement**

**Pilot who dropped the bomb**





You are **for** the bombing

You argue that it **saved thousands of lives.**

**My job was..**

**I think the bombs were needed because...**

**I think we save lives because...**

**Witnesses sheet:** for all students except barristers to fill in during the trial



**Army General**

Name

Do they think the bombings were justified or unjustified? (circle)

What is their key argument?

I think this argument is

What would you like to ask this witness?

---



**Bombing survivor**

Name

Do they think the bombings were justified or unjustified? (circle)

What is their key argument?

I think this argument is

What would you like to ask this witness?

---



**Nuclear scientist**

Name

Do they think the bombings were justified or unjustified? (circle)

What is their key argument?

I think this argument is

What would you like to ask this witness?

**Witnesses sheet:** for all students except barristers to fill in during the trial



Name \_\_\_\_\_

Do they think the bombings were justified or unjustified? (circle)

What is their key argument?

I think this argument is \_\_\_\_\_

**U.S. civilian**

What would you like to ask this witness?

---



Name \_\_\_\_\_

Do they think the bombings were justified or unjustified? (circle)

What is their key argument?

I think this argument is \_\_\_\_\_

**Truman's Advisor**

What would you like to ask this witness?

---



Name \_\_\_\_\_

Do they think the bombings were justified or unjustified? (circle)

What is their key argument?

I think this argument is \_\_\_\_\_

**Bomber pilot**

What would you like to ask this witness?

## Homework: My own verdict

My jury 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.

# Lesson Three: Citizenship (Exploring Reporting)

## Lesson plan (NB: This can also be used as an English lesson)

### Learning objectives

By the end of the lesson students will:

- Know that many factors can affect how news is reported.
- Understand why different people and organisations report news differently.
- Be able to identify some bias in news reporting, and compare and contrast news reporting on nuclear weapons in 1945 and today.

### Overview

Students will be divided into groups of approximately five. They will use what they have learnt in the previous two lessons to produce a radio or televised news report about the bombings of Hiroshima and Nagasaki. They will be given time to devise and rehearse their reports, and will then deliver their report to the class.

### Equipment needed

You will need:

- PowerPoint downloadable from [www.cnduk.org/education](http://www.cnduk.org/education)
- 10 sheets with details of news outlets (pp 78-82)
- The witness sheets from Lesson Two
- Space for groups to rehearse their reports

### Starter (10-15 minutes)

- If you did Lesson Two, explain to the students that *this* lesson will build on the understanding of concepts such as law and justice, rights and democracy that they developed in Lesson Two.
- Ask them if they know what 'free press' means. Look (again) at the headlines of the newspapers from Lesson One. Ask if you can infer much about bias just from reading these headlines.
- Look at some examples of recent news headlines on nuclear weapons, so they can begin to compare and contrast with reporting on the issue today.

### News reports (35 minutes)

- Divide the class into groups of approximately five. Each group should have a separate section of the classroom in which to rehearse.
- Display the 'Your Task' slide on PowerPoint.
- Each group will be given a sheet with the details of the news channel they will be reporting for, and some key information. You may want to make smaller groups, so that all 10 cards can be used.
- Students must then decide on the characters they want to include in their report and who will play each character. These can be characters from the trial or they can make up their own.
- They will need to decide what sort of questions will be asked, what information will be given, what kind of language they will use, etc.
- They have 15 mins to rehearse. Their reports should last no more than 2 mins.
- Each group will then present their report to the rest of the class (make sure they start with the name and time period of their news programme)

### Plenary (10-15 minutes)

Discuss: Did the bombings come across differently depending on who was presenting and the time frame? How? Is it possible to report the bombings in a neutral way?

### Extension activity

- Get students to explore, in small groups, what some citizens in Britain, the US, Japan and other countries are currently doing to hold governments to account regarding their nuclear weapons non-proliferation commitments, including the UN global ban of 2017. Information is available at: [www.icanw.org/campaign/partner-organisations](http://www.icanw.org/campaign/partner-organisations). Encourage students to come up with counter-arguments (i.e. arguments for countries keeping and/or developing nuclear weapons).
- Show students some contemporary headlines on nuclear weapons, and get them – in pairs or small groups – to analyse these in terms of audience and reliability. Have them feedback in a plenary, and ask them what the headlines tell us about current attitudes on the issue.

### Enrichment

- Students can get involved with today's wider debate around nuclear weapons in many ways. Give them information from the British Government website on why the Government wants Britain to keep its nuclear weapons, and from CND's website on why CND opposes this.
- Encourage students to email their MP to support or challenge their position on the UK's nuclear weapons via the website [writetothem.com](http://writetothem.com) (which outlines MPs' voting record on nuclear weapons and other issues).

# The British Evening News

## 7 August 1945

Your news report will be broadcast in cinemas and on the radio across the whole of Britain. It will be broadcast on August 7 1945, the day after the bombing of Hiroshima.

