PRIMARY SOURCE SET

1. **Teacher’s Guide**

Pearl Harbor: A Surprise Attack on America

On December 7, 1941, the US Naval base Pearl Harbor in Hawaii was under air attack by Japanese fighter planes. Japan sent 353 planes in a surprise raid on Pearl Harbor that resulted in 2,335 U.S. servicemen casualties and 1,143 wounded.

2. **Historical Background**

Before Pearl Harbor

September 1940. The U.S. placed an embargo on Japan by prohibiting exports of steel, scrap iron, and aviation fuel to Japan, due to Japan's takeover of northern French Indochina.

April 1941. The Japanese signed a neutrality treaty with the Soviet Union to help prevent an attack from that direction if they were to go to war with Britain or the U.S. while taking a bigger bite out of Southeast Asia.

June 1941 through the end of July 1941. Japan occupied southern Indochina. Two days later, the U.S., Britain, and the Netherlands froze Japanese assets. This prevented Japan from buying oil, which would, in time, cripple its army and make its navy and air force completely useless.

Toward the end of 1941. With the Soviets seemingly on the verge of defeat by the Axis powers, Japan seized the opportunity to try to take the oil resources of Southeast Asia. The U.S. wanted to stop Japanese expansion but the American people were not willing to go to war to stop it. The U.S. demanded that Japan withdraw from China and Indochina, but would have settled for a token withdrawal and a promise not to take more territory.

Prior to December 1941, Japan pursued two simultaneous courses: try to get the oil embargo lifted on terms that would still let them take the territory they wanted, and ... to prepare for war.

After becoming Japan's premier in mid-October, General Tojo Hideki secretly set November 29 as the last day on which Japan would accept a settlement without war.
The Japanese military was asked to devise a war plan. They proposed to sweep into Burma, Malaya, the East Indies, and the Philippines, in addition to establishing a defensive perimeter in the central and southwest Pacific. They expected the U.S. to declare war but not to be willing to fight long or hard enough to win. Their greatest concern was that the U.S. Pacific Fleet, based in Pearl Harbor could foil their plans. As insurance, the Japanese navy undertook to cripple the Pacific Fleet by a surprise air attack.

Foreshadows of Attack

The U.S. had broken the Japanese diplomatic code and knew an attack was imminent. A warning had been sent from Washington, but it arrived too late.

Early warning radar was new technology. Japanese planes were spotted by radar before the attack, but they were assumed to be a flight of American B-17s due in from the West Coast.

The Attack

On December 7th 1941, on an otherwise peaceful Sunday morning on a beautiful Hawaiian island, the first wave of Japanese airplanes left 6 aircraft carriers and struck Pearl Harbor a few minutes before 8 AM local time.

In two waves of terror lasting two long hours, they killed or wounded over 3,500 Americans and sank or badly damaged 18 ships - including all 8 battleships of the Pacific Fleet - and over 350 destroyed or damaged aircraft. At least 1,177 lives were lost when the Battleship U.S.S. Arizona exploded and subsequently sank.

However, they did not sink any of our Pacific aircraft carriers and they left most of the fuel that was needed to win the war in the Pacific.

In one stroke, the Japanese navy scored a brilliant success—and assured their ultimate defeat.

The Japanese attack brought the U.S. into the war on December 8—and brought it in the war determined to fight to the finish.

