

# University of Mary Division of Education

## Lesson Plan Format

**Grade Level: 11**

**Subject(s) Area: U.S. History**

### **Materials Needed:**

- Jing Videos
  - <http://screencast.com/t/sKlZSFQvWzq>
  - <http://screencast.com/t/FfhkERmW6>
- Jing Video Questions
  - Separate Attachment
  - Corresponds to reading material as well
- Reading Handout (optional)
  - Separate Attachment
- Argument Listing Worksheet
  - Separate Attachment
- Pro-Atomic Bomb Video
  - <https://www.youtube.com/watch?v=BmlBbcxseXM>
- Anti-Atomic Bomb Video
  - <https://www.youtube.com/watch?v=yCYg4denWbA>
- Atomic Bomb Pro and Con list
  - [Atomic Bomb Pro/Con List](#)
    - Specific Pro/Con List on page 1.
- Optional: Hiroshima video (personal accounts)
  - <https://www.youtube.com/watch?v=gwkyPvIWPMO>
  - Shown if there is extra time

### **S**Standards:

- Standard 1: Students apply Social Studies skills and resources.
  - 9–12.1.4: Use media (e.g., oral, written, websites, computer simulations, multimedia resources) to access, record, analyze, and communicate information relating to social studies
- Standard 2: Students understand important historical events.
  - 9–12.2.5: Trace the causes, course, and legacy of World War II (e.g., totalitarian regimes; Pacific theater, European theater, home front)
- Reading Standard for Informational Text
  - Code RI.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively\*) as well as in words in order to address a question or solve a problem.

### **O**bjectives:

- Debate and develop stances on the American use of atomic weaponry on Japan.
- Read and comprehend the various reading materials presented in class or provided by the instructor.

### **L**earning Activities:

- 1. Two Jing videos will be assigned the night before this lesson. The Jing videos will feature me going through various readings on the choices presented to President Truman regarding the atomic bombs and war in the Pacific. **(Max: 10 minutes)**
  - Students will be given a worksheet with just a few questions regarding information presented in the Jing videos. This will help to ensure that they listen to the videos, pick out the key pieces of information, and be prepared for class the next day.
    - The worksheet will be collected at the beginning of class time the following day for completion and accuracy points.
  - To differentiate among learning styles, an optional reading resource will be emailed along with Jing videos. The corresponding questions can be pulled from either the text or videos, so students have a choice of which source to get the information.
- 2. The information in the videos/readings will be further expounded on in class the following day. **(5-8 minutes)**
- 3. Videos will be presented. **(10 minutes total)**
  - First video: Pro-Atomic Bomb **(5 minutes)**
  - Second video: Anti-Atomic Bomb **(5 minutes (cut off at 5:00))**
  - Students will be required to list at least 2 points from each video that they believe to be “good arguments.”
- 4. I will ask students to share the top arguments that they pulled from the videos. This will give me a chance to add any argument they may have missed. **(5 minutes)**
- 5. I will pull up a list of pros and cons to dropping the bomb. I will go through these with the class, expounding on each point so as to aid in solidifying understanding. **(8-10 minutes)**
  - Each point I present (both pro/con), I will really encourage as a good point. This presents an even understanding and level of support for each.
  - Students must pull at least 2 points from the Pro side of the list that they agree with and 2 points from the Con list that they agree with.
  - At this point, I will encourage students to try to think of any additional reasons that dropping the bomb was necessary or not necessary; at least one additional reason for both the pro and con sides must be written down. This is done to encourage active critical thinking.
- 6. After list is presented, students will be paired off into groups of 2 (3 in one if necessary) and they will be tasked with the following question:
  - “If you were President Truman in 1945 and you had listened to the advisements of your top generals and advisors, having heard all of the points just made, what decision would you make? Drop the bomb or don’t drop the bomb?”
    - No middle ground will be allowed; a yes or no answer only.
  - Students will be able to discuss for at least **3-5 minutes**. Once finished, one group member will present their decision and reasoning behind it. **(Presentation: 5 minutes)**
    - Students will be told beforehand that all opinions and standpoints must be respected.
- Worksheets on Jing video questions and lists of best points presented in class will be handed in for accuracy and participation grades.

## **A**ssessment:

- Take-home Jing video questions
  - Accuracy and completion points
- Argument Listing Worksheet
  - 2 top video argument points
  - 2 top Pro/Con list argument points
  - 2 additional critical thinking Pro/Con-bomb points
  - Decision Presentation
    - All included in accuracy and participation grades
- Accommodations/Modifications:
  - Take-home reading questions can all include multiple choice options, rather than sentence structured answers.
  - Jing videos may be accompanied by printed reading materials, vital pieces of information highlighted for ease of understanding.

- Differentiated Instruction for Student Learning Styles
  - Jing Videos (Visual) and Readings (Linguistic)
  - Pro/Anti Bomb Videos: Visual
  - Lecture: Auditory
  - Pro/Con List: Linguistic
  - Paired discussion: Interpersonal

## Reflection:

- I think the lesson went fairly well. A lack of time forced me to cut back on the explanation of the Pro/Con list. In the future, I would shorten the review period at the beginning of the class period. Some of the points needed to be refreshed for the students, but not all.
- Additionally, I would have warned students at the beginning of the class period that part of what I wanted them to focus on was in recognizing bias in various sources, especially media. I mentioned this a little late in the lesson, and it should have been mentioned and explained right away.
- I really loved the participation of the students in this lesson. A lot of fantastic questions were asked and the discussion never faltered. I think that the opinion-formation aspect of this lesson is an absolute must and something I will continue with in the future.