### Information

- Britain and Japan were enemies during World War Two. Britain and USA were allies. Britain had cooperated with USA in developing the nuclear bomb, and Prime Minister Churchill gave Truman Britain's consent to drop the nuclear bombs on Japan.
- Even though the war was over in Europe, Britain was still suffering badly. A lot of people had died and many people's homes had been destroyed by German bombing.
- As your report is the day after the Hiroshima bomb, it is not yet known how many people have been killed, but it is believed to be tens of thousands.

### Tips

- People might be glad that World War Two could soon be over.
- They wouldn't yet fully understand the damage that had been done. They won't have heard of a nuclear bomb before (and may not understand it).

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# The British Evening News

## Present day

Your news report will be broadcast on TV across Britain, but also online, so anyone in the world could view it. It is about views on the bombings of people in Britain today.

### Information

- Britain and Japan were enemies during World War Two, but today they are not.
- People in Britain today have a variety of opinions about nuclear weapons. Some think we should get rid of our nuclear weapons, and some think we should keep them.
- We will never know exactly how many people were killed or injured by the atomic bombs. It's estimated that 80,000 people died instantly when the bomb was dropped on Hiroshima, and 40,000 in Nagasaki, and that the overall death toll may have reached as many as 340,000. At least 94,000 were injured in total.
- Some people think that the bombs ended World War Two, and others do not.

### Tips

- You are supposed to be unbiased, by interviewing people who have different points of view.
- Viewers will want to know what people think about the current nuclear weapons situation in the world, including the UK's nuclear weapons.

# Japan Tonight

## 10 August 1945

Your news report will be broadcast in cinemas and on the radio across the whole of Japan. It will be broadcast on 10 August 1945, the day after the bombing of Nagasaki.

- The day of your broadcast is the day after the nuclear bomb was dropped on Nagasaki. This is the second nuclear bomb that has been dropped on Japan in four days.
- Japan and US were enemies in World War Two. Japan had suffered very badly during the war; many people had died and many people's homes had been destroyed.
- Japan had rejected the US, British and Chinese demand that they surrender (the Potsdam Declaration). However, some senior Japanese officials did want to surrender; the main barrier was the need to keep the Emperor – who had a god-like status – in power.
- As your report is the day after the Nagasaki bomb, it is not yet known how many people have been killed, but it is believed to be tens of thousands.
- 80,000 people died instantly in Hiroshima when the first bomb was dropped.

### Tips

- Japanese people may be feeling very scared as there might be more nuclear bombs to come. Japan has not yet surrendered
- The USSR (Russia) has also just declared war on Japan. There may not yet be much information about this, or the Nagasaki bomb.

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# Japan Tonight

## Present day

Your news report will be broadcast on TV to the whole of Japan, but also online, so anyone in the world can view it. It is about the views of people in Japan today on the bombings.

### Information

- In the Second World War, Japan was enemies with China, the US, Britain, and – at the end of the war – the Soviet Union (Russia), but today Japan has relatively good relations with these countries.
- Between 185,000 and 340,000 people (mostly Japanese civilians) were killed by the Hiroshima and Nagasaki bombings, and at least 94,000 were badly injured.
- Although Japan committed to never getting nuclear weapons, today some influential Japanese people (such as some politicians) think this should change.

### Tips

- It would be interesting to have interviews with some of the survivors of the bombings who are still alive, as well as with some young people.
- You might want to interview at least one person who thinks Japan *should* get nuclear weapons.
- The audience will want to know what people think about current tensions between nearby North Korea, South Korea and the US.

# U.S. News Now

## 2 September 1945

Your news report will be broadcast in cinemas and on the radio across the whole of the US. It is September 2 1945

### Information

- It is September 2 1945: Victory over Japan Day.
- In 1941, Japan bombed the American naval base of Pearl Harbour, killing many American soldiers and destroying American ships. The next day, the US declared war on Japan.
- President Truman said that the bombs were partly to avenge Pearl Harbour, and partly to save the lives of Americans and Japanese who would have died if the US had invaded Japan by land.
- Japan surrendered a few days after the bombs were dropped, although some historians argue that it may have surrendered without the bombings.

### Tips

- You might want to interview people who were glad that the bombs were dropped, such as people in the US military, or their relatives.
- Can you think of anyone in the US who might have been against the bombings?

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# U.S. News Now

## Present day

Your news report will be broadcast on TV across the US, but also online, so anyone in the world could view it. It is about the views of people in the US today on the bombings

### Information

- In the Second World War, the US and Japan were enemies, but today they are not.
- President Truman, who made the decision on the bombings, said in 1945 that they were partly to avenge the Japanese attack on Pearl Harbour, and partly to save the lives of Americans and Japanese who would have died if the US had invaded Japan by land.
- Many Americans today believe that the bombings were justified. However, some disagree, pointing to evidence that Japan may have surrendered soon anyway.