(adapted from PearlHarbor.org  2001)
3. **Primary Sources**

<table>
<thead>
<tr>
<th>Title of Primary Source – Use MLA citation style</th>
<th>Annotations for instructional use – how will you use this primary source with your students?</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Stricken from the Air. Testifying to the Extent of the Japanese Sneak Attacks Are These Three Stricken U.S. Battleships. Left to Right: U.S.S. West Virginia, Severely Damaged; U.S.S. Tennessee, Damaged; and U.S.S. Arizona, Sunk.&quot; <em>Stricken from the Air. Testifying to the Extent of the Japanese Sneak Attacks Are These Three Stricken U.S. Battleships. Left to Right: U.S.S. West Virginia, Severely Damaged; U.S.S. Tennessee, Damaged; and U.S.S. Arizona, Sunk.</em> N.p., n.d. Web. 13 Oct. 2012. <a href="http://www.loc.gov/pictures/item/owi2002048490/PP/">http://www.loc.gov/pictures/item/owi2002048490/PP/</a>. Digital ID: fsa 8e01813 Permanent URL: <a href="http://hdl.loc.gov/loc.pnp/fsa.8e01813">http://hdl.loc.gov/loc.pnp/fsa.8e01813</a></td>
<td>The source will be able to be used by students on their Investigating Primary Sources worksheet in which questions are used to help analyze the primary source. In this particular pictures, students can observe that the picture is older since it is in black and white. The students can also observe that a boat seems to be on fire. The students may start to wonder why the boat is on fire. They can also observe that there is a plane flying over the boat. The student could start to start to make inquiries as to what the plane’s purpose might be.</td>
</tr>
<tr>
<td>&quot;Pearl Harbor--Approximate Position of United States Ships, Dec. 7, 1941.&quot; <em>Pearl Harbor--Approximate Position of United States Ships, Dec. 7, 1941.</em> N.p., n.d. Web. 13 Oct. 2012. <a href="http://www.loc.gov/pictures/item/2002695211/">http://www.loc.gov/pictures/item/2002695211/</a>. Digital ID: cph 3c29810 Permanent URL: <a href="http://hdl.loc.gov/loc.pnp/cph.3c29810">http://hdl.loc.gov/loc.pnp/cph.3c29810</a></td>
<td>The source will be able to be used by students on their Investigating Primary Sources worksheet in which questions are used to help analyze the primary source. In this particular pictures, students can observe that the picture is older since it is in black and white. The students can also observe that it looks like it may be a map of some sort. They can find that the title of the map is “Pearl Harbor” &amp; that it is made up of a lot of different ships. They can also observe that It is near many islands. The students could start to make inquiries as to why there would be a lot of ships in that location.</td>
</tr>
<tr>
<td><img src="http://www.loc.gov/pictures/item/2002721416/" alt="Overhead View of Japanese &quot;Kate&quot; Torpedo Bomber Shot down by Navy PB4Y Patrol Bomber near Turk. Rear Gunner Is Standing in Cockpit as Though Preparing to Bail Out. &quot;LCDR William Janeshek, Pilot of the PB4Y, Reported the Man Suddenly Sat down and Failed to Get out of the Plane, Which Exploded upon Hitting the Water.&quot;" />.</td>
<td>In this primary source, students will observe a photograph, taken during the attack, of a torpedo moving through the water towards its destination. Additionally, students will learn about the military advancements at this time, including the ability of Japanese bomber planes to drop torpedoes into the water in hopes of hitting the United States' ships.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
| Digital ID: cph 3a45214  
Permanent URL: http://hdl.loc.gov/loc.pnp/cph.3a45214 |  |
| ![Vendor in Times Square Distributing New York Enquirer Newspaper with Headline "Japs Attack U.S., Hawaii, Philippines Bombed by Airmen!"](http://www.loc.gov/pictures/item/2002695212/). | The source will be able to be used by students on their Investigating Primary Sources worksheet in which questions are used to help analyze the primary source. In this particular pictures, students can observe that the picture is older since it is in black and white. In this time era, the picture shows that the newspaper was their main source to receive news and information. The newspaper and radio would’ve been how many people first found out about the attacks on Pearl Harbor. |
| Digital ID: cph 3c29811  
Permanent URL: http://hdl.loc.gov/loc.pnp/cph.3c29811 |  |

TPS_CALU  
Lesson Plan Template  
Revised: 6_2012

Digital ID: cph 3c33145
Permanent URL:
http://hdl.loc.gov/loc.pnp/cph.3c33145

The source will be able to be used by students on their Investigating Primary Sources worksheet in which questions are used to help analyze the primary source. In this particular pictures, students can observe that the picture is older since it is in black and white. The students can observe that it is FDR talking to Uncle Sam. The cartoon shows a disgruntled Uncle Sam with FDR trying to help him handle the news that United States was attacked by Pearl Harbor. The cartoon insinuates that FDR wants to retaliate after the attack. The cartoon is satirical in genre.

“History of Our Nation: 1865 to the Present”


In this primary source, students will be able to enrich their understanding of the events of Pearl Harbor & 9/11. The source has information that is accurate and full of details. The students will also be able to watch a video account of these attacks. This will enable for authentic learning.
STANDARDS ALIGNED LESSON PLAN

1. Lesson Plan Code (create a code to identify your lesson, for example if your lesson is Social Studies for Grade 5, Period 3 create a code that might look like this: SS.5.3 or SocSt-Gr5-Pd3).

