

**Lesson Title**

Pearl Harbor

Subjects

U.S. History, World History

Suggested Time

One 50-minute class period

Grade Level

7-12

Essential Question

How did the United States respond to the Japanese attack on Pearl Harbor?

Objective

Understand the attack on Pearl Harbor and the United States' entry into World War II

Overview

This lesson provides an overview of the deliberate attack on Pearl Harbor by the Japanese military, which propelled the United States into World War II. The students will hear from eyewitnesses about the surprise attack on Pearl Harbor, then analyze Franklin D. Roosevelt's "The Day that will Live in Infamy" speech he gave in reaction to it. The students will further examine additional resources and write a fully developed reactionary paragraph.

Materials

- Chronicles of Courage: [Pearl Harbor Video](#)
- ["Day of Infamy" Speech](#)
- [National Archives Written Document Analysis Worksheet](#)
- [Small Group Activity](#)
- [Primary Source Analysis Guides](#)
- [Lesson](#)
- [Individual Assignment](#)
- [Rubric](#)
- [Standards](#)
- [NCSS C3 Framework](#)

Warm-Up Activity:

Teacher to ask --

- Who wants to tell the class what has been happening in Europe since World War I? (*Hitler rise to power, Mussolini rise to power, Munich Agreement, Invasion of Poland, Evacuation of Dunkirk, Battle of Britain, etc.*)
- Who wants to tell the class what has been happening in the eastern hemisphere? (*Japan invading China, etc.*)
- What is going on in the United States? (*Great Depression*)
- What is the mood of America in wanting to help the other nations in war? (*Isolationist*)
- How is the U. S. government helping Great Britain? (*Lend-Lease*)

Explore the Video:

[“Pearl Harbor”](#)

About the Video:

This is one of 20 short videos in the series *Chronicles of Courage: Stories of Wartime and Innovation*. It tells the story of Japan’s surprise attack on Pearl Harbor – the event that propelled the United States into World War II.

The Eyewitnesses Tell the Story:

By interviewing people who have experienced courageous events, the *Chronicles of Courage: Stories of Wartime and Innovation* series keeps history alive for current generations to explore. Oral history lets the audience hear history directly from those that experienced it and can bring the past to life with powerful information that print resources may miss. The technologies and solutions presented are information few today have and are contextualized by experts that continue to work with and preserve this classic technology.

Video Voices:

Stuart Hedley

Stuart Hedley was 20 years old when he witnessed the horrific attack on Pearl Harbor on December 7, 1941. He was transferred from the stricken *USS West Virginia* to the *USS San Francisco*, which participated in many battles including the Solomon Islands. Hedley retired from the Navy in 1960, but worked until 1981 conducting infrared inspections of ships including aircraft carriers.

Kaname Harada

Born in 1916, Kaname Harada finished at the top of his flight school in 1937. He first saw combat that same year in China. He participated in the attack on Pearl Harbor and many of the naval battles that followed. Harada became a flight instructor in late 1942.

Jason Muszala

Jason Muszala is the Senior Manager of Restoration & Maintenance at the Flying Heritage Collection – a military aviation and tank museum located near Seattle,

Washington. He also pilots some of the planes in the collection. He was recently recognized by the Federal Aviation Administration (FAA) with the inclusion in the prestigious FAA Airmen Certification Database.

Language Support

To aid those with limited English proficiency or others who need help focusing on the video, make available the transcript for the video. Click the transcript tab on the side of the video window, then copy and paste into a document for student reference.

Lesson

Watch the video, "[Pearl Harbor](#)"

Teacher to ask -

- Have you ever planned an outing with either your family, or friends or even a date and then an event happened that surprised you?
- Why was the attack on Pearl Harbor such a surprise? (*lead questioning until students realize the distance*)
- What other information surprised you when watching the video?
- How did the Japanese overcome the distance? (*lead questioning until students say technology*)
- Why is the technology so important?
- What type of technology had to be developed and utilized?
- Teacher to project map, or use globe to identify (*or have students identify*) the following:
 - Japan
 - Hawaii
 - Hong Kong
 - Guam
 - Philippine Islands
 - Wake Island
 - Midway Island
- Other than Japan and Hong Kong, what do the other islands have in common? (*remember back to the Spanish-American War*)
- How did the United States attain these islands? (*remember Hawaii was different, not from Spanish-American War*)

Teacher to show –

a word cloud of the President Franklin D. Roosevelt's speech.