### Tips

- You might want to have a biased report, or you might want it to include a balance of views.
- Viewers will want to know what people think about the current nuclear weapons situation in the world, including the tensions between the US and North Korea, and between the US and Russia. The US and Russia each have far more nuclear weapons than all of the other seven nuclear weapons countries combined.

# USSR Today

## 10 August 1945

Your news report will be broadcast in cinemas and on the radio across the whole of the USSR (Russia). It will be broadcast on 10 August 1945.

### Information

- The USSR has just declared war on Japan, and started a land invasion of Japanese-occupied territory. Japan was helping Germany, which was the USSR's main enemy. The USSR is allied with America and Britain.
- Your report will be broadcast three days after the bomb was dropped on Hiroshima; and one day after the second bomb was dropped, on Nagasaki.
- The USSR did not know that the bomb dropped on Hiroshima was going to be a nuclear bomb, but they knew it was a particularly powerful new type of weapon.

### Tips

- The USSR might be keen to show the US that they are strong too.
- You might want to interview the Soviet leader (Stalin) or someone from the Soviet army.
- You might want to interview an ordinary Russian on their thoughts.

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# Russia Now

## Present day

Your news report will be broadcast on TV across Russia, but also online, so anyone in the world could view it. It is about the views of people in the Russia today on the bombings.

### Information

- In the Second World War, the USSR was an ally of the US and Britain from 1941, and enemies with Japan at the end of the war.
- The USSR built its first nuclear weapon in 1949. During the Cold War stand-off between the USSR and the US from 1945-1991, both countries created thousands of nuclear weapons. Each has far more than all of the other seven nuclear weapons countries combined.
- Today, there is a lot of tension between Russia and the US.

### Tips

- You might want to have a biased report, or you might want it to include a balance of views.
- Viewers will want to know what people think about the current nuclear weapons situation in the world, including the tensions between Russia and the US, and between North Korea and the US.

# Peace Times

## 8 August 1945

Your news report will be published in the Peace Times newspaper, which is read by thousands of people in Britain.

### Information

- Peace Times is a newspaper dedicated to calling for peaceful solutions to problems, rather than war.
- It is opposed to Britain's involvement in the Second World War, and its readers will be horrified by the nuclear bombings of Hiroshima and Nagasaki
- The majority of people in the UK disagree with Peace Times.

### Tips

- You might want to interview anti-war protestors of different ages and backgrounds.
- Peace Times is not trying to be balanced: its aim is to oppose all war

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# Peace Times

## Present day

Your news report will be broadcast on TV across Britain, but also online, so anyone in the world could view it. It is about the views that anti-war protestors in Britain today on the bombings.

### Information

- Each August, people have been holding vigils across the UK and the world to remember the 185,000-340,000 killed and at least 94,000 injured in the bombings of Hiroshima and Nagasaki.
- They are also calling for nuclear weapons to never be used again, and for all nuclear weapons to be dismantled. In July 2017, around 60% of the world's countries voted for a global ban on nuclear weapons, and the anti-nuclear weapons organisation ICAN won the 2017 Nobel Peace Prize.
- Britain has about 215 nuclear weapons.
- People in the UK have different views on nuclear weapons – some people think we should get rid of them and others think we need to keep them.

### Tips

- You might want to interview a survivor to hear their story.
- You could interview anti-war campaigners to get their views, including on the current nuclear weapons situation. Look at the CND website for examples of how citizens around the world are trying to persuade their governments to get rid of their nuclear weapons.

# Lesson Three: English (Creative writing: Haikus)

## Lesson plan

### Learning objectives

By the end of the lesson students will:

- Know what a haiku is and how it is structured
- Understand how emotions can be expressed through poetry (specifically haikus)
- Be able to compose a haiku

### Overview

Each member of the class will produce a haiku about the bombings of Hiroshima and Nagasaki. The lesson will begin with a recap of the previous lesson, if applicable, or a summary of the bombings. Then, after an explanation and examples of haikus, students will compose a haiku about the bombings, either from the point of view of someone who agrees with the bombings or from the point of view of someone who disagrees.

### Equipment needed

You will need:

- PowerPoint downloadable from: [www.cnduk.org/information/item/2008](http://www.cnduk.org/information/item/2008)
- The witness sheets from Lesson Two (one set per small group)
- Students' notebooks and writing equipment
- Word banks (p 84)

### Starter (15 minutes)

- If applicable, recap the previous lesson using the PowerPoint, reminding students of the six witnesses. Otherwise, summarise the bombings using the Lesson One PowerPoint
- If applicable, students then spend five minutes discussing the questions on the 'Recap' slide of this lesson's PowerPoint

### Haikus (35 minutes)

- Ask if students know what a haiku is. Display 'What is a haiku?' in PowerPoint, and fill in any gaps in their knowledge.
- Display examples in PowerPoint and talk them through with the students.
- Split the students into small groups (but not the groups they worked in for the trial, if applicable).
- Go through the 'Your task' slide in PowerPoint, including the witnesses slide. Then leave it on the 'You should' slide.
- Give each group a set of witness sheets, a word bank and example haikus. Each student should pick a witness sheet without looking. (Students ideally shouldn't have a character that they represented in the previous lesson, if applicable).
- Students then have 15 minutes to compose a haiku from the point of view of their witness character. They can use the word bank and can write several drafts. If they finish quickly, get them to write one from their own perspective.
- Ask for some volunteers to read their haiku(s) to the class, and explain why they used that language. The rest of the class could guess who their character was. It might be good to ask them to read each haiku a second time.