SocsSt-Gr5-Pd2

2. Subject Social Studies

3. Grade Level/Course 8th Grade – Us History

4. Title of Lesson – “Pearl Harbor”

5. Teacher(s) name(s) Chad Succop

6. Alignments (please use all relevant PA Academic and Common Core Standards for your specific subject, ELA, Math, Writing, and Speaking & Listening).

History

8.1.8.B: Compare and contrast a historical event, using multiple points of view from primary and secondary sources.

8.3.8.D: Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.
   - Ethnicity and Race
   - Working conditions
   - Military conflict
   - Economic stability

7. Vocabulary

Infamy- a state of extreme dishonor - "a date which will live in infamy"- F.D.Roosevelt;

Torpedo- A cigar-shaped, self-propelled underwater projectile launched from a submarine, aircraft, or ship and designed to detonate on contact with or in the vicinity of a target.
U.S.S. – United States Ship

8. Objective(s) for Learning

The students will analyze 1 video and 5 photo primary sources regarding Pearl Harbor.

The students will discuss what they observed in the 6 Pearl Harbor primary sources.

Using the primary sources, the students will justify whether or not they felt the attack on Pearl Harbor was fair.

After participating in the classroom discussion, the students will be able to compare and contrast 3 things about Pearl Harbor to 9/11.

9. Essential Questions (includes guiding investigative and other essential questions)

How did the attack on Pearl Harbor happen?

Where is Pearl Harbor located?

When did the attack on Pearl Harbor Happen?

Who was responsible for the attack on Pearl Harbor?

Who was the president of the United States during the attack on Pearl Harbor?

What happened after the attacks on Pearl Harbor?

10. Duration

1 hour & 15 minutes

11. Materials

5 Enlarged Primary Source Printouts of Pictures Relating to Pearl Harbor

TV
Internet – (http://lcweb2.loc.gov/diglib/vhp/bib/73565)

“Pearl Harbor” - DVD

Speakers (Pearl Harbor – James J. Doyle – Primary Source Video)

“Investigating Primary Sources – Pearl Harbor” Worksheet

“History of Our Nation: 1865 to the Present” textbook

12. Instructional Strategies (include the WHERE TO and Stripling Model of Inquiry as you describe your instructional procedures).

WHERE TO Instructional Strategy

W – The teacher will inform the students about their lesson on the Japanese attack on Pearl Harbor in 1941. The students will be learning about the attack since it was of grave matter. The students will be evaluated on the completion of their worksheet, participation in class discussion and through a compare and contrast formal assessment.

H – The students will be “hooked” and “held” through the observation and use of the 6 primary sources. The students will have the opportunity to get out of their seats and observe the various primary sources that are located around the room. For interest and engagement, the teacher will play the “attack scene” from the renowned Pearl Harbor movie. The students are getting thought-provoking experiences through their own observations and interpretations of the primary sources.

E – The students will be able to make their understanding “real” by observing primary sources that are authentic. The students will be equipped for success because classroom discussions will allow for students to clarify any questions or confusions they had in regards to Pearl Harbor & any of the primary sources.
R – The students will be able to reflect about the primary sources on their Investigating Primary Sources Worksheet that asks thought-provoking questions. The students will able be able to reflect about what they have learned in the Pearl Harbor class discussion facilitated by the teacher. Although the students will learn the main details of Pearl Harbor through the primary sources, the students will revisit the material in class discussion on Pearl Harbor. If the students had any confusion or misunderstanding of the material, it will be revised in the classroom discussion.

E - The students will express their understanding of Pearl Harbor through their participation in a guided classroom discussion. The students will engage in self-meaningful evaluation based on the accuracy and thoroughness in their responses on the Investigating Primary Sources worksheet and through the classroom discussion.

T – The teacher will tailor the instruction to address the needs of every learner through their participation in the classroom discussion. Through guided discussion, the teacher will be able to determine the comprehension level of each student. From there, the teacher can help enrich strengths and foster weaknesses of every student.

O – How will you organize learning experiences so that students move from teacher guided and concrete activities to independent applications that emphasize growing conceptual understandings as opposed to superficial coverage?