- analyze the content by discussing the major points of the source,
- discuss the consequences of the effect and/or the significance of Pearl Harbor.

Rubric

Level	Criteria
4	<ul style="list-style-type: none"> • CONTEXT: thorough knowledge of what the source is, who produced it, where, when, and why it was produced. • CONTENT: sensitive and sophisticated understanding of the meaning of the source in its historical context; appreciation of the complexity or subtlety of the source. • CONSEQUENCES: clear grasp of the effect or importance of the source in history.
3	<ul style="list-style-type: none"> • CONTEXT: good knowledge of what the source is, who produced it, where, when, and why it was produced; no more than one of the above elements incomplete. • CONTENT: good understanding of the meaning of the source in its historical context. • CONSEQUENCES: clear grasp of the effect or importance of the source in history.
2	<ul style="list-style-type: none"> • CONTEXT: good knowledge of what the source is, who produced it, where, when, and why it was produced; no more than two of the above elements incomplete or missing. • CONTENT: adequate understanding of the meaning of the source in its historical context; some important points missing. • CONSEQUENCES: some grasp of the effect or importance of the source in history.
1	<ul style="list-style-type: none"> • CONTEXT: little or erroneous knowledge of what the source is, who produced it, where, when, and why it was produced; more than two of the above elements incomplete or missing. • CONTENT: no understanding of the meaning of the source in its historical context; major points missing or incorrect. • CONSEQUENCES: no or erroneous understanding of the effect or importance of the source in history.

Standards

- Understands the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs

http://www.educationworld.com/standards/national/soc_sci/us_history/5_12.shtml#nss-ush.5-12.8

11.8. WORLD WAR II (1935 – 1945): The participation of the United States in World War II was a transformative event for the nation and its role in the world. (Standards: 1, 2; Themes: TCC, GOV, CIV, TECH)

11.8a As situations overseas deteriorated, President Roosevelt’s leadership helped to move the nation from a policy of neutrality to a pro-Allied position and, ultimately, direct involvement in the war.

Students will examine reasons for the passage of the Neutrality Acts (1935–1937) and consider the national debate as a shift to pro-Allied policies, including “cash and carry” and Lend-Lease.

Students will trace ongoing negotiations with Japan and United States efforts to stop Japanese aggression without resorting to war and without appeasing Japanese demands.

Students will examine the impact of the Japanese attack on Pearl Harbor.

Students will examine President Roosevelt’s leadership during World War II, including his role as commander in chief and his diplomatic efforts to maintain the Grand Alliance.

Students will examine how technological advancements altered the nature of war and the extent of its devastation, including the use of air power over civilian targets and President Truman’s decision to use the atomic bomb against the Japanese cities of Hiroshima and Nagasaki.

Build Social Studies Literacy through Reading and Writing Common Core State Standards for ELA & Literacy in Social Studies

English Language Arts Standards » History/Social Studies » Grade 9-10

<http://www.corestandards.org/ELA-Literacy/RH/9-10/>

Key Ideas and Details:

CCSS.ELA-LITERACY.RH.9-10.1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.3

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure:

CCSS.ELA-LITERACY.RH.9-10.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.9-10.5

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CCSS.ELA-LITERACY.RH.9-10.6

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RH.9-10.7

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-LITERACY.RH.9-10.8

Assess the extent to which the reasoning and evidence in a text support the author's claims.

CCSS.ELA-LITERACY.RH.9-10.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

English Language Arts Standards » History/Social Studies » Grade 11-12

<http://www.corestandards.org/ELA-Literacy/RH/11-12/>

Key Ideas and Details:

CCSS.ELA-LITERACY.RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.3

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure:

CCSS.ELA-LITERACY.RH.11-12.4

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

CCSS.ELA-LITERACY.RH.11-12.5

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

CCSS.ELA-LITERACY.RH.11-12.6

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RH.11-12.8

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-LITERACY.RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RH.11-12.10

By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

NCSS C3 Framework

Dimension 1: Developing Questions and Planning Inquiries

Dimension 2: Applying Disciplinary Concepts and Tools

Dimension 3: Argument Writing

Dimension 4: Communicating Conclusions and Taking Informed Action