### Plenary (5-10 minutes)

Discuss

- How can you tell the difference between the haikus that are for the bombing and those that are against?
- Are haikus a good way of expressing emotion? Would another form of poetry be better?

### Differentiation

- Higher ability: students are not given word bank, and should write a haiku from their own perspective as well as their character's.
- Lower ability: students may find it easier to write the haiku just from their own point of view.
- MFL activity: More able students could write the haiku in a Modern Foreign Language that they study.

## Haiku word bank

Fire  
Blazing  
Triumph  
Weapon  
Mountain  
Skin  
Shaken  
Lives  
Drop  
Surrender  
Tremble  
Truman  
Revenge  
Resolution  
Earth  
Crying  
Shattered

Wind  
Rubble  
Sky  
Glass  
Peace  
Victory  
Darkness  
Enola Gay  
Flying  
War  
Shard  
Burn  
Forever  
Taken  
Given  
Little Boy  
Price

---

### Examples:

#### **'Untitled',** (Anonymous)

The day it ended  
Oh what else was there to do?  
Peace bought with the bomb

#### **'Nagasaki',** by Antony Owen

Fat man awakens,  
devouring breath, birdsong sky.  
Skeleton city.

#### **'Carbon',** by Antony Owen

Little boy humming  
dragonfly strumming, gamma  
numbing, black rain coming.

© Antony Owen. Permission provided by Antony Owen

# Lesson Three: History (Source Analysis)

## Lesson plan

### Learning objectives

By the end of the lesson students will:

- Know there are different types of sources available to interpret historical events.
- Understand that different types of sources have different strengths and weaknesses.
- Be able to weigh up the strengths and weaknesses of sources and decide how reliable a source is.

### Overview

The class will analyse the sources from Lesson One to assess their reliability.

### Equipment needed

You will need:

- PowerPoint downloadable from [www.cnduk.org/information/item/2008](http://www.cnduk.org/information/item/2008)
- Six or more sources from Lesson One. Suggested sources:
  - American and Japanese propaganda posters
  - Two or more of Truman's diary entries
  - Photos of Nagasaki before and after the bombings
  - Newspaper headlines
  - One or more of the 'Reactions to the bombings' quotes
  - Survivor artwork, or Trinity extract, or Barefoot Gen extract
- Source evaluation sheets (p 86)

### Starter (10-15 minutes)

- Go through the PowerPoint that introduces students to facts about sources and (if applicable) reminds them about the first lesson. If the class hasn't done Lesson One, summarise the bombings for them using the PowerPoint from that lesson.
- Clarify key terms to do with source analysis (source, provenance, primary/secondary, reliability, etc).

### Source analysis (30 minutes)

- Split the class into six or more groups (depending on how many sources you use).
- Each group is handed a source and some information about its provenance.
- They will also have a sheet of questions to help them evaluate the source.
- Each student will be responsible for leading the discussion for one question, write down the key points in the relevant box, and then pass the sheet to the next student.
- The students will then decide in their groups how reliable their source is, based on what they've written/discussed.
- Using the PowerPoint to show their source to the whole class, each group reports back, explaining how reliable they feel the source is for learning about the bombings.
- Stick all the sources to the whiteboard/wall. Each student is given a sticky dot and asked to place it on the source they think is the most reliable (you can instigate a rule of not placing it on your 'own' source if you feel your class needs this!).

### Plenary (10-15 minutes)

- Discuss: Which source was voted the most reliable? Why? What would make it even more reliable?

**Homework:** Find – and evaluate – real witness testimonies online.

### Differentiation

- **Higher ability extension activity 2:** Get students to read two or more opposing arguments by historians on Truman's decision, and to discuss and then write down which they find most persuasive. The following historiographical sources are freely-accessible: a blog post by Gar Alperovitz ([www.garalperovitz.com/2005/08/hiroshima-after-sixty-years-the-debate-continues](http://www.garalperovitz.com/2005/08/hiroshima-after-sixty-years-the-debate-continues)); the vivid exchange between Robert Marshall, Sheila Kerr and others (<https://books.google.co.uk/books?id=5dRRBV5ZC3wC&printsec=frontcover#v=onepage&q&f=false>, pp.180-192); Derek Ide's detailed survey ([www.hamptoninstitution.org/hiroshima-historiography.html#\\_edn1](http://www.hamptoninstitution.org/hiroshima-historiography.html#_edn1)); and J. Samuel Walker's concise book 'Prompt And Utter Destruction' (<https://books.google.co.uk/books?id=EJb-CwAAQBAJ&printsec=frontcover#v=onepage&q&f=false>). The 1995 ABC documentary 'Hiroshima: Why The Bomb Was Dropped' ([www.youtube.com/watch?v=FIH5z3kCIKo&t=2014s](http://www.youtube.com/watch?v=FIH5z3kCIKo&t=2014s)) is also insightful.