E- The teacher will organize learning experiences and emphasize growing conceptual understandings through their formal assessment. In this assessment, students are asked to apply what they have learned to a historical event that they are more familiar (i.e. 9/11). The students will be asked to apply what they have learned to a different level. This will require students to use higher order thinking skills of analyzing, comparing and contrasting.
PROCEDURE:
1. Prior to the lesson, the teacher will organize each station with the primary sources and list of corresponding questions. This step is imperative, as it allows for the classroom structure and layout to already be established before the students enter the room. [5 minutes]
2. As a means of providing intrigue and curiosity at the start of the lesson, students will be introduced to this historical event by watching a battle scene from the hit blockbuster film "Pearl Harbor." [10-15 minutes]
3. Students will spend approximately five minutes at each station. After five minutes has elapsed, the students will rotate to the next station. At one given station, students will observe a primary source and complete the Investigating Primary Sources worksheet (which will ask some of the following questions: “What do you observe?” “What do you think the artist is trying to say?” “What do you believe is happening in this picture?” “Who or what is involved in this picture?” etc.) [25 minutes] This step of the procedure addresses the INVESTIGATE segment of the Stripling Model of Inquiry because students will need to respond to and locate the necessary information for answering a series of questions that correspond with the primary source.
4. Students will watch a primary source video (an interview featuring a veteran who speaks about his first-hand experience during the attack at Pearl Harbor). [10-15 minutes]
5. Have an open classroom discussion in which each student is responsible for contributing two things that they learned about the attack at Pearl Harbor. This will not only serve as an informal assessment to measure knowledge acquired during the lesson, but is an opportunity for students to ask questions to clear up any confusions or misunderstandings they might have. [10 minutes] This step of the procedure addresses the WONDER segment of the Stripling Model of Inquiry because the class discussion is designed in a way so that it is an ideal time for all students to bring up any questions they might have about the subject matter. They are also encouraged to speak openly about any observations, hypotheses, and opinions they might have. Additionally, this step of the procedure addresses the REFLECT segment of the Stripling Model of Inquiry because the group discussion promotes openness of conversation - Students are encouraged to meticulously ponder and discuss their own feelings about the topic at hand.
6. After discussing in a group setting, students will work independently to complete a formal assessment. Using a Venn Diagram, students will compare and contrast the attacks of Pearl Harbor with a more recent historical attack, such as the attack on September 11th. [15 minutes] This step of the procedure addresses the CONNECT segment of the Stripling Model of Inquiry because it allows the student to use previous knowledge of a major historical event they were directly affected by in some way. The express segment of Stripling Model is used during the class discussion about the lesson. The students can express what they have learned. The construct segment of Stripling Model is used during the class discussion since the students will learn by constructing on information that they know. Students will make inquiries about Pearl Harbor so that they can construct upon what they know.

*For enrichment, the last chapter of the social studies textbook has plenty of information and access to videos related to Pearl Harbor & 9/11.

7. Collect formal assessments at the conclusion of the lesson and review each to measure individual student success with the class material. [<1 minute]
Assessment

1. Formative Assessment (Performance Task & Rubric)

Performance Assessment - Compare & Contrast

The terrorist attack of Pearl Harbor was very alike and different from the terroristic attack of 9/11. What are 3 differences and 3 similarities between these acts of terror? (Compare and contrast 3 examples each – Pearl Harbor & 9/11) You can use a Venn-diagram as a visual aid for writing your answer in paragraph format.

Investigating Primary Sources – Pearl Harbor

Directions: Analyze the primary sources & answer the set of questions for each primary source

What are some things you observe?

What message do you think the artist/photographer is trying to make?

What do you believe is happening?

Who or what is involved?

When is this happening?
## Performance Task Rubric

<table>
<thead>
<tr>
<th></th>
<th>Not Yet 1 pts</th>
<th>Emerging 2 pts</th>
<th>Proficient 3 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Details</strong></td>
<td>Includes one or less details in each paragraph.</td>
<td>Includes at least two details in each paragraph.</td>
<td>Includes three or more details in each paragraph.</td>
</tr>
<tr>
<td><strong>Opening Sentence</strong></td>
<td>Weak opening sentence. Does not grab the reader’s attention.</td>
<td>Opening sentence grabs the reader’s attention somewhat but lacks a strong thesis statement.</td>
<td>Great opening sentence that immediately grabs the reader’s attention using details for support.</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>Conclusion is too basic. Does not connect to opening statements.</td>
<td>Conclusion is good – includes one detail and makes a good attempt to connect to opening statements.</td>
<td>Strong conclusion – includes details and makes a clear connection to opening statements.</td>
</tr>
</tbody>
</table>