University of Mary Division of Education

Lesson Plan Format

**Grade Level: 11**

**Subject(s) Area: US History**

**Materials Needed:**

* Projector and Internet Access
	+ <http://www.nationalgeographic.com/pearlharbor/history/pearlharbor_timeline.html>
	+ <http://www.eyewitnesstohistory.com/pearl.htm>
	+ <https://www.youtube.com/watch?v=lK8gYGg0dkE>
* Pearl Harbor Packet (Notes, reflection, images)
* Usual class materials

**Standards:**

* 9-12.1.1- Interpret and evaluate a variety of visual representations (e.g. charts, graphs, time lines, graphic organizers, maps, flow charts) of data
* 9-12.1.2- Interpret and evaluate documents (e.g., primary and secondary sources, fact, fiction, or opinion) to enhance the understanding of social studies content.
* 9-12.2.5- Trace the causes, course, and legacy of World War II (e.g., totalitarian regimes; Pacific theater, European theater, home front)

**Objectives:**

* Students will be able to trace and describe the cause and effect aspect of the events leading up to the attack on Pearl Harbor
* Students will demonstrate their knowledge of specific events that occurred during Pearl Harbor through a creative writing exercise
* Students will practice effective note taking skills by identifying key information in their fill in the blank notes

**Learning Activities:**

* Greet students at the door and instruct them to pick up the packet before sitting down. Have the bell work question on the board (What is a totalitarian government? Name two totalitarian governments from the WWII era and who their leader was.); Have all the web sources pulled up and ready with the projector off
* When the bell rings collect the students’ bell work responses and erase the question from the board
* Explain to students that we will be studying Pearl Harbor by using a combination of a timeline and primary sources. Explain to students that they will be expected to complete their fill in the blank notes as we go, and mark on the notes any information that they find to be particularly interesting OR important. They should also add the time of any significant events
* Turn on the projector and begin going through the timeline and guided notes with the students. Start by reviewing or explaining military time (i.e. 0610 hours=6:10am; 1500 hours=3:00pm)
* After the *Torah* note open the primary source account of Pearl Harbor. Ask for student volunteers to read the account. Ask students to share their reactions to the reading
* Continue through the end of the timeline
* Play video of FDR’s address to congress
* Allow students to utilize the last five minutes to complete their guided reflections on their own
	+ Explain the assignment and answer any questions about it before releasing students

**Assessment:**

* Formative: Creative writing assignment
* Summative: Unit Test

**Reflection:**

**Fill in the blank: Pearl Harbor**

* Pearl Harbor is located on the island of \_\_\_\_\_\_\_\_\_\_\_\_
* The first wave of Japanese planes included \_\_\_\_\_\_\_ fighters, bombers, and \_\_\_\_\_\_\_\_\_\_\_ planes
	+ Pilots used a(n) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ to help them navigate
* There were six radar stations on \_\_\_\_\_\_\_\_\_\_\_\_
	+ At the Opana radar station, a private sights \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ heading for the island on the screen
	+ The privates alert their superiors Time:\_\_\_\_\_\_\_\_\_\_
* After being decoded, a message stating that the *Ward* had fired on and destroyed a \_\_\_\_\_\_\_\_\_\_\_\_\_\_ was passed on to high command Time:\_\_\_\_\_\_\_\_\_\_
	+ Admiral Kimmel, commander of the Pacific Fleet, decides to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* An Army Lieutenant receives the report from the Opana radar station
	+ There is a flight of U.S. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ heading from California to Hawaii
	+ The Lieutenant says “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” Time:\_\_\_\_\_\_\_\_\_
* U.S. code breakers crack a Japanese message telling negotiators to break off talks Time:\_\_\_\_\_\_\_\_\_\_
	+ General Marshall sends a message to the U.S. \_\_\_\_\_\_\_\_\_\_\_ commander in Hawaii
	+ Due to atmospheric \_\_\_\_\_\_\_\_\_\_\_\_\_ the message doesn’t reach him until \_\_\_\_\_\_\_\_\_\_
* Japanese planes take off from their carriers wondering if Pearl Harbor will be \_\_\_\_\_\_\_\_\_
	+ As they get closer the clouds break and they see \_\_\_\_\_\_\_\_\_\_ Point
* A Japanese telegraph operator sends the message “*to ra, to ra, to ra”* Time:\_\_\_\_\_\_\_\_\_\_
	+ This means \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ *Tora* had the unintended meaning of \_\_\_\_\_\_\_\_\_\_
* **Primary Source: http://www.eyewitnesstohistory.com/pearl.htm**
* U.S. telegraph operators are ordered to send an uncoded message to every ship and base reading \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Time:\_\_\_\_\_\_\_\_\_\_
* Many U.S. planes are parked closely to help guard them against \_\_\_\_\_\_\_\_\_\_\_\_\_\_. Most are destroyed quickly
* An armor-piercing bomb pierces the forward deck of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ igniting its cache of gunpowder
	+ Within ten minutes the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is on the bottom of the harbor
* After taking damage the \_\_\_\_\_\_\_\_\_\_\_\_\_ grounds herself to avoid creating a “road block” at the mouth of the harbor
* The destroyer \_\_\_\_\_\_\_\_\_ is hit **(image)**
* After the second strike, Japanese pilots are urging a third however it was ruled out because the U.S. \_\_\_\_\_\_\_\_\_\_\_\_\_ whereabouts are still unknown
* The attack is over; the American death toll reaches \_\_\_\_\_\_\_\_\_\_\_ from the attack Time:\_\_\_\_\_\_\_\_

**Guided Reflection**

What did you find most interesting? Why? (Miscommunications in the morning, accounts of the attack, FDR’s address to congress, Japanese perspective)

How do you think the citizens of Oahu would have felt/reacted to the attack? Explain why you believe they may have reacted this way. (emotions, urge to help, urge to hide)

Do you think that the American people had the same immediate urge to go to war that congress had?

**Assignment:** Your assignment for tomorrow is to write a one page narrative imagining you were present for an event related to Pearl Harbor on December 7, 1941. You can put yourself in the shoes of a sailor, soldier stationed elsewhere on the island, commander at a lookout, citizen on Oahu, member of congress, or any other position you feel would be appropriate for this scenario. This should be done in the style of a personal journal entry OR a letter. Be creative but remember to place yourself in the actual events, you are creating an account not remaking the events. (20 points)