### Enrichment

- Visit a museum (see Lesson Two Enrichment)

## Source evaluation

What sort of source is this? Circle: *Photo/Poster/Graphic novel/Poem or Song/Drawing/Newspaper headline/Diary or Memoirs entry/Letter*

When was this source created?

Who created it?

Is it primary or secondary?

Why do you think this source was made?

Who do you think the source was made for? (ie Who is the intended audience?)

What can we learn from the source? What does it tell us about the bombings and how they were viewed?

Is the source biased? If so, how?

How reliable does your group think the source is? Why? (Consider the information you've written above, when making your decision).

# Lesson Three: Religious Education (Just War theory)

## Lesson plan

### Learning objectives

By the end of the lesson students will:

- Know that people have formed theories to try and justify and/or limit war.
- Understand the concept of Just War theory.
- Be able to form an opinion as to whether they think Hiroshima and Nagasaki fit with Just War theory.

### Overview

The class will explore the concept of a Just War and apply their knowledge and opinions to the bombings of Hiroshima and Nagasaki.

### Equipment needed

You will need:

- PowerPoint downloadable from: [www.cnduk.org/information/item/2008](http://www.cnduk.org/information/item/2008)
- Rules of war sheets (p 88)
- Just War worksheets (p 89)
- Teacher's notes sheet (p 90)

### Starter (15 minutes)

- If the class hasn't done any lessons from this pack, go quickly through the overview of the bombings (Lesson One PowerPoint)
- From the Just War PowerPoint, students discuss in pairs: What is war? Is war ever acceptable? If so, when should you go to war? Is there anything you shouldn't be able to do in war?

### Just War (30-35 minutes)

- On the PowerPoint, go through the possible causes of war, and certain scenarios that may happen in war. Ask the students to raise their hands for 'acceptable' and 'unacceptable'. Ask some of them to say why they think this. [Alternative – you can ask them to stand on one side of the room for 'acceptable' and the other for 'unacceptable', with a middle space for the unsure].
- Then hand students the sheet with suggested rules of war on it. Some of these are based on Just War theory. There are also blank boxes so students can write their own ideas if they think the list is missing something.
- Students choose 6 rules to make their own Just War theory. This can be done in pairs or small groups, or as an individual task.
- Feedback to the class. What did the students pick and why? What made some more important than others? Did they write any of their own?
- On the PowerPoint, introduce the Just War theory. Are these the same conditions as the students chose? If not, what do they feel is missing from the theory?
- Go through some of the questions on the PowerPoint to understand the Just War criteria in more detail.
- Hand each student the sheet with Just War conditions compared to the bombings of Hiroshima and Nagasaki. Do the bombings meet the criteria of an act of Just War? Why/why not? (This could also be done in pairs/small groups). NB: It could be argued both ways – see the teacher's notes sheet.
- Feedback to the class. Do people have different opinions on whether or not the bombings meet Just War theory? If so, why?

### Plenary (10-15 minutes)

Would Hiroshima and Nagasaki fit into the students' Just War conditions, chosen earlier in the lesson? Why do people have different ideas about what is just? Is Just War theory reliable if it can be interpreted in such different ways?

### Differentiation

Higher ability:

- The starter discussion could be nuanced by a discussion of the differences between a country vs country war, civil war, asymmetric warfare (eg the war on terror), drone warfare, cyber warfare etc.
- In addition, the worksheet activity could include exploration of the historical sources from Lesson One.

## Possible rules for war: choose your six

<p>Animals should not be harmed in the war, nor should the environment be damaged.</p>	<p>It must have a good chance of being successful and bringing about peace.</p>
<p>Must be in proportion (it should not kill too many people, especially if they are not involved in the fighting).</p>	<p>No-one who is under 21 years old should be involved in the fighting.</p>
<p>Weapons that cause lasting damage such as nuclear, biological or chemical weapons should not be used.</p>	<p>It should be the last resort (everything else should have been tried first).</p>
<p>People should not make money from the war.</p>	<p>The war must be declared by the government of a country.</p>
<p>Women should not be involved in the fighting.</p>	<p>It should have a just <i>intention</i></p>
<p>It must have a just cause. (e.g. to defend against invasion, or to stop major human rights violations)</p>	<p>Sources of food, drink and medicine should not be destroyed.</p>

<b>Just War theory requirement</b>	<b>Do the bombings of Hiroshima and Nagasaki meet this?</b>
1. The war must be declared by the government of a country.	Circle: Yes / No  Why?
2. It must have a just cause. (e.g. to defend against invasion, or to stop major human rights violations)	Circle: Yes / No  Why?
3. It must have a good chance of being successful and bringing about peace.	Circle: Yes / No  Why?
4. Must be in proportion (it should not kill too many people, especially if they are not involved in the fighting).	Circle: Yes / No  Why?
5. It should be the last resort (everything else should have been tried first).	Circle: Yes / No  Why?
6. It should have a just <i>intention</i>	Circle: Yes / No  Why?

<b>Just War theory requirement</b>	<b>Do the bombings of Hiroshima and Nagasaki meet this?</b>	
1. The war must be declared by the government of a country.	<b>Yes</b>  It was part of WWII	<b>No</b>  N/A
2. It must have a just cause. (e.g. to defend against invasion, or to stop major human rights violations)	<b>Yes</b>  The Japanese bombed Pearl Harbour and also tortured PoWs.	<b>No</b>  The innocent civilians in the cities should not have paid for their government's/armed forces' actions.
3. It must have a good chance of being successful and bringing about peace.	<b>Yes</b>  Many – including Truman – argue that it made Japan surrender and it ended WWII.	<b>No</b>  Others argue that Japan would have surrendered soon anyway, and that it was actually the invasion of Japanese-occupied territory by the USSR that made them surrender.
4. Must be in proportion (it should not kill too many people, especially if they are not involved in the fighting).	<b>Yes</b>  It saved lives on both sides as the USA did not have to invade Japan by land. It also killed fewer people than the firebombing of Tokyo.	<b>No</b>  The vast majority of those killed and injured were civilians. Others argue that Japan would have surrendered soon anyway.
5. It should be the last resort (everything else should have been tried first).	<b>Yes</b>  Many would argue that there was no way Japan would have surrendered otherwise; Japan had rejected the Potsdam Declaration, and 'conventional' bombing hadn't made them surrender.	<b>No</b>  Others argue that Japan would have surrendered soon without the bombings; Truman himself wrote in his diary that the USSR's invasion would ensure this.
6. It should have a just <i>intention</i> .	<b>Yes</b>  Many – including Truman – would argue that it was done to end the war as quickly as possible, and thus save lives on both sides overall by avoiding a land invasion.	<b>No</b>  Others argue that it was done to test the bomb and as a show of strength to the world (and especially the USSR). They say Japan would have surrendered soon anyway.

## Timeline of the bombings

7 December 1941	Attack on Pearl Harbour.
August 1942	The Manhattan Project was established.
12 April 1945	President Roosevelt dies.
13 April 1945	New President Truman learns about the atomic bomb project.
27 April 1945	Target Committee meets to select cities for the atomic bombs. Hiroshima and Nagasaki are shortlisted.
8 May 1945	VE Day. End of the war in Europe.
1 June 1945	It is decided to drop the bombs on Japan. In early June, the idea to drop the bombs on an unoccupied area as a demonstration of their power, is dismissed.
20 June 1945	Meeting of the Japanese Supreme War Direction Council, called by the Emperor to discuss ending the war.
11 July 1945	Japanese Foreign Minister contacts the Ambassador in Moscow to see if the USSR will mediate in peace negotiations.
16 July 1945	Trinity test.
17 July 1945	Potsdam Conference opens.
24 July 1945	Truman tells Stalin that the USA has a new, powerful weapon, but doesn't say it is atomic.
26 July 1945	Potsdam Declaration is issued. It demands unconditional surrender from Japan.
26 July 1945	Clement Attlee replaces Winston Churchill as UK Prime Minister.
28 July 1945	Japan rejects the Potsdam Declaration.
6 August 1945	Hiroshima bomb dropped at 8:15am.
8 August 1945	The USSR announces to Japan that it is entering the war.
9 August 1945	Nagasaki bomb is dropped at 11:02am.
10 August 1945	Japan offers to surrender to the allies if the Emperor is allowed to remain in place.
11 August 1945	Allies agree to acknowledge the Emperor's place in society, but insist his movements will be under American control.
15 August 1945	Japan surrenders.
2 September 1945	Japan formally surrenders aboard the USS Missouri.
29 August 1949	First Soviet nuclear test.
3 October 1952	First British nuclear test.

## Timeline of the bombings (more detailed)

1 September 1939	World War Two begins	Hitler invades Poland. Two days later, France and Britain declare war on Germany.
7 December 1941	Attack on Pearl Harbour	The Japanese navy attacks Pearl Harbour. The USA enters the war the next day.
22 June 1941	Germany invades the USSR	The USSR then joined the Allies. They are now working with the UK and the USA.
8 March 1945	Victory in Europe (VE) Day	The Allies accept the surrender of Nazi Germany. The war is over in Europe.
11 July 1945	Japanese Foreign Minister contacts the Ambassador in Moscow to see if the USSR will be a go-between in peace negotiations	The Ambassador in Moscow says he thinks it would not work.
16 July 1945	Trinity test	The first ever test of a nuclear weapon. It was done by the USA in the desert of New Mexico. It is so powerful it turns the surrounding sand to glass.
17 July 1945	Potsdam Conference opens	The USA, UK and USSR leaders meet together to discuss what to do about Germany now it has surrendered, and about the ongoing war with Japan.
26 July 1945	Potsdam Declaration is issued	It is issued by the USA, UK and China. It requires unconditional surrender from Japan and threatens to destroy them if they do not surrender. (See Lesson One sources for an extract). The British Prime Minister Winston Churchill loses general election to Clement Attlee the same day.
28 July 1945	Japan rejects the Potsdam Declaration	Some argue that Japan didn't actually reject it. At a press conference, the Japanese Prime Minister used the word (Mokusatsu) – Japanese for <i>both</i> 'withholding comment' and 'treating with silent contempt'.
6 August 1945	Hiroshima bomb drops at 8:15am	Around 70,000 are killed instantly and thousands more die over the coming months.
8 August 1945	The USSR invades Japanese-occupied territory	It was agreed at the Tehran Conference in 1943 that the USSR would enter the war against Japan once Germany surrendered.
9 August 1945	Nagasaki bomb is dropped at 11:02am	Around 40,000 die instantly, and thousands more die by the end of 1945.
10 August 1945	Japan offers to surrender to the Allies if the Emperor is allowed to remain in place	The next day, the Allies agree to acknowledge the Emperor's place in society, but insist his movements will be under American control.
15 August 1945	Japan surrenders	This is known as Victory over Japan (VJ) Day.
2 September 1945	Formal surrender from Japan	The surrender document is signed aboard a the USS Missouri battleship, in Tokyo Bay.

**Praise for Truman on Trial**  
First edition

*'It was very easy to differentiate the lesson and really made my students question the decision... Boys who usually struggle to form an opinion were thoroughly engaged from the start of the enquiry and by the end were happy to debate with one another with solid evidence behind their opinions. So, a massive thank you from me and my students!'*  
– Secondary school teacher

*'This resource has been recommended for teachers by TES Resource Team. \*\*\*\*\*'*  
– TES Resource Team

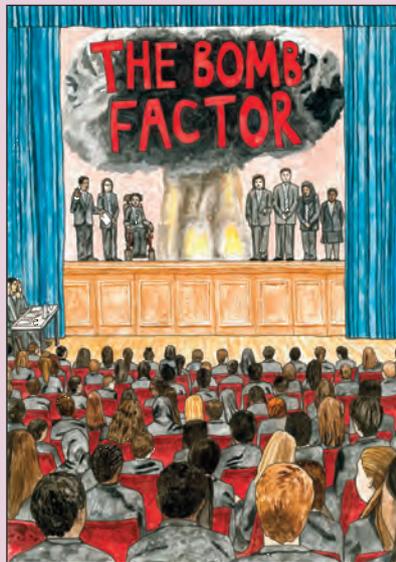
*'Enables students to be empowered to make up their own minds about this controversial issue... I highly recommend this resource for all teachers.'*  
– Hans Svennevig, Head of Citizenship at a London college

*'This excellent new resource has dealt with the subject matter of the dropping of the nuclear bombs on Hiroshima and Nagasaki in a sensitive and thought provoking way... The effective use of primary and secondary resources material brings the subject matter alive and the strength of the resource is that it includes a multitude of participatory and learning methodologies such as the use of*

*discussion, debate, role play and ranking exercises. All of which develop crucial thinking skills of: Information-processing, Reasoning, Enquiry, Creative thinking and Evaluation.'*

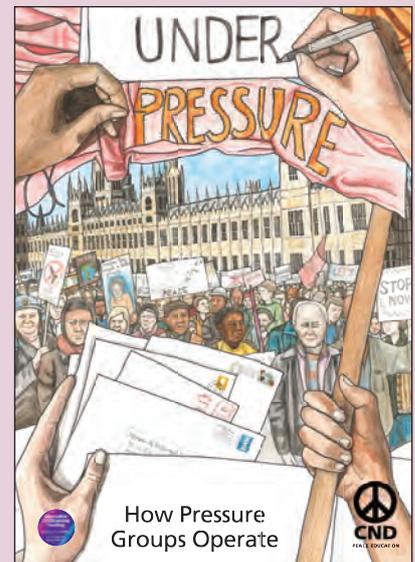
– Balbir Sohal, Association for Citizenship Teaching member, and education consultant.  
To read the review in full, go to <https://issuu.com/openshaw/docs/actjournal37>

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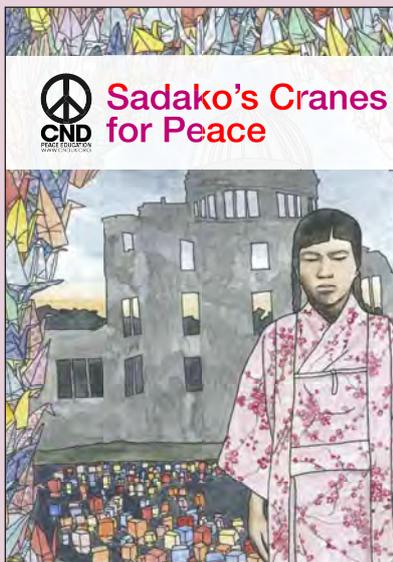
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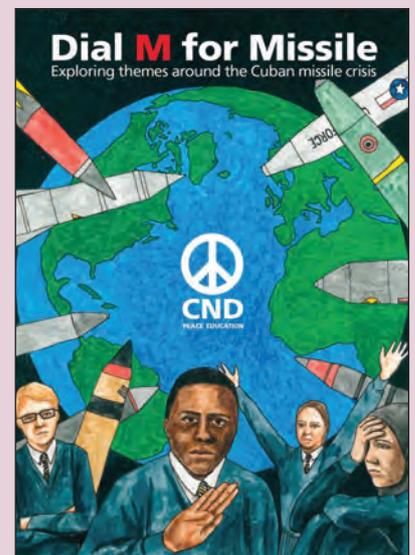
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Find out how pressure groups operate and form your own in the classroom.



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### **Content production**

Anna Liddle MA

Hans Svennevig PCGCE QTS MA

Jac Bastian BA (Hons)

Owen Everett BA (Hons)

### **Design and Illustration**

Design by Sue Longbottom [sue\\_longbottom@yahoo.com](mailto:sue_longbottom@yahoo.com)

Cover illustration by Miriam Cragg [miriamcragg2@gmail.com](mailto:miriamcragg2@gmail.com); cartoon strip and witnesses illustrations by Matthew Ward [mattward900@hotmail.com](mailto:mattward900@hotmail.com)

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# Truman on Trial

The dropping of the nuclear bombs on Hiroshima and Nagasaki was a turning point in the Twentieth Century. Between 185,000 and 340,000 people died as a result of the bombings and even today the debate is still raging as to whether they were necessary to end the Second World War.

In this highly regarded multi-part resource, students investigate what happened before, during and after the bombings. They then put US President Truman on trial to decide whether or not the bombings were justified.

There are also four subject-specific lessons to enable classes to explore the issues surrounding the bombings in more detail. Each lesson employs active and collaborative learning methods.

This resource has four subject pathways:

**Citizenship** – Focussing on: laws, legal systems, crime and justice, human rights, media, conflict and its resolution, evaluating evidence and viewpoints and debating.

**English** – Focussing on: speeches, presentations and debates, using language; writing poetry and scripts for presentations.

**History** – Focussing on: USA in the 20th century, Second World War, Cold War, source analysis.

**Religious Education** – Focussing on peace and conflict (including nuclear weapons and Just War theory) and ethics and morality.

The resource is also very relevant to several other subjects, and helps meet SMSC and Prevent requirements.

This pack contains:

**Lesson One** – a carousel activity investigating what happened at Hiroshima and Nagasaki

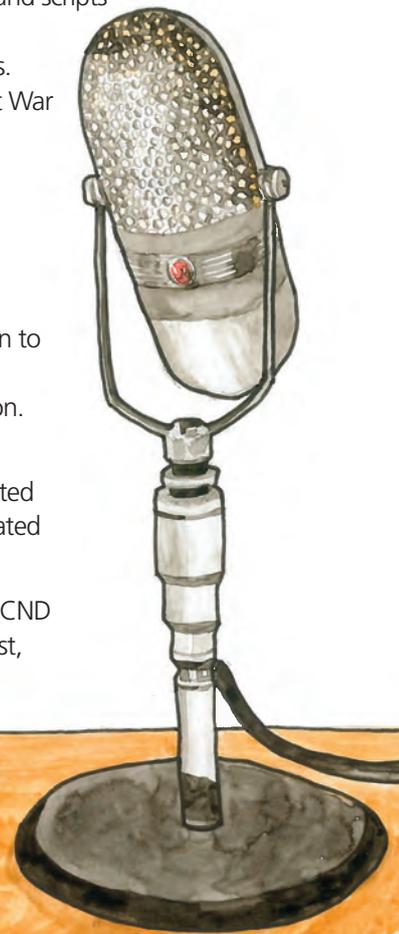
**Lesson Two** – a mock trial of President Truman exploring the debates surrounding the decision to drop the bombs

**Lesson Three** – subject-specific lessons for Citizenship, English, History and Religious Education.

**Timeline of events**

This new edition of Truman on Trial includes new activities, sources and artwork as well as updated curriculum links. All materials, including accompanying PowerPoint presentations and differentiated resources, can be downloaded for free from [www.cnduk.org/education](http://www.cnduk.org/education).

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CND Peace Education, Mordechai Vanunu House, 162 Holloway Road, London N7 8DQ • [peaceeducation@cnduk.org](mailto:peaceeducation@cnduk